

**San José State University
College of Education
Communicative Disorders and Sciences
EDSP 277-Advanced Practicum in Speech-Language Pathology, Adult
Fall 2009**

GENERAL INFORMATION

Mondays 9 AM-12PM and Wednesdays 10AM-12PM, Seminar Mondays 9AM

INSTRUCTORS

**Carrie E. Jones, M.Ed., CCC-SLP
Office Hours (SH 118-D) Wednesdays, 9-10am or by appointment
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VISION STATEMENT

The faculty of the College of Education at San José 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 changing circumstances.

MISSION STATEMENTS

College of Education: The mission of the 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 all students in a culturally diverse, technologically complex, global community.

Department: The mission of Communication Disorders and Sciences is to provide a high quality program for speech-language pathologists to meet the communicative needs of our increasingly diverse multilingual/multicultural population. The program follows an academic and clinical curriculum based on a sound theoretical framework and research findings which promote competent practitioners who participate in life-long learning experiences. The program is enhanced through faculty, academic, and clinical expertise, transdisciplinary and family collaboration and technological advancements

COURSE DESCRIPTION

Supervised clinical experience with children and adults with complex speech and language disorders, leading to independence in administering assessment and therapeutic services.

KNOWLEDGE BASE

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

COMPETENCIES

The student shall demonstrate the ability to accurately observe and assess communicative behavior. Specifically, the student shall:

- Demonstrate the ability to select appropriate diagnostic tools for each client.
- Demonstrate the ability to administer and score test instruments used.
- Demonstrate the ability to objectively and accurately observe client's behavior.
- Demonstrate the ability to formulate appropriate recommendations based on assessment results.

The student shall demonstrate the ability to design a management program with appropriate criteria to measure progress of individually assigned clients within the San Jose State University Center for Communication Disorders. Specifically, the student shall:

- Demonstrate knowledge of theoretical constructs of the disorder(s).
- Demonstrate the ability to plan appropriate therapeutic objectives for assigned clients.
- Demonstrate the ability to plan appropriate meaningful procedures and techniques for assigned clients.
- Demonstrate the ability to organize and structure objectives and procedures.

The student shall demonstrate the ability to conduct therapy of the assigned clients who exhibit language, phonological, fluency and/or voice disorders in the Center. Specifically, the student shall:

- Demonstrate the ability to establish and maintain a positive clinician/client interaction.
- Demonstrate the ability to use therapeutic techniques and materials appropriate to the objectives.
- Demonstrate the ability to select and use therapy materials and reinforcers which are motivating and stimulating to the client.

The student shall demonstrate the ability to evaluate stated objectives for the management program methods and materials. Specifically, the student shall:

- Demonstrate the ability to objectively evaluate each session.
- Demonstrate the ability to accurately evaluate progress of the clients according to the established behavioral objectives.
- Demonstrate the ability to objectively evaluate skills of self in the therapeutic setting.
- Demonstrate the ability to seek appropriate information/guidance.

The student will demonstrate the ability to evaluate and report the results of the objectives of the clinical management program. Specifically, the student shall:

- Demonstrate the ability to write reports in accordance with appropriate standards.
- Demonstrate the ability to conduct parent and staff conferences.
- Demonstrate the ability to keep efficient clinical records.

TEXT MATERIALS

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)

Ross, D. and Spencer, S. (1980), Aphasia Rehabilitation: An Auditory and Verbal Task Hierarchy, Springfield, IL: Charles C. Thomas (ISBN 0-398-04024-9)

REQUIREMENTS

1. Student clinicians will provide diagnosis and remediation to assigned clients, accumulating a minimum of 30 hours of clinical experience.
2. Student clinicians will attend scheduled seminars.
3. **Student clinicians will each present their clients.** Presentations will include brief history, presenting problem, initial diagnosis, goals and objectives, remediation techniques, non-clinic activity (see no. 12), and possible future recommendations.
4. 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.
5. If your client is absent, you are expected to join your supervisor for observation during that hour.
6. Student clinicians are to complete **two self-reflections** by watching a session in its entirety and reflecting in written form.
7. Student clinicians will submit lesson plans and soap notes in Treatwrite **Friday by Noon or as instructed by supervisor.**
8. Each student clinician will submit a self-evaluation profile any time requested by the supervisor. Feedback will be given.
9. Each student clinician will conduct a **client/caregiver conference** with the supervisor in attendance, if applicable, at the end of the semester to review therapy progress and to state recommendations. Client/caregiver conferences throughout the semester must be implemented only with the supervisor's approval.
10. Each student clinician 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.
11. Each student clinician will attend a presentation regarding health and safety issues prior to working with clients.
12. Each student will engage in **one non-clinic activity with their client** (i.e. home visit, attending a support group with the client, social activity, and community activity). Include information from the activity in the case presentation.
13. Students will participate in **switch days**, to be detailed by instructors.
14. Student clinicians are expected to strictly follow all rules of the center.
 - a. Appropriate professional dress is required.
 - b. Please refer to your all-clinic meeting notes for policies and procedures regarding student clinician absences.
 - c. Refer to your all-clinic meeting notes for policies and procedures regarding filing reports.
15. Students will participate in all mandatory All Clinic Meetings
16. Students will submit **peer reviews** and complete **peer review of a client's report** as detailed by instructors.

