

**San José State University**  
**Department of Communicative Disorders & Sciences**  
**EDSP 276-04, Practicum in Advanced Assessments, Fall 2017**

**Course and Contact Information**

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**Course Web Page and Messaging**

You are responsible for regularly checking your @sjsu.edu email and with the messaging system through [MySJSU](http://my.sjsu.edu) at <http://my.sjsu.edu> for clinic and course correspondence. We will be using the clinic's secure file sharing system, [Egnyte](https://mmccollum.egnyte.com), which can be accessed at <https://mmccollum.egnyte.com>. You will be provided a log in and password by the clinic director. Egnyte will be used to share Protected Health Information (PHI).

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the [Canvas learning management system](http://sjsu.instructure.com) course website at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through Canvas to learn of any updates. Notification setting and email address can be edited under "Setting" on Canvas. [Canvas login instruction](http://www.sjsu.edu/ecampus/teaching-tools/canvas/index.html) is located at <http://www.sjsu.edu/ecampus/teaching-tools/canvas/index.html>.

**Course Description**

This course provides a supervised clinical experience in the assessment of a variety of speech and language disorders at the Kay Armstead Center for Communicative Disorders on the San Jose State University campus.

**Course Goals**

This course is intended to develop professional knowledge and clinical skills which meet the American Speech-Language and Hearing Association (ASHA) standards for Certification of Clinical Competency in assessment of a variety of speech and language disorders.

## Course Learning Outcomes (CLO)

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

1. Communicate and collaborate professionally with clients, their caregivers, professionals and peers while conducting clinical evaluations and presenting findings and recommendations as observed in written documents and by supervisor during assessment sessions.
2. Develop Assessment Plans and conduct evaluations which acknowledge, adapt, and understand the needs of diverse populations in relation to culture, background, ethnicity, sexual orientation, religion, social class, ability, political belief, and disabilities as observed by supervisor and documented in Assessment Plan document.
3. Gather relevant case history through review of records and interviews with relevant caregivers and professionals as observed by supervisor during assessment and reported in Assessment Report.
4. Select appropriate diagnostic tools (standardized and/or non-standardized) for the individual, demonstrating a clear understanding of the purpose of the instrument as established in Assessment Plan document.
5. Insure proper testing environment which includes but is not limited to: professional conduct, limiting distractions, explanation of purpose, efficient access and manipulation of materials, accommodations for disabilities, motivating tasks when appropriate, appropriate feedback, and encouraging atmosphere as observed by supervisor during assessment sessions.
6. Demonstrate the ability to accurately observe and assess communicative behaviors, adjusting as needed to meet the cognitive, linguistic, physical, and emotional requirements of the client as observed by supervisor during assessment sessions.
7. Administer, score, and interpret test instruments accurately as well as discuss the subjective accuracy and/or validity of the results due to various factors (i.e. attentive state of the client, non-standardized procedures if taken, environmental influences), as observed by supervisor and review of test protocols and Assessment Report.
8. Demonstrate the ability to make a differential diagnosis based on assessment findings as demonstrated during class discussions and as reported in Assessment Report.
9. Critically analyze gathered data and observations to determine how a client's profile may impact their daily functioning as evident in class discussions and recommendations included within Assessment Report.
10. Generate a professionally written Assessment Report which succinctly and accurately presents pertinent information gathered during the assessment process, discusses clinical findings, and provides functional recommendations based on data gathered and behavioral observations.
11. Complete and file clinical documentation in a timely and professional manner including clinic forms, documentation of sessions (SOAP and chronology forms), Assessment Reports as demonstrated by electronic and hard files in the designated clinic systems.

## American Speech-Language and Hearing Association (ASHA) Standards

Please refer to the American Speech-Language and Hearing Association [2014 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology](http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/) (revised March 1, 2016) at <http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/> for further details.

This course is intended to provide opportunity to demonstrate the following ASHA Standards to apply for Certification of Clinical Competence:

1. **Standard IV-B:** "...demonstrated knowledge of basic human communication and swallowing processes... ability to integrate information pertaining to normal and abnormal human development across the life span.

