

San José State University  
Department of Communicative Disorders & Sciences  
EDSP 278 Clinical Management in an External Setting  
Section 01, Fall Semester 2018

**COURSE INFORMATION**

**Instructors:** Anita Schaack, MS, CCC-SLP  
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**Email:** Anita.schaack@sjsu.edu

**Office Hours:** Wednesday 1-3 or by appointment

**Class Days/Times**     **SJSU Seminars: Please see calendar below.**  
Monday August 27<sup>th</sup>     5-6:30  
Monday October 1st     5-6:30  
Monday November 5th     5-6:30  
Monday December 3<sup>rd</sup>.     5-6:30

**Classroom:** To be announced

The following health and safety items are required for Student Teaching (EDSP 269) and Externship (EDSP 278):

1. TB clearance within the past year (available at Health Services). Some sites require a 2-step test; they will let you know.
2. Hepatitis B vaccine (it's ok if you haven't finished the series by the time you start)
3. CPR certification
4. Basic Physical Exam (available at Health Services).
5. Supervisors expect you to have completed these items prior to starting.

**Please come to the initial seminar with a copy of or access to the Syllabus**

**Course Format**

This is a field-based experience that involves either daily attendance at an assigned site, or a schedule determined by the assigned site. All students are expected to meet on campus four times in the semester. Laptop, Internet access and software are required to complete this course.

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](http://sjsu.instructure.com) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [MySJSU](http://my.sjsu.edu) at <http://my.sjsu.edu> (or other communication system as indicated by the instructor) to learn of any updates.

## Course Description

Supervised clinical experience. Prerequisite: EDSP 254, EDSP 255, EDSP 276, EDSP 277 and instructor consent.

This course is designed to provide second year graduate students with a field experience in a non-public school setting. The external field placement allows student clinicians to obtain needed clock hours in the diagnosis and treatment of adults and/or children demonstrating a broad spectrum of communication disorders among culturally and linguistically diverse populations and diverse settings. The goal of the supervised clinical experience is to prepare graduate student clinicians to become independent, competent speech-language pathologists.

## Course Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Identify and demonstrate appropriate personal and ethical professional conduct, equity and social justice, reflective practice, and the unconscious expectation of academic excellence through professional presentation of self, honesty, fairness, responsibility, compassion, and valuing diversity, collaboration, and collegiality. (ASHA Standards IV-A-C, G)
2. Plan, conduct, and evaluate diagnostic procedures for speech-language disorders. (ASHA Standard IV-D)
3. Plan, conduct, and evaluate individual and group intervention procedures for speech-language disorders. (ASHA Standard IV-D)
4. Collaborate with other professionals in case management of their clients. (ASHA Standards IV-E-G)
5. Write reports and progress notes. (ASHA Standard V-A)
6. Demonstrate the ability to administer and manage a speech-language program in a non-public school setting. (ASHA Standard IV-C-D, V-A)
7. Interact with other professionals in a collegial and productive manner. (ASHA Standards IV-D, V-A)

## ASHA STANDARDS

This course meets the following Standards for the Certification of Clinical Competence: (2016):

- Standard IV-A: The applicant must have demonstrated knowledge of the biological sciences, physical sciences, statistics, and the social/behavioral sciences. (CLO 1, 5)
- Standard IV-B: The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the lifespan. (CLO 1, 2)
- Standard IV-C: The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas of study ((1) articulation, (2) fluency, (3) voice and resonance, (4) receptive and expressive language in speaking, listening, reading and writing, (5) hearing and the impact on speech and language, (6) swallowing, (7) cognitive aspects of communication, (8) social aspects of communication, (augmentative and alternative communication modalities. (CLO 1, 7)
- Standard IV-D: For each of the areas specified in Standard IV-C, the applicant must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates. (CLO 2, 3, 4, 7, 8)
- Standard IV-E: The applicant must have demonstrated knowledge of standards of ethical conduct. CLO 4)

