

San Jose State University
Communicative Disorders and Sciences
EDSP 277-02
Advanced Practicum in Speech Pathology
Adult Language – Fall 2019
Course and Contact Information

Instructor : Dr. Carol Zepecki, CCC-SLP License #4189 SLP, ASHA#0887992
Office Location: Sweeney Hall – 118 A
Telephone: 408-398-1575 (Department phone 408-924-3688)
Email: Carol.Zepecki@sjsu.edu or czepecki@verizon.net
Office Hours: Tuesday 8-9 and 3-4
Class Days/Time: Tuesday 12-2:45
Classroom: Room 449 Sweeney Hall
Prerequisites: EDSP 177

Course Format:

This course involves students in direct work with clients in the therapy rooms and classroom settings and seminar work to develop clinical skills.

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the [Canvas Learning Management System course login website](https://sjsu.instructure.com) at <https://sjsu.instructure.com>. Students are responsible for regularly checking with the messaging system through [MySJSU](http://my.sjsu.edu) at <http://my.sjsu.edu> (or other communication system as indicated by the instructor) to learn of any updates. [Egnyte](https://mmccollum.egnyte.com), which can be accessed at <https://mmccollum.egnyte.com>. You will be provided a log in and password by the clinic director. Egnyte will be used to share Protected Health Information (PHI) and non-PHI files will be shared through Google Drive.

Course Description

This course is designed to involve the student clinician in a supervised clinical experience by providing services to adults displaying complex speech and language disorders. The student should become independent in the analysis of these diagnostic and therapeutic services and dynamic evaluations.

This section of EDSP 277 focuses on providing functional language experiences for adults with social language deficits. Each clinician will be assigned client/clients from whom they will write goals, reports and lesson plans. Some lessons will involve the clinician and their clients in a separate therapy setting. Other lessons may involve clinicians working together with their clients and/or entire group activities.

Course Learning Outcomes – CLO

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

1. Demonstrate professionalism in spoken and written communications collaboration, counseling, conduct, appearance and demeanor. (ASHA Standard V-A)
2. Demonstrate an understanding of the ASHA Code of Ethics and adherence to these standards. (ASHA Standard IV-E)
3. Develop intervention plans with appropriate measurable and achievable goals to meet the client's needs based on theoretical knowledge, information gathered, data collected, and behavioral observations in collaboration with clients/caregivers. (ASHA Standards IVA-D, IV-F, V-B)

4. Complete therapy tasks including administering informal and formal trials and tasks to establish baseline goals, analyzing assessment results and developing appropriate therapy goals and objectives, providing therapy, and collecting data during therapy. (ASHA Standards IVA-D, V-B)
5. Complete documentation including weekly lesson plans, daily therapy notes, self-evaluations, initial/final therapy reports, observation reports, and home programs, and report forms (ASHA Standards IV-D, V-A, V-B)
6. Work as part of a professional team by listening to the ideas of others, asking appropriate questions and sharing ideas and information, following clinic procedures for sharing materials and equipment, and demonstrating the ability to seek information and guidance from peers and the supervisor. (ASHA Standards IV C-E, V-B)
7. Make appropriate recommendations for treatment and services based on knowledge of various disabilities, a review of research and evidence-based practice, and the needs of clients of various ages, cultures and needs. (ASHA Standard IV-D, IV-F, IV-G, V-A, V-B)
8. Demonstrate an understanding of and sensitivity to, multicultural issues when making decisions regarding speech-language diagnosis and treatment in a diverse setting. (ASHA Standard V-B)
9. Conduct therapy by establishing and maintaining positive clinician/client interactions, using therapeutic techniques and materials appropriate to the objectives, selecting and using therapy materials, instructional strategies and reinforcements that are motivating and stimulating to the client and align with the disorder, writing lesson plans that reflect the actual therapy plan (ASHA Standard IV B-D, V-B)

ASHA STANDARDS

This course meets the following Standards for the Certification of Clinical Competence: (2016)

- **Standard IV-A:** The applicant must have demonstrated knowledge of the biological sciences, physical sciences, statistics, and the social/behavioral sciences (CLO 3, 4)
- **Standard IV-B:** The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the lifespan. (CLO 3, 4, 9)
- **Standard IV-C:** The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas of study (1) articulation, (2) fluency, (3) voice and resonance, (4) receptive and expressive language in speaking, listening, reading and writing, (5) hearing and the impact on speech and language, (6) swallowing, (7) cognitive aspects of communication, (8) social aspects of communication, (augmentative and alternative communication modalities. (CLO 3, 4, 6, 9)
- **Standard IV-D:** The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in nine areas of study. (CLO 3, 4, 5, 6, 7, 9)
- **Standard IV-E:** The applicant must have demonstrated knowledge of standards of ethical conduct. (CLO 2, 6)
- **Standard IV-F:** The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice. (CLO 3, 7)
- **Standard IV-G:** The applicant must have demonstrated knowledge of contemporary professional issues. (CLO 7)
- **Standard V-A:** The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice. (CLO-1, 5, 7)
- **Standard V-B:** The applicant for certification must have completed a program of study that includes experiences sufficient in breadth and depth to achieve the following skills outcomes: evaluation, intervention, interaction and personal qualities. (CLO 3, 4, 5, 6, 7, 8, 9)