2. **Standard IV-C:** "...demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates..."
3. **Standard IV-D:** "...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."
4. **Standard IV-E:** "...demonstrated knowledge of standards of ethical conduct...the principles and rules of the current ASHA Code of Ethics."
5. **Standard V-A:** "...demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice. ...demonstrated the ability to write and comprehend technical reports, diagnostic and treatment reports, treatment plans, and professional correspondence in English."
6. **Standard V-B:** "... completed a program of study that included experiences sufficient in breadth and depth to achieve the following skills outcomes:
  - a. Evaluation:
    - i. Conduct screening and prevention procedures (including prevention activities).
    - ii. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals.
    - iii. Select and administer appropriate evaluation procedures, such as behavioral observations, non-standardized and standardized tests, and instrumental procedures.
    - iv. Adapt evaluation procedures to meet client/patient needs.
    - v. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.
    - vi. Complete administrative and reporting functions necessary to support evaluation.
    - vii. Refer clients/patients for appropriate services.
  - b. Interaction and Personal Qualities
    - i. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.
    - ii. Collaborate with other professionals in case management.
    - iii. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.
    - iv. Adhere to the ASHA Code of Ethics and behave professionally.
7. **Standard V-C:** "...complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five hours must be spent in clinical observation, and 375 hours must be spent in direct client/patient contact."
8. **Standard V-E:** Supervision must be provided by individuals who hold the Certificate of Clinical Competence in the appropriate profession. The amount of direct supervision must be commensurate with the student's knowledge, skills, and experience, must not be less than 25% of the student's total contact with each client/patient, and must take place periodically throughout the practicum. Supervision must be sufficient to ensure the welfare of the client/patient.

### Textbook

1. Shipley, K., & McAfee, J. (2015). *Assessment in Speech-Language Pathology: A resource manual* (5<sup>th</sup> edition). Clifton Park, NY: Delmar Cengage Learning. ISBN-13: 978-1285198057.

### Other Readings

1. Articles and materials to support your performance will be available on the course web page.
2. [AHSA Practice Portal](http://www.asha.org/Practice-Portal/Speech-Language-Pathologists/) at <http://www.asha.org/Practice-Portal/Speech-Language-Pathologists/>

## Other Technology Requirements / Equipment / Material

You are required to utilize the Egnyte electronic file management system for clinic documents. This is a secure site which KACCD utilizes to store and retrieve Protected Health Information (PHI) per Health Insurance Portability and Accountability Act (HIPAA). You are required to complete clinic documents utilizing a word processor and to submit them electronically via Egnyte. You may be required to submit other work electronically (e-mail, Canvas, and Google Drive, etc.) as instructed by the Supervisor.

You will be required to utilize various testing instruments which are provided in the Diagnostic Center (DC) of the KACCD. Refer to your clinic orientation materials and Handbook for use procedures. It is suggested that you obtain the materials you require in advance of your session to familiarize yourself as well as to ensure that it will be readily available for your scheduled session. Your client may also require additional materials to ensure motivation. Some materials (e.g. toys, books) are available in the clinic to borrow; however, do not rely on a particular item to be available when you attempt to retrieve it. You are responsible for ensuring you have adequate time to collect and possibly revise your intended materials from the clinic.

## Course Requirements and Assignments

1. **Attend and participate in Seminars.** Seminars are designed to guide you through your clinical experience, to help you problem solve, and to expand your knowledge with practical applications. Some Seminars will have pre-set topics and others will be open to topics brought by students. Questions and further discussion is highly encouraged.
2. **Conduct assessments for a minimum of 2 clients.** Each client will be scheduled as instructed by the Supervisor (e.g., adults may only require one session, whereas children may perform better with two). The following is expected of each assessment:
  - a. Assessment Plan: **Due one week prior to scheduled assessment via Egnyte**
  - b. Case History Review
  - c. Client/Caregiver interview
  - d. Diagnostic Testing
  - e. Trial therapy when appropriate
  - f. Counseling, client/parent education
  - g. Written Assessment Report: **Due one week after final assessment session via Egnyte**
  - h. Follow-up phone/in-person conference 1 week after sending/mailing the final report
  - i. Reflection: **Due within 72 hours of the follow-up conference.** Discusses personal strengths during the assessment process, areas of needed development, and reflection on how the individual's needs and preferences were met with consideration of background, culture, religion, beliefs, disabilities, age, gender, economic status or other relevant factors.
3. **Observe peers and participate in class discussions** of colleagues' assessments. You are expected to be present for the duration of class each week regardless of whether you have an assessment scheduled unless you have a valid excuse such as illness.
4. Prepare and file professionally written clinic documents including:
  - a. **Clinic Intake forms day of initial contact in hard file at KACCD**
  - b. **Assessment Report due one week after final assessment session via Egnyte**
  - c. **Clinic Referral forms (if applicable) given to KACCD administrative assistant ASAP**
5. Revisions to documents requested by the supervisor should be completed within 48 hours unless otherwise stated by the supervisor.
6. **Administration Competence Demonstration:** A list of 10-12 standardized assessments frequently utilized in the field for adults and children will be provided. You will be required to administer one randomly chosen assessment to your supervisor at midterm and one at the end of the semester. You will be graded on your ability to accurately administer and score the assessment following standardization criteria.

7. **Participate in mid-term evaluation conference and final conference with supervisor.** Scheduled times to be provided. The department Clinical Practicum grading rubric will be presented by the supervisor and discussed with the student.

