

San José State University
Connie L. Lurie College of Education
Communicative Disorders & Sciences
EDSP 277 – Advanced Clinical Practicum, AAC
Fall 2009

I. COURSE INFORMATION

Instructor: Wendy Quach, Ph.D., CCC-SLP
Office: SH-118A
Phone: 408.924.3682
Email: wendy.quach@sjsu.edu - I will attempt to respond to all emails within 48 hours
Office Hours: Tuesdays & Thursdays: 8:00 AM – 9:00 AM
 Tuesdays & Thursdays: 3:00 PM – 4:00 PM
 Or by appointment

A. Course Description

Supervised group conversation facilitation with young adults who use Augmentative and Alternative Communication (AAC) systems. Students will participate in a series of clinic experiences with adults using various types of AAC with a range of communication disorders with complex communication needs that include informal assessment; design of low-tech and high-tech communication tools; collaboration with families and peers; large group facilitation and informal conversational interchange.

Other experiences related to AAC may also arise (e.g., assessment, training, research)

B. Knowledge Base

The knowledge base for EDSP 277 is multi-faceted, and includes the theories as well as the assessment and remediation techniques of articulation and language disorders as well as methods of changing human behavior based on learning, psychodynamic and neuropsychological models.

C. Course Objectives

- a. The student shall demonstrate the ability to accurately *observe and assess* communicative behavior. Specifically, the student shall:
 - i. Demonstrate the ability to select appropriate diagnostic tools for each client.
 - ii. Demonstrate the ability to administer and score test instruments used.
 - iii. Demonstrate the ability to objectively and accurately observe client's behavior.
 - iv. Demonstrate the ability to formulate appropriate recommendations based on assessment results.
- b. The student shall demonstrate the ability to design a *management program* with appropriate criteria to measure progress of individually assigned clients within the SJSU Kay Armstead Center for Communicative Disorders. Specifically, the student shall:
 - i. Demonstrate knowledge of theoretical constructs of the disorder(s).
 - ii. Demonstrate the ability to plan appropriate therapeutic objectives for assigned clients.
 - iii. Demonstrate the ability to plan appropriate meaningful procedures and techniques for assigned clients
 - iv. Demonstrate the ability to organize and structure objectives and procedures.
- c. The student shall demonstrate the ability to conduct *therapy* of the assigned clients who exhibit language and/or articulation disorders in the Center. Specifically, the student shall:
 - i. Demonstrate the ability to establish and maintain a positive clinician/client interaction
 - ii. Demonstrate the ability to write session objectives which are performance, condition and criterion based.
 - iii. Demonstrate the ability to use therapeutic techniques and materials appropriate to the objectives
 - iv. Demonstrate the ability to select and use therapy materials and reinforcers, which are motivating and stimulating to the client.
- d. The student shall demonstrate the ability to evaluate stated *objectives* for the management program methods and materials. Specifically, the student shall:
 - i. Demonstrate the ability to objectively evaluate each session
 - ii. Demonstrate the ability to accurately evaluate progress of the clients according to the established behavioral objectives
 - iii. Demonstrate the ability to objectively evaluate skills of self in the therapeutic setting
 - iv. Demonstrate the ability to seek appropriate information/guidance

- e. The student will demonstrate the ability to evaluate and report the *results* of the objectives of the clinical management program. Specifically, the student shall:
 - i. Demonstrate the ability to write reports in accordance with appropriate standards
 - ii. Demonstrate the ability to conduct parent and staff conferences
 - iii. Demonstrate the ability to keep efficient clinical records.
- f. The student will demonstrate appropriate use of *Universal Precautions* procedures to prevent the transmission of blood borne pathogens
- g. The student will demonstrate an understanding of, and sensitivity to, *multicultural issues* when making decisions regarding speech-language diagnosis and treatment in a diverse society.

