

**San José State University**  
**College of Education**  
**Communicative Disorders and Sciences**  
**Summer Semester 2009**

**EDSP 277: Advanced Practicum in Speech-Language Pathology, Child**

Meets Tuesdays and Thursdays 4pm to 7pm; seminar meets 7pm to 8pm on Tuesdays

Instructor: Kristine Conley, MA, CCC-SLP

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Office hours: Thursdays 7-7:50pm and by appointment

**Vision Statement and Mission Statement**

Refer to [Vision and Mission Statement link http://www.sjsu.edu/cds/](http://www.sjsu.edu/cds/)

**Course Description**

Refer to [Course Description link http://info.sjsu.edu/web-dbgen/catalog/courses/EDSP277.html](http://info.sjsu.edu/web-dbgen/catalog/courses/EDSP277.html)

**Knowledge Base**

The student should have a broad working knowledge of assessment and remediation techniques for impaired motor speech skills, articulation, phonological process use, language development, cognitive-linguistic skills, fluency, and voice. Also required is a working knowledge of teaching methods and behavior modification techniques. Refer to previous coursework for recommended texts. Proficiency in basic word processing is expected.

**Competencies**

The student shall accurately observe and assess communicative behavior through performing the following tasks:

- 1 Select appropriate diagnostic tools for each client.
- 2 Accurately administer and score diagnostic tools.
- 3 Objectively describe/record the client's behavior.
- 4 Formulate and appropriately express impressions and recommendations.

The student shall design a therapeutic program for one or more assigned clients within the SJSU Center for Communication Disorders program by performing the following tasks:

- 1 Use theoretical knowledge of the client's needs to design a program.

- 2 Select appropriate therapeutic objectives.
- 3 Select procedures that are meaningful to the client.
- 4 Structure objectives and procedures.

The student shall conduct therapy with two or more clients as assigned:

- 1 Establish and maintain a positive client/clinician relationship.
- 2 Use therapeutic techniques appropriate to the objectives.
- 3 Use therapy materials and reinforcers that motivate the client.

The student shall evaluate client and self-performance through the performance of the following tasks:

- 1 Evaluate client progress according to the selected behavioral objectives.
- 2 Evaluate your own performance after each session, at mid-term and at the end of the semester.
- 3 Seek information or guidance as appropriate.

The student will evaluate, record, and report the results of therapy through the following tasks:

- 1 Write reports according to the clinic standards.
- 2 Conduct parent and staff conferences.
- 3 Maintain effective clinical records.

## **Recommended Text Materials**

Hedge, M. (2001). *Hedge's Pocketguide to Treatment in Speech-Language Pathology*. Singular Thomson Learning: San Diego, CA.

## **Course Requirements**

Student clinicians will provide therapeutic services to one or more assigned clients to accumulate at least 30 hours of clinical experience. Students must observe other clinicians in “off” hours or if a client cancels. Students will adhere to all clinic policies regarding dress and other policies and procedures.

- 1 Seminar attendance on Tuesdays from 7pm to 7:50pm is mandatory.
- 2 All student clinicians will present a case history.
- 3 Student clinicians will write an initial goal statement and a final therapy report and therapy plans for each session.

*Note: Therapy plans must be submitted by e-mail by 3pm on Mondays and Wednesdays if you want feedback prior to your session. If you do not want/need feedback, then they are due in hardcopy form in my mailbox before the start of clinic (4pm).*

Student clinicians will:

- 1 Hold client conferences at the end of the semester with a supervisor in attendance.
- 2 Obtain supervisor approval before contacting other professionals initiating client/caregiver conferences.
- 3 Student clinicians must attend a health and safety training prior to working in the clinic.
- 4 Meet their clients at one non-clinic event, such as a home visit or out of clinic activity.

### **Important Dates**

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|---|----------|
| Case history/planning   | June 4   |
| Goal statement due date<br><i>Note: All protocols, release forms, updated folder and billing form must accompany the final draft of the initial therapy report.</i> | June 16  |
| Self evaluation   | June 30  |
| Therapy material presentation—15 minutes  | July 7   |
| First draft final therapy report  | July 16  |
| Last day of therapy   | July 30  |
| Final self-evaluation and final report due  | July 30  |
| All paperwork to be in the chart and signed off   | August 6 |

### **Grading Criteria**

To receive a passing grade (B-), the student must submit all work—lesson plans, reports, case history, and special projects (as applicable)—on time and in good condition (spelling, grammar, and format consistent with department requirements). Students who desire an “A” grade will participate in discussions and ask questions as needed. Regularly attending clients should make gains with at least one goal.

### **Grievance Procedure**

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