- Standard IV-F: The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice. (CLO 4 -6)
- Standard IV-G The applicant must have demonstrated knowledge of contemporary professional issues. (CLO 4,6)
- Standard V-A: The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice. (CLO 5, 7, 8)
- Standard V-B: The applicant for certification must have completed a program of study that includes experiences sufficient in breadth and depth to achieve the following skills outcomes; evaluation, intervention, interaction and personal qualities. (CLO 6, 8)

#### Dispositions for Student Externship

Graduates from SJSU Communicative Disorders & Sciences Department will evidence a professional and personal commitment to ethical conduct, equity and social justice, reflective practice, and the “unconscious expectation of academic excellence.” Professional dispositions are evidenced as follows:

- Commitment to ethical conduct: candidates demonstrate professional presentation of self, honesty, fairness, responsibility, compassion, collaboration, and collegiality.
- Commitment to equity and social justice: candidates recognize and oppose social injustice in themselves, their institutions and professional environment.
- Commitment to reflective practice: candidates systematically and regularly reflect on their practice with an aim to continuous improvement.
- Commitment to the belief that every person can learn to use his/her mind well: candidates value diversity and accept responsibility to facilitate learning for all students.

#### Required Texts/Readings

##### Textbook

No textbook is required for this course. Individual sites may require you to do assigned reading at their discretion.

#### Course Requirements and Assignments

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

#### Course Requirements:

See the attached Course Schedule for dates and Assignment Description for specific instructions/rubrics.

- Daily attendance and punctuality at assigned sites. Excessive and/or repeated absences (more than 2) may result in a B- or lower for the practicum, resulting in NC for the course.
  - Obtain a minimum of 150 hours of direct contact with clients/patients and their family members. Please note: the 150 hours requirement is a minimum; most students accrue many more. You may NOT end your experience if you reach the hour's minimum before the end of the semester. You may NOT ask your supervisor for time off upon reaching the minimum hour requirement.
  - Completion of paperwork, as directed by, reviewed and co-signed by the site supervisor.

- Completion of projects as assigned by the site supervisor.
- Observation of other professionals as directed by the site supervisor.
- Conduct yourself professionally.
- Follow the rules and regulations established by the facility.
- Complete a project at your assigned site. The site can choose- if not, you may create one.
- Participation in seminars. Please see calendar for dates. Please arrive early to begin promptly at the designated times listed below.
- Weekly reflections emailed to your SJSU supervisor summarizing activities of the week, questions, and other thoughts pertinent to your placement by Friday evening each week.
- Reflections on Medical Placement videos (3). This should include a brief summary of some points that you considered important. See link and due date in the course calendar (1-2 paragraphs in length)
- Reflections on Professional Issues video. This should include a brief summary of some points that you considered important and your view of this information for your externship placement and your future as a SLP. See link and due date in the course calendar. (1-2 pages in length)
- Midterm and Final Evaluation rubric (Clinical Competencies form) completed by site Supervisor via Calipso, see link for example rubric: [.../Cumulative evaluation- CALIPSO.pdf](#)
- Completion of required forms. See Addendum A for due dates for each. Submit all documents (Record of Clinical Supervised Experience (hours), Copy of CCC and License, and Final Grade) via Canvas.
- Adhere to this Site Protocol:

#### **Site Protocol**

- The student will arrange a schedule with the master clinician in the assigned setting.
- The student will inform university supervisor of the schedule by the end of the first week. (Work schedule and information form) and will notify the university supervisor of all schedule changes during the semester.
- The student will submit written reports and plans to the master clinician as required by the master clinician.
- The student will notify the master clinician to report absences before 8:00 AM. The university supervisor must also be notified of all absences by email before 8:00 AM. Should this unfortunate incident occur, please send an email to Anita Schaack. However, 100% attendance is the goal for this experience. Excessive (more than 2 days) or unexcused (non-emergency related) absences will affect your evaluation negatively.
- The student will review performance with the university supervisor during the visit when time permits. If not, comments will be discussed with the on-site supervisor.
- On the day of the visit the student must provide the supervisor with WRITTEN LESSON PLANS for each client/patient scheduled during the visit. These plans must include the objectives for each client/patient for each lesson taught during the visit. This must be done, even if your site does not require lesson plans (inpatient hospital is the one exception).
- Notify the university supervisor in the event of problems. The procedure is outlined below:

Step 1: Try to work it out with your on-site supervisor

Step 2: Notify university supervisor if the two of you cannot solve the problem.