D. Course Requirements

- a. Student clinicians will provide diagnosis and remediation to assigned clients.
- b. Student clinicians will attend scheduled *seminars (Tuesdays, 9:00 – 11:50 am)*, and *All Clinic Meetings* (please see clinic calendar for dates)
- c. *Therapy plans* must be submitted via Treatwrite prior to the scheduled therapy session (due: **Monday 12 noon**)
- d. *SOAP Notes* must be submitted via Treatwrite for each session (due: **Monday 12 noon**)
- e. *Case presentation*: You will each present one case to the class. Presentations will include brief history, presenting problem, initial diagnosis, goals and objectives, remediation techniques, and possible future recommendations.
- f. Students will submit *semester goals and comprehensive reports* (final therapy reports) written in professional form. Submit semester goals and reports as instructed. We will be working through Treatwrite for most activities.
- g. Students will submit *peer reviews* and complete *peer review of a client's report* as detailed by instructors.
- h. *Self-evaluation*:
 - Self-evaluation is an important part of the learning process. Taking a step back and reflecting on intervention helps us to better understand the practices that lead to successful learning and service delivery. It also allows us to rethink a session and apply that knowledge to a future session.
 - A *reflective practice* is to be submitted for each session (due: **Monday 12 noon**)
 - You will also submit a *self-evaluation profile* at mid-semester and at the end of the semester, and at any other time requested by the supervisor. Feedback will be given.
- i. *Client conference*: You will conduct a client/caregiver conference with the supervisor in attendance at the beginning and end of the semester. The initial conference will involve collaboration to review therapy progress and to state recommendations. Client/caregiver conferences throughout the semester must be implemented only with the supervisor's approval.
- j. *Other professionals*: You will be responsible for communicating with other professionals regarding the management of the client, as appropriate. *Before initiating a contact, the clinician must receive approval from the supervisor.* Please document all communication with other professionals in the client's file.
- k. Student clinicians are expected to strictly follow all rules of the center.
 - Appropriate professional dress is required. Please dress in a professional manner for your sessions - no jeans, no jean-like pants, no shorts, no crop tops, no low cut shirts, no tank tops, no open toed shoes. If you show up for a session in non-professional attire, you will be asked to return home immediately and change into more appropriate dress. If this results in a missed session, you will be responsible for re-scheduling the session.
 - Please refer to your all-clinic meeting notes for policies and procedures regarding student clinician absences.
 - Refer to your all-clinic meeting notes for policies and procedures regarding filing reports.
- l. *ASHA hours*: You are responsible for tracking your hours as per ASHA requirements. You may use the *Clinician Hours Worksheet* or a record-keeping system of your own, whichever will help you maintain accurate records. A good recording system maintained throughout the semester will be helpful in completing the *Summary of ASHA Hours* form at the end of the semester.
- m. *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.
 - Notify your client or caregiver of the cancellation. Make sure you have access to your client's home phone number so you can contact him/her if you must cancel a session on short notice.
 - Please notify me ASAP. Contact me by phone, voicemail, email or message to make me aware that you have cancelled the session. It's fine to call Nikole, but you must call me as well. If it's short notice, make sure you reach me. You have all my details.

- Let me know of any client absences during our weekly meeting. Please log all absences no matter who takes the call.
- n. **Client confidentiality: Confidentiality is paramount!** It's OK to talk in a clinic office, preferably with the door closed. It's OK to share with peers as long as you don't disclose names or other identifying information, and if it's behind closed doors.
 - Never discuss clients by name or in any way that identifies them.
 - Never discuss clients or cases outside the Center.
 - Use client initials in all communication with me
 - If you meet a client in public, greet them as a friend, but never acknowledge that you know them as a client here.
 - Client files must be kept within the CD&S Department.
 - Never leave identifying information from the client's session in the therapy room.
 - **Shredding:** Shred all documentation relating to your client that is not filed. There is a paper shredder in Ellen's office.
 - **THROWING AWAY LEGIBLE IDENTIFYING INFORMATION ABOUT YOUR CLIENT IS THE SAME AS DISCUSSING THE CLIENT BY NAME IN PUBLIC**

E. Readings

Students in the AAC Adult Clinical Practicum/Conversation Club experience will review current research-based practices and recommendations to support conversational interactions among individuals who use AAC in many forms. Specifically, the research reviewed includes the following literature and findings:

Required

- Beukelman, D. & Mirenda, P. (2005). *Augmentative and Alternative Communication: Supporting Children and Adults with Complex Communication Needs*. Baltimore, MD: Paul H. Brookes Co.
 - Students will likely find it most helpful to complete the assigned weekly readings before seminar meeting. Active class participation is required.
- Bedrosian, J., Hoag, L., Johnson, D., & Calculator, S. (1998). Communicative competence as perceived by adults with severe impairments associated with cerebral palsy. *Journal of Speech and Hearing Research*, 41, 667–675.
- Kent-Walsh, J. & McNaughton, D. (2005). Communication partner instruction in AAC: Present practices and future directions. *Augmentative and Alternative Communication*, September 2005, 21, pp. 195–204.
- Light, J., Binger, C., Agate, T. & Ramsay, K. (1999). Teaching partner-focused questions to individuals who use Augmentative and Alternative Communication to enhance their communicative competence. *Journal of Speech, Language, and Hearing Research*, 42, 241–255.
- Light, J., English, J., Gutierrez, L., & Hartz, J. (1992). Instructing facilitators to support the communication of people who use augmentative communication systems. *Journal of Speech and Hearing Research*, 35, 865-875.
- Soto, G. & Mueller, E. (2002). Conversation patterns of three adults using aided speech: variations across partners. *Augmentative & Alternative Communication*, 18, 77-90.

Recommended

Books for AAC

- Light, J. & Binger, C. (1998). *Building Communicative Competence with Individuals who use Augmentative and Alternative Communication*. Baltimore, MD: Paul H. Brookes Co.

Books for Clinical Processes

- Hegde, M.N. (2001), *Pocket guide to Assessment in Speech-Language Pathology – 2nd Edition*, Clifton Park, NY: Thomson Delmar Learning (ISBN 0-7693-0158-4)
- Hegde, M.N. (2001), *Pocket guide to Treatment in Speech-Language Pathology – 2nd Edition*, Clifton Park NY: Thomson Delmar Learning (ISBN 1-56593-274-9)
- Roth, F. and Worthington, C. (2001), *Treatment Resource Manual for the Speech-Language Pathology–2nd Edition*, Clifton Park, NY: Thomson Delmar Learning (ISBN 07693-0018-9)
- Shipley, K and McAfee, J. (2004), *Assessment in Speech-Language Pathology – 3rd Edition*, Clifton Park, NY: Thomson Delmar Learning (ISBN 1-4018-2751-9; \$75.65)

F. Clinical Teaching Strategies

There are many clinical teaching strategies, just as there are many teaching strategies that you are learning to use with your clients. My goal for you during this clinical experience is to develop your critical thinking skills as it applies to working with individuals who have communication disorders. Therefore, some of the clinical teaching strategies I will use include: demonstration, spoken feedback during sessions, discussion and feedback during meetings, posing questions for you to consider and answer immediately or later, information and resources on the HIPPA server, handouts, performance rubrics, self-evaluation, email, written observations, electronic editing on reports and SOAP

notes. Please note that if I am in the session with you, I am unlikely to provide written feedback. I will most likely do online teaching or modeling. If you would like written feedback, please let me know.

At the beginning of the semester, I expect that you will need a fair amount of direction, guidance and supervision. Therefore, I will observe fairly frequently and engage in clinical teaching, as I deem necessary and appropriate. Towards the end of the semester, I expect you to gain more independence with your client. I expect however, that you will be independent from the start when it comes to setting meeting agendas, following up on feedback and asking questions or asking for help when necessary. *You are responsible for your own learning.*

G. Methods of Evaluation

- a. Each student clinician will receive feedback on each session.
- b. Each student clinician will receive evaluations of daily lesson plans
- c. Each student clinician will be formally evaluated at the middle and end points of the semester. The evaluation will be conducted at an individual meeting with the supervisor and will include feedback regarding the student's performance relative to the course objectives.
- d. Additional evaluation conferences will be scheduled throughout the semester as necessary and may be initiated by either the supervisor or student clinician.

H. Grading Criteria

- Lesson Plans (40%)
 - based upon:
 - selection of appropriate objectives
 - evidence-based practice
 - objective stated in measurable terms
 - procedures and materials appropriate for attaining stated objectives
 - establishing appropriate criterion
 - promptness in submitting lesson plans
- Observations (40%)
 - based upon:
 - ability to perform in a professional manner
 - ability to open and close sessions
 - ability to use therapy materials effectively
 - ability to effectively utilize allotted time
 - ability to use behavior controls during therapy sessions
 - ability to apply theoretical knowledge to individual client's needs
 - ability to motivate client
 - overall attitude
 - personal characteristics such as professionalism, timeliness, honesty, communication skills, willingness to take input, willingness to work as a team, ability to work well with fellow colleagues, being proactive.
 - ability to collect data
 - rapport with client
- Preparation for client (10%)
- Attendance: seminars, all-clinic meetings (10%)

I. Expectations

I hope this will be a positive learning experience for you; to that end, I want to be as clear as possible about my expectations.

