

**San José State University  
College of Education  
Communicative Disorders and Sciences  
EDSP 277-Advanced Practicum in Speech-Language Pathology, Adult  
Summer 2008**

**GENERAL INFORMATION**

**Mondays and Wednesdays 12pm-4pm, Seminar Mondays 3pm**

**INSTRUCTOR**

**Carrie E. Jones, M.Ed., CCC-SLP  
OFFICE HOURS: 118-D, Wednesdays, 3pm-4pm and/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 a 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), Pocketguide to Assessment in Speech-Language Pathology – 2<sup>nd</sup> Edition, Clifton Park, NY: Thomson Delmar Learning (ISBN 0-7693-0158-4)

Hegde, M.N. (2001), Pocketguide to Treatment in Speech-Language Pathology – 2<sup>nd</sup> 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–2<sup>nd</sup> Edition, Clifton Park, NY: Thomson Delmar Learning (ISBN 07693-0018-9)

Shipley, K and McAfee, J. (2004), Assessment in Speech-Language Pathology – 3<sup>rd</sup> Edition, Clifton Park, NY: Thomson Delmar Learning (ISBN 1-4018-2751-9; \$75.65)

Ross, Deborah and Spencer, Sara. (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. Therapy plans must be submitted weekly on Sunday at noon, or as assigned by the supervisor.
4. 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.
5. Comprehensive reports (initial & final therapy reports) are to be written in professional form. – Submit via email in MS word format for feedback.
6. If your client is absent, you are expected to join your supervisor for observation during that hour.
7. Student clinicians are to complete two self-evaluations by watching a session in its entirety and reflecting in written form.
8. Student clinicians will submit plans and soap notes via email as instructed by supervisors.
9. Each student clinician will submit a self-evaluation profile any time requested by the supervisor. Feedback will be given.
10. 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.
11. 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.
12. Each student clinician will attend a presentation regarding health and safety issues prior to working with clients.
13. 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, community activity). Include information from the activity in the case presentation.
14. Students will participate in switch days, to be detailed by instructors.
15. 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.

## **SEMESTER SCHEDULE**

**Mondays 12:00 PM to 4:00 PM; Wednesdays 1:00-3:00 PM**

See clinic calendar (available online) for pre-clinic meeting times.

All students must make an appointment for their final evaluation on or before July 31. Grades will not be issued until all files are complete and all assignments are turned in.

Seminar topics will be given on an as-needed basis, and I welcome suggestions from students on what topics are current to them in that week. Some topics I have at the ready are:

- Evidence Based Practice
- Counseling clients and caregivers
- Analyzing assessment results
- Developing goals and objectives
- Functional therapy planning
- Structuring therapy sessions
- Data keeping
  - Functional independence measures
  - PICA Scoring
- Cueing Hierarchies
- Disorders and treatment strategies
- Dysphagia and Bedside Swallowing Evaluations
- Writing SOAP notes

Please feel free to suggest topics, as a group, that you feel would benefit your learning experience. Each group of clinicians and clients seems to be different from semester to semester, and I am always open to hearing open self-assessment on what topics you feel would fit your section the best.

A debriefing meeting will be held on July 30.

## **GRADING CRITERIA**

- Students will be graded according to their semester in clinic and the student clinician evaluation form.
- The competencies and requirements above serve as a guide for the student to demonstrate the skills on the student clinician evaluation form.

## **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.