Library Liaison and Additional Support
Suzie Bahmanyar – suzie.bahmanyar@sjsu.edu

Required Text – No textbook is utilized

Useful Resources

- [American Speech-Language-Hearing Association \(ASHA\) Evidence-Based Practice \(EPB\)](http://www.asha.org/Members/ebp/intro.htm) resources at <http://www.asha.org/Members/ebp/intro.htm>
- [ASHA's National Center for Evidence-Based Practice in Communication Disorders \(N-CEP\)](http://www.asha.org/members/ebp/EBSRs/) systematic reviews at <http://www.asha.org/members/ebp/EBSRs/>
- [ASHA's Practice Portal](http://www.asha.org/Practice-Portal/) at <http://www.asha.org/Practice-Portal/>
- American Psychological Association (APA, 6th Ed.) style: APA style is required for all written assignments. Look under "In-text Citation" and "Reference List" sections for guidelines on [Purdue Online Writing Lab \(OWL\)](http://owl.english.purdue.edu/owl/resource/560/01/) at <http://owl.english.purdue.edu/owl/resource/560/01/>

Other Equipment / Materials

Various materials will need to be obtained and/or created to meet the needs of your client. It is highly encouraged that you borrow from the clinic or peers before purchasing your own to ensure that it will be useful. It is not necessary to purchase expensive therapy materials. Many toys for typically developing children and items used for activities of daily living are as effective as marketed "therapy materials." If you plan to borrow materials from the clinic, be sure to arrive with plenty of time to make adjustments in case the intended materials are not available. *Your materials must be ready and available at the start of class.*

Additional Support

- [SJSU Accessible Education Center](http://www.sjsu.edu/aec/): <http://www.sjsu.edu/aec/>
- [King Library: Communicative Disorders and Sciences Services](http://libguides.sjsu.edu/CDS): <http://libguides.sjsu.edu/CDS>
- [Writing Center](http://www.sjsu.edu/writingcenter/): <http://www.sjsu.edu/writingcenter/>
- [Counseling and Psychological Services](http://www.sjsu.edu/counseling): <http://www.sjsu.edu/counseling>
- [Peer Connections](http://peerconnections.sjsu.edu): <http://peerconnections.sjsu.edu>

Student Technology Resources	Computer labs for student use are available in the Academic Success Center at http://www.sjsu.edu/at/asc/ located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders;
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Course Requirements and Assignments

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction or preparation/studying or course related activities including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

More information can be found at:

- [University Syllabus Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) at <http://www.sjsu.edu/senate/docs/S16-9.pdf>.
- Office of Graduate and Undergraduate Programs at <http://www.sjsu.edu/gup/syllabusinfo/>

Attend and participate in seminars. Seminars are designed to guide students through their clinical experience, to help with problem solving, and to expand knowledge and practical applications of skills. Depending on the needs of the class, some seminars will have pre-set topics and others will be open to topics brought by students. Questions and further discussion are highly encouraged.

Assignments. See the attached Course Calendar for additional dates and information:

1. **Goals and Objectives:** Students will administer informal and formal trials and tasks and develop baseline goals in the first two weeks of therapy and establish final goals and objectives for their clients by the fourth session of clinic. (CLO 1, 3, 5, 7, 8)
2. **SOAP Notes/Lesson Plans:** Students will submit SOAP notes and lesson plans into Egnyte **by 9:00 on Wednesday evening** following therapy. SOAP notes will include an analysis of client progress and data on goals and objectives, an assessment of progress or lack thereof, and a plan for further refinement of skills. (CLO 5, 7, 9)
3. **Group Lessons:** Students will submit group lesson plans into **Egnyte by 5:00 on Tuesday evening prior to the following week's group lesson.** Lesson Plans will include the goals and objectives, activities, therapy materials, strategies used and method of data collection for the next therapy session. Each student will facilitate two group therapy sessions involving the clinicians and clients of the Adult Language group. (CLO 1, 4, 5, 6, 7, 9)
4. **Treatment:** Students will treat clients 50-90 minutes per week based on student goals and will collect data during therapy. (CLO 4, 