SEMESTER SCHEDULE

Mondays 1:00 PM to 4:50 PM; Wednesdays 1:00-3:50 PM

Monday, Aug 24th	Pre-Practicum meeting <i>Green Sheet syllabus Review; Client assignments; 2 minute case history review</i>
Wednesday, Aug 26th	Planning Meetings <i>Procedures review, clarifications, client review and initial plans</i>
Friday, Aug. 29th	All Clinic Meeting
Monday, Aug 31st Wednesday, Sept 2 nd	First day of our clinic
<i>Monday, Sept. 7th</i> Wednesday, Sept. 9 th	Labor Day Campus Closed
Friday, Sept. 11th	All Clinic Meeting
Monday, Sept. 14th Wednesday, Sept. 16 th	Initiate Groups
Monday, Sept. 21st Wednesday, Sept. 23 rd	Semester Goals Due
Monday, Sept. 28 th Wednesday, Sept. 30 th	Anita off this week Anita off this week
Monday, Oct. 5th Wednesday, Oct. 7th	Self Reflection Due Peer Reviews Due
Friday, Oct. 9 th	All Clinic Meeting
<i>Monday, Oct. 10th</i> <i>Wednesday, Oct. 12th</i>	<i>Mid-Term Evaluations</i> <i>Mid-Term Evaluations</i>
Monday, Oct. 19th Wednesday, Oct. 21 st	Faculty Furlough Day –No Clinic
Monday, Oct. 26 th Wednesday, Oct. 28 th	

Monday, Nov. 2 nd Wednesday, Nov. 4 th	
Monday, Nov. 19 th Wednesday, Nov. 11 th	Case Presentations in Seminar Veterans Day –Campus Closed
Friday, Nov. 13 th	All Clinic Meeting
Monday, Nov. 16 th Wednesday, Nov. 18 th	Case Presentations in Seminar ASHA or Clinic
Monday, Nov. 23 rd Wednesday, Nov. 25 th	Case Presentations in Seminar Self Reflections Due
Sunday, Nov. 29 th	Final Therapy Reports Due by Noon (Initial Draft)
Monday, Nov. 30 th	Case Presentations in Seminar Peer Reviews Due
Wednesday, Dec. 2 nd	
Monday, Dec. 7 th	Final Client Conferences Final Therapy Reports Signed Off Final Performance Evaluations <i>All files completed-grades will not be issued until files are complete</i>

Semester Seminar topics include but not limited to:

- Developing Goals and Objectives
- Group Planning
- Writing Soap notes
- Case Conferencing
- PICA scoring/FIMs/Data Collection
- Cuing Hierarchy/strategies
- Case Presentations

GRADING CRITERIA

- Lesson Plans - based upon:
 - selection of appropriate objectives
 - objective stated in measurable terms
 - procedures and materials appropriate for attaining stated objectives
 - establishing appropriate criterion
 - promptness in submitting lesson plans
- Observations - 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
- Case Presentation (requirement #12)
- Attendance at all mandatory clinic meetings and timely submission of the assignments
- Successful completion of all objectives in the Student Clinician Evaluation. Students must pass each line item with a "6" or above in order to pass this clinic. Breaches of confidentiality will be considered grounds for failure of the clinic, regardless of merit.

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.

ACADEMIC DISHONESTY: CHEATING, PLAGIARISM, SANCTIONS

At SJSU plagiarism is the act of representing the work of another as one's own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism at SJSU includes, but is not limited to:

1.2.1 The act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another's work, without giving appropriate credit, and representing the product as one's own work; and

1.2.2 Representing another's artistic/scholarly works such as musical compositions, computer programs, photographs, paintings, drawings, sculptures or similar works as one's own.
<http://library.sjsu.edu/leap/plagiar.htm>

ACCOMODATIONS

If you need course adaptations, because of a disability, if you have emergency medical information to share with me, 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.