

San Jose State University

Department of Communicative Disorders and Sciences

**EDSP 277/Fall 2019: Advanced Practicum in Speech Pathology**

**Course and Contact Information**

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**Office Hours:** Tuesdays 11:00-1:00 or by appointment

**Class Days/Time:** Wednesdays 9-11:45

**Classroom:** Dr. Zhu's Neuro Acupuncture Center  
2254 N. 1st St  
San Jose, CA 95131  
(408) 885-1288

**MYSJSU Messaging and Electronic File Sharing**

Each student is responsible for regularly checking the @sjsu.edu email as well as the messaging system through MySJSU: <http://mysjsu.edu> for all correspondences. We will also be using the secure file sharing system called Egnyte which can be accessed at: <https://mmccollum.egnyte.com>. All protected health information (PHI) will be shared via Egnyte. Non PHI files will be shared via Canvas or through your sjsu.edu email.

## **Course Description**

This course provides supervised clinical experience with adults who have neurogenic speech and language disorders and who are clients at Dr. Zhu's Neuro Acupuncture Clinic. This course intends to develop clinical skills for writing goals, preparing lesson plans, analyzing assessment results, developing and implementing therapy activities, collecting data, conducting client conferences, and writing reports and home programs.

## **Course Learning Outcomes (CLO)**

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

1. As observed by the supervisor: Students will be able to complete therapy tasks including administering informal and formal trials and tasks to establish baseline goals; utilize critical thinking skills in analyzing assessment results for appropriate therapy goals and objectives; follow evidence based practice for assessment and treatment tasks; collect data and summarize results. (ASHA Standards IV-B; IV-C, IV-D, IV-E, IV-F)
2. Demonstrated in routine documentation: Students will be able to complete clinical documentation including weekly lesson plans, daily SOAP notes, self-evaluations, final therapy reports, and home programs. (ASHA Standards IV-C; IV-D; V-A)
3. Demonstrated through peer reviews, observation and case presentations: Students will work as a collaborative professional team by actively listening to the ideas of others, asking appropriate questions, and sharing ideas and information. Students will follow clinic procedures for checking out and sharing materials and equipment and develop the ability to seek information and guidance from the supervisor and peers. (ASHA Standards IV-C, IV-D, IV-E)
4. Demonstrated through written reports: Based on knowledge of various neurogenic cognitive-communication disorders, students will be able to make appropriate recommendations for treatment and services. (ASHA Standard V-B)

5. Demonstrated through reports and observation: Students will demonstrate an understanding of multicultural issues and use sensitivity when planning and making decisions around diagnosis and treatment. (ASHA Stand V-B)
6. Demonstrated through observation and reports: Students will establish and maintain positive clinician-client interactions; select and utilize therapeutic techniques and materials that are appropriate to the objectives; select and utilize therapy materials, instructional strategies, reinforcement techniques that are motivating, stimulating, age appropriate, and align with the disorder; formulate lesson plans that reflect the established goals and objectives. (ASHA Standard IV-C, IV-D, IV-E)

**Note:** “ASHA Standards” refer to the 2020 Standards for Certificate of Clinical Competence:

<https://www.asha.org/Certification/2020-SLP-Certification-Standards/>

### **Required Texts/Readings**

There is no required text for this course.

### **Suggested resources and readings include:**

1. Elman, Roberta J. (2007) Group Treatment of Neurogenic Communication Disorders: The Expert Clinician’s Approach 2nd Edition, San Diego: Plural Publishing (ISBN 1-59756-070-7)
2. Aphasia Alliance- Top Tips for Aphasia Friendly Communication-  
<https://aphasiaalliance.org/top-tips/>
3. ICF and Functional Goal Writing for Aphasia: ASHA Website  
<https://www.asha.org/uploadedFiles/ICF-Aphasia.pdf>
4. Helm-Estabrooks, N., Albert, M., Nicholas, M. (2013). Manual of Aphasia and Aphasia Therapy. Pro-Ed Publishers. (ISBN-10: 1416405496)
5. Online resources for evidence based treatment strategies:  
<https://speechbite.com/>

## **Equipment and Material**

To best meet the needs of the clients, students will need to obtain and/or create materials that are engaging, stimulating, and age appropriate. These items include the following: pictures, maps, calendars, alphabet and number boards, notepads, dry erase board, pens, paper, and games that stimulate and reinforce language skills and goals. Be sure to have these items listed on your lesson plan, prepared and ready to use at the start of clinic each Wednesday.