### Additional Clinic Requirements

In addition to the course requirements, as a student clinician at the Kay Armstead Center for Communicative Disorders, you are required to follow the Clinic Handbook, protected health information privacy rules, and the ASHA code of ethics which includes but it not limited to the following:

1. **Arrive on time and prepared** for each seminar and session. If coming into the observation room, do so quietly and respectfully. Materials should be ready to utilize before the course's scheduled start time even if your session starts at a later time.
2. **Adhere to the dress code** or you will be asked to return home to change. A missed session due to inappropriate attire will be required to be rescheduled. The dress code applies on all clinic days, even if your client cancelled with prior notice. On non-clinic days, be mindful of what you are wearing—you are still a part of the clinic and you never know who you may encounter.
3. **Client Confidentiality:** Students will be considered members of the clinic workforce and follow regulations established by the [Health Insurance Portability and Accountability Act](#) (HIPAA). Students will receive instruction in following HIPAA policies and will be required to adhere to these policies. As a teaching clinic, KACCD has further guidelines. Refer to the Graduate Student Handbook for further information. Further information about [HIPAA](#) can be found at <http://www.asha.org/practice/reimbursement/hipaa/default/>.
  - a. All clients have the right to confidentiality.
  - b. Students are not to discuss cases outside of the Communicative Disorders & Sciences Clinic or in public access areas within CDS (e.g., restrooms, hallways, observation booths, etc.).
  - c. Known violations of confidentiality will result in a stern reprimand. Serious and/or repeated violations will warrant referral to the Clinic Coordinator and/or Chair of the Communicative Disorders & Sciences Department for disciplinary action.
  - d. It is okay to discuss in the clinic office with closed door if possible.
  - e. Do not use client names or identifying information when discussing a client.
  - f. Use client initials when communicating with your supervisor in text or verbally.
  - g. If you meet in public, greet as an acquaintance or friend but never refer to yourself as their clinician.
  - h. Client files must remain at CD & S department. Unless with your supervisor, they should remain in the file room.
  - i. Don't leave identifying information in therapy rooms.
  - j. Shred all documents with identifying information.
  - k. Nothing from the client file may be photo copied or scanned.
4. **Other professionals:** You will be responsible for communicating with other professionals regarding pertinent history, present levels, and other relevant information necessary to complete your evaluation. *Before initiating a contact, the clinician must receive approval from the supervisor.* Please document all communication with other professionals in the client's file.
5. **Clinician and Client absences:** If you will not be able to attend your scheduled treatment/evaluation session for any reason, you are responsible for following the procedures outlined below:
  - a. Notify your client or caregiver of the cancellation. Make sure you have *access* to your client's home phone number and/or cellular number so you can contact him/her if you must cancel a session on short notice.

- b. Notify your supervisor ASAP by phone, voicemail, email or message to make your supervisor aware that you have cancelled the session. You can call the clinic assistant as well, but you must reach your supervisor.
  - c. Log all absences in the client file.
  - d. Planned time off by the student clinician is not permitted aside from religious holidays. Do not plan to be absent on clinic days or it will result in termination from the course per the Clinic Handbook based on unethical behavior.
6. **Electronic files:** *(Subject to change with further instruction from Clinical Coordinator)*. Egnyte will be utilized to turn in Assessment Plans, SOAPs, and Assessment Reports. [Egnyte](https://mmccollum.egnyte.com) can be accessed at <https://mmccollum.egnyte.com>. You will be invited to join Egnyte by the Director or your Clinical Educator. Do not share your password. Utilize the edit feature in Egnyte to avoid duplicate copies of your files.
7. **Track your clinical hours** for observation and direct contact per ASHA. You are responsible for maintaining a record in order to complete your Summary of ASHA Hours form at the end of the semester.
8. **Demonstrate appropriate use of Universal Precautions and procedures** to prevent the transmission of blood-borne pathogens and the spread of communicable diseases and illnesses. Ensure before each session that you have what you need within your therapy room. Refer to the Clinic Handbook for further information.

### Final Examination or Evaluation

A Mid-term and Final Evaluation will be given in the form of a one-on-one conference and skills demonstration with the supervisor. The department Clinical Practicum grading rubric will be utilized as a tool to evaluate clinical performance and presented by the supervisor to the student. The midterm and final grading rubrics will be filed in the student's records in the Communicative Disorders and Sciences department for assumed application to ASHA for a Certificate of Clinical Competence. A copy of the Clinic Grading Rubric can be requested from your supervisor if you are not familiar with it.