Step 3: University supervisor will contact on-site supervisor to discuss issues and negotiate solutions.

Step 4: Both supervisor and student will develop plans to modify the situation.

Step 5: The university supervisor will make follow-up visits to evaluate progress.

Step 6: If all attempts fail, or if the situation is judged unchangeable, the student may be reassigned either in the present or successive semester.

### **Grading Information**

This course is credit/no-credit. Credit is based on the following:

- Observations from site supervisor via midterm and final rubric with a grade of B or higher, (80%)
- Observations by the university supervisor (5%)
- Participation at monthly seminars/Case Presentation (5%)
- Weekly and video reflections (5%)
- Submission of all paperwork (Forms-see Appendix A) in a timely fashion, according to the guidelines of the site and SJSU supervisor (5%)

Absences from your placement and/or seminar are permissible in cases of documented illnesses and/or emergencies. For illnesses, documentation must be in the form of a written note from your personal physician. For personal or family-related emergencies, an appropriate verification of the absence will be required. Documentation must be procured within one week of the missed session/seminar.

A notation of “Incomplete” may be given in lieu of a final grade to a student who has carried a passing grade for a significant part of the course but, because of illness or other unusual and substantiated cause beyond the student’s control, has been unable to complete the terms work. An incomplete is not given unless the student can prove to the instructor that he/she was prevented from completing course requirements for just cause as indicated above and is not assigned on the basis of poor academic performance.

### **University Policies**

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>”

## **COLLEGE AND DEPARTMENTAL POLICIES**

### **COE Vision Statement**

The Lurie College of Education at San José State University is a professional community of students, faculty, and staff engaged in supportive partnerships to serve a community of culturally diverse children, youth and families by pursuing scholarly and reflective inquiry, promoting, enhancing and increasing access to a quality, lifelong education. Faculty, staff, and graduates are compassionate professionals who interact in ethical ways and are mindful of our roles and responsibilities in a democratic society.

### **COE Mission Statements**

The mission of the Lurie College of Education is to prepare educators who will enhance the quality of education for all students in our culturally diverse, technologically complex world.

Our basic values:

- Respect and appreciation for diversity
- Promotion of equity and access to quality education

- Excellence through scholarly activity and reflective professional practice
- Continual professional and personal growth
- Ethical, collegial, and humane interpersonal relationships as a basis for community

### **CD&S Department Vision Statement**

Utilizing faculty expertise, the Department of Communicative Disorders and Sciences will be known for its rigorous education, innovative models of clinical preparation, scientific contributions, and a resource for professional development in service to our increasingly diverse community.

### **CD&S Department Mission Statement**

The Mission of the Department of Communicative Disorders and Sciences is to provide rigorous academic and clinical preparation to students seeking careers working with individuals with communication disorders, and their families. We are guided by a commitment to scholarly research and principles of evidence-based practice. Our graduates will adhere to the highest ethical standards in serving the needs of our culturally and linguistically diverse community.

### **HIPPA / FERPA Policy**

Students will be considered members of the clinic / school workforce under regulations established by the Health Insurance Portability and Accountability Act (HIPAA) and Family Educational Rights and Privacy Act (FERPA). Students will adhere to these policies in all situations.

### **Confidentiality**

All clients have the right to confidentiality. Students are not to discuss cases outside of the Communicative Disorders & Sciences Clinic or in public access areas within CD&S (e.g., restrooms, hallways, observation booths, elevators, teachers' lounges, etc.). Known violations of confidentiality will result in a stern reprimand. Serious and/or repeated violations will warrant referral to the Chair of the Communicative Disorders & Sciences Department for disciplinary action.

### **Grievances**

When a dispute arises between a student and faculty member regarding a grade, academic honesty, academic freedom, mistreatment, or another matter, the student's first responsibility is to arrange an appointment with the faculty member to discuss the issue. If mutual satisfaction is not reached in this manner, the next step is to arrange an appointment with the CD&S Department Chair who will work to resolve the dispute. Should the Department Chair be unsuccessful in attempts to mediate, a set of policies and procedures have been implemented by the Lurie College of Education (LCOE) to successfully resolve such issues. These [student dispute policies](#) are available on the LCOE website: <http://www.sjsu.edu/education/docs/StudentDisputes.pdf>.

The Department of Communicative Disorders and Sciences at SJSU expects students to follow the grievance policies and procedures of the Department, LCOE, and SJSU. If concerns still exist, students may contact the Council on Academic Accreditation at the ASHA Action Center (1-800-498-2071). Further information may be found on the [ASHA website](http://www.asha.org) (www.asha.org) under the ASHA Procedures of Complaints against Graduate Education Programs document. Chapter 4 includes specific information regarding academic grievance.

# EDSP 278 / Clinical Management in an External Setting, Fall 2018 Course Schedule

This schedule is subject to change with fair notice.

All changes will be sent out via email and/or announced at seminars.

Date	Topics, Readings, Assignments, Deadlines
8/27	5-6:30 PM INITIAL ON CAMPUS EXTERNSHIP MEETING Topic: Syllabus/assignment review; review of externship and supervision requirements; review of code of ethics and professionalism.
8/21	Video Reflection Assignment Due posted to canvas – see links below: <ul style="list-style-type: none"> <li>• Medical Placements Part I: <a href="https://youtu.be/gm5OSHUMMqQ">https://youtu.be/gm5OSHUMMqQ</a> <a href="#">Anita Schaack – Hospital and clinic terminology</a></li> <li>• Medical Placements Part II:</li> <li>• <a href="https://youtu.be/E_4_J1vsLY">https://youtu.be/E_4_J1vsLY</a> <a href="#">Anita Schaack – more hospitals and clinics</a></li> <li>• Day in Life of SLP in Hospital: <a href="https://youtu.be/uaPyUDy__dk">https://youtu.be/uaPyUDy__dk</a></li> </ul>
10/1	5-6:30 PM ON-CAMPUS SEMINAR Topic: Clinical hours: what counts and tracking; Q and A; scheduling site visits
11/5	5-6:30 PM ON-CAMPUS SEMINAR Topic: Case Presentation Assignment – each student will orally present a client to the class, followed by Q and A
12/3	5-6:30 PM ON-CAMPUS SEMINAR Licensure and certification; Video Reflection due: Interviews and resumes: <a href="https://youtu.be/ESVtK2lhzpk">https://youtu.be/ESVtK2lhzpk</a>

## Appendix A: Forms to complete for Clinical Externship

Form	To be completed by	Submit to	Submit on
Practicum Commitment Form	Student & Site Supervisor	SJSU Supervisor	One week after start date
Work Schedule and Information Form	Student	SJSU Supervisor	One week after start date
Record of Supervised Clinical Experience via Calipso	Student	SJSU Supervisor after Site Supervisor endorsement	Last day of practicum
Clinician Competencies Form via Calipso (Midterm evaluation and Final evaluation)	Site Supervisor	SJSU Supervisor after student endorsement	On the day Midterm and Final are reviewed with you. **
Student Evaluation of Site/Supervisor Form	Student	SJSU Supervisor	Within 1 week of completing practicum

\*\*Final Must be completed by 12/20<sup>th</sup> in order for SJSU Supervisor to enter grade.