You can expect me to:

- Give you feedback – both written and oral
- Bring my expertise into the clinic. This includes years of formal study, professional experience and development, and stories from real life.
- Be patient when you are struggling with ideas. To me, the struggle reveals that learning is taking place.
- Provide clarity when the struggle gets too strong
- Be open about options. I think it's great when students bring ideas to clinic sessions.
- Treat you, as adult learners, with the related style of respect.

Here is what I expect from you:

- Read ALL information provided to you, including this orientation package. Failure to read all information/communication will be reflected in your grade.
- Participation in meetings, which includes both speaking up and listening.

- Ask questions if you do not know. There are no dumb questions!
- PUNCTUALITY
- Effort to make this clinic experience your own. In other words, *what will you do to foster your learning? You are responsible for your own learning!*
 - Actively participate in our weekly meetings and make sure you get your questions answered
 - Follow up on feedback
 - Ask for help when necessary
- Application and integration of knowledge gained in class to the clinic experience
- Completion of assignments
- College-level quality writing: legible and proofread. If there are a significant number of errors or if it is difficult to read, the assignment will be returned to you prior to grading for changes.
- Honesty. I will ask you many questions throughout the semester. "I don't know" and "I'll find out" are acceptable answers. I don't expect you to know everything.
- Courage. Courage to challenge what you read or hear (even from me). Courage to talk with me if there are concerns – before they become burdensome.
- *You should be able to display a professional attitude and behavior: reliability, respect for and cooperation with colleagues, willingness to work calmly and courteously under difficult conditions, determination to achieve first-class work while meeting deadlines, respect for equipment and resources, and constructive response to criticism.*

II. UNIVERSITY POLICIES

a. Academic Integrity Statement

Your own commitment to learning, as evidenced by your enrollment at San Jose State University, and the University's Integrity Policy require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Judicial Affairs. The policy on academic integrity can be found at:

http://sa.sjsu.edu/judicial_affairs/index.html

b. Campus policy in compliance with the Americans with Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities register with the Disability Resource Center (DRC) to establish a record of their disability.

III. COLLEGE AND DEPARTMENTAL POLICIES

Vision Statement

The faculty of the College of Education at San Jose State University agrees that excellence and equity matter - that each is necessary, and neither is sufficient in the absence of the other. We envision ourselves as a learning community of practitioner/scholars in continuous development, dialogue, and inquiry that enable us to revisit, review and revise our practice in an ongoing response to circumstances.

Mission Statements

College of Education: The mission of the Connie L. Lurie College of Education at San José State University is to prepare educators who have the knowledge, skills, dispositions and ethics that ensure equity and excellence for students in a culturally diverse, technologically complex, global community. The policies and practices of the Connie L. Lurie College of Education at San José State University are based on the belief that teaching in a democracy requires and must ensure that:

- Students have access to an excellent and equitable education;
- Educators at every level have knowledge of their subject matter and their students, value and engage in ethical practice and excellent pedagogy, and develop dispositions and habits of the mind that ensure that all students have equitable access to an excellent education;
- Stakeholders be involved in the collegial community engaged in the professional conversation and decision making that delineate standards, assign resources, guide program design, and reward accomplishment in the College

Department: The Mission of the Department of Communicative Disorders and Sciences is to provide high-quality academic and clinical preparation to students seeking careers working with individuals who have speech, language and hearing disorders, and their families. Guided by principles of evidence-based practice and working in collaboration with other professionals, our graduates will adhere to the highest ethical standard in serving the needs of our diverse community.

HIPPA Policy

Students will be considered members of the clinic workforce under 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.

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 CDS (e.g., restrooms, hallways, observation booths, etc.). 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.*

Grievance Procedure

Students dissatisfied with course policies or grading practices should refer to grievance policy procedures on file in the Special Education and Rehabilitative Services (SERS) office in Sweeney Hall 204.