## **Course Requirements**

SJSU Classes are designed such that in order to be successful, it is expected that students will spend a minimum of 45 hours for each unit of credit (3 hours per unit per week). This includes preparing for class, completing course activities and assignments. Please see details about student workload expectations in University Policy S12-3 at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

## **Student Clinician will:**

1. Evaluate and treat assigned clients
2. Submit lesson plans for each session. Lesson plans are due Friday by 9AM for the following Wednesday session and must be posted to the client's folder in Egnyte.
3. Develop and submit semester goals (see schedule for due date).
4. Write and submit SOAP notes for each session and complete comprehensive semester reports. SOAP notes are due by 10:00 PM the day of the corresponding treatment session and must be posted to the client's file in Egnyte.
5. Complete Self-Reflection (see schedule for due date).
6. Provide peer feedback on sessions observed and on progress reports
7. Attend and participate in scheduled seminars.
8. Join your supervisor for observation during that hour if your client is absent.

9. Dress in professional attire.
10. Please refer to the Clinic Handbook for procedures regarding student absences and filing reports.

### **Grading Policy**

The Clinical Practicum Grading Rubric was developed for the CDS department to evaluate course learning objectives. In order to pass this 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 is considered “passing.”

### **Determination of Grades will be based on the following criteria:**

#### **Lesson Plans**

- Selection of appropriate objectives
- Objective stated in measurable terms
- Procedures and materials appropriate for attaining stated objectives
- Establishing appropriate criteria
- Promptness in submitting

#### **Observations**

- Ability to perform in a professional manner
- Ability to open and close sessions
- Ability to use therapy materials effectively
- Ability to manage allotted management
- Ability to use behavior controls during therapy
- Ability to apply theoretical knowledge to individual client’s needs
- Ability to motivate the 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
- Ability to summarize clearly and concisely in written progress summaries

Rapport with client

## **Case presentation**

Self Reflection

Timely submission of the assignments as applicable

Breeches of confidentiality will be considered grounds for failure of the clinic, regardless of merit

## **Classroom Protocol**

1. In consideration of others in class and your clients, please be on time and either turn off or silence cell phones.
2. You are responsible for obtaining copies of class notes or handouts that were presented and distributed on a day you were absent.
3. Be prepared and ready to answer questions during any given class
4. Participate in class discussions by making comments, answering and asking questions
5. Respect the opinions of others and be an active listener
6. Communicate with me about concerns as they arise

## **University Policies**

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc will be available on: Office of Graduate and Undergraduate Programs' Syllabus Information webpage at: <http://www.sjsu.edu/gup/syllabusinfo/>

## **Student Resources**

King Library Services: <http://libguides.sjsu.edu/CDS>

\*Liaison: Suzie Bahmanyar (408)808-2654 or [suzie.bahmanyar@sjsu.edu](mailto:suzie.bahmanyar@sjsu.edu)

Writing Center: <http://www.sjsu.edu/writingcenter/>

Counseling Services: <http://www.sjsu.edu/counseling/>

## Course Schedule

<b>Week: Wednesday</b>	<b>Date: 2019</b>	<b>Clinic Sessions: 9:00-11:45</b>	<b>Assignments</b>
Wk 1	8/21	Clinician Training	Introduction, orientation
Wk 2	8/28	Clinician Training	Ipad Apps, Lesson Plans
Wk 3	9/4	Neuro Acupuncture Training; Client assignments	Lesson Plan and Goals due 9/6
Wk 4	9/11	Treatment begins	Lesson Plan due 9/13; Self Reflection due 9/16
Wk 5	9/18	Treatment Session	Lesson Plan due 9/20
Wk 6	9/25	Treatment Session	Lesson Plan due 9/27
Wk 7	10/2	Treatment Session	Lesson Plan due 10/4; Self Reflection due 10/7
Wk 8	10/9	Treatment Session	Lesson Plan due 10/11
Wk 9	10/16	Treatment Session	Lesson Plan due 10/18; Midterm

			Evaluations
Wk 10	10/23	Treatment Session	Lesson Plan due 10/25
Wk 11	10/30	Treatment Session	Lesson Plan due 11/1; Self Reflection due 11/3
Wk 12	11/6	Treatment Session	Lesson Plan due 11/8
Wk 13	11/13	Treatment Session	Lesson Plan due 11/15
Wk 14	11/20	Treatment Session	Lesson Plan due 11/22; Self Reflection due 11/22
Wk 15	11/27	No Clinic Treatment	Enjoy your break!
Wk 16	12/4	Treatment Session	Final Evaluations