### Grading Information

- **Clinical Practicum Grading Rubric:** The Clinical Practicum Grading Rubric developed for the department of Communication Disorders and Sciences will be utilized to evaluate course learning objectives. To pass this clinical course, you must have an average of "2" or higher in each of the 4 areas of the rubric (professionalism, intervention, writing conventions, and basic clinical competence). A grade of "B" or higher on the rubric is considered "passing." Line items in which there were insufficient opportunities to exhibit skills will not be included in the calculation and therefore not count against you. Receiving a "1" in any line item at the end of the semester may be grounds for failure.
- **Midterm evaluation:** An individual conference and skills demonstration will be held between the supervisor and student clinician mid-term to discuss present strengths and areas to be addressed. The Clinical Practicum Grading Rubric will be utilized.
- **Final evaluation:** A final individual conference and skills demonstration will be held at the conclusion of the semester. The Clinical Practicum Grading Rubric will be utilized and turned in to the department to be placed in your student file. Both the supervisor and student clinician must sign the final rubric.
- **Late or missing assignments** will be accounted for in the Rubric in the Basic Clinician Competencies section. As a clinician, it is expected that ALL clinical documentation is completed and filed electronically and/or in the client file as applies. Incomplete client files may result in course failure.



- **Participation** in class discussions is required to collaborate and to demonstrate professionalism as included in the rubric. Furthermore, via class and individual discussions, you will be demonstrating the theoretical knowledge and to provide rationales for clinical decisions. Participation is reflected upon in the rubric in various line items.
- **Remediation activities:** If student performance for one or more specific knowledge/skill area is below expectations, the supervisor/instructor may require **remediation** and implement strategies that may include, but are not limited to, the following: 1) Providing oral explanations of content material, 2) Redoing all or part of academic/clinical projects, 3) Completing directed readings, 4) Viewing supplemental videos, 5) Other targeted activities. *These additional remediation activities will not alter the grade earned on a particular examination or assignment*; however, they will ensure that each student has demonstrated acquisition of each of the knowledge and/or skill areas targeted in the course.
- **Extra credit is not offered.** With the assumption that most students have an end goal of ASHA certification, completing remediation activities which address skills required for ASHA certification are expected when requested as stated above.
- **Attendance is required to meet clinical practicum expectations.** See Clinic Handbook for further information.

## Grading Information

Per the grading rubric, the following grades are applied to the defined rubric average scores:

A+ = > 5.9	A = > 4.9	A- = > 3.9
B+ = > 3.5	B = > 2.2	B- = > 2 repeat clinic
C = > 1.5 repeat clinic	D = > 1.25 repeat clinic	F = < 1.25 repeat clinic

## Classroom and Clinic Protocol

In addition to the Course and Clinic Requirements listed above:

1. Be respectful and use the Golden Rule (treat others as you wish to be treated). This course is designed so that you can all learn from and support each other.
2. Seek guidance and assistance when necessary. Questions which demonstrate forethought are highly encouraged.
3. When attending seminar or observing, excuse yourself and return quietly as needed.
4. Cell phones should be silenced and stored during your assessment sessions unless you receive prior approval from your supervisor. Please also silence your phone during seminar and observations. When in the observation and Seminar room, you may check your phone on occasion for urgent messages as there are no scheduled breaks; however, being distracted by your phone may impact your rubric scores for professionalism and active listening. Checking social media is not professional or appropriate at any time during class.

## University Policies

Office of Graduate and Undergraduate Programs maintains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. You may find all syllabus related University Policies and resources information listed on GUP's [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

## EDSP 276-04, Practicum in Advanced Assessments, Fall 2017, Course Schedule

### EDSP 276-04 assignment deadlines

- All Assessment Plans due 1 week before your scheduled assessment via Egnyte.
- All Assessment Reports due 1 week after final assessment session via Egnyte.
- All Self Reflections due 1 day after Report submission via email.

*The agenda is subject to change with advance notice in class and on Canvas.*

Week	Date	9-11am	11-11:30am	11:30-11:45	Readings/Assignments/Exams
1	8/28	Seminar			Syllabus, Phone etiquette, Clinic Documents, DC, File room
2	9/4	Holiday			
3	9/11	Seminar			Ch. 1, 2 (Preparatory Considerations) Ch. 3-5 (Obtaining, Interpreting, Reporting Information) Client assignment and discussion
4	9/18	Assessment	Counseling	Debrief	
5	9/25	Assessment	Counseling	Debrief	
6	10/2	Assessment	Counseling	Debrief	
7	10/9	Assessment	Counseling	Debrief	
8	10/16	Assessment	Counseling	Debrief	
9	10/23	Assessment	Counseling	Debrief	Mid-term (1, 2, 3)
10	10/30	Assessment	Counseling	Debrief	Mid-term (4, 5, 6)
11	11/6	Assessment	Counseling	Debrief	
12	11/13	Assessment	Counseling	Debrief	
13	11/20	Assessment	Counseling	Debrief	
14	11/27	Assessment	Counseling	Debrief	
15	12/4	Assessment	Counseling	Debrief	
16	12/11	Final (1, 2, 3)			
Final	12/18	Final (4, 5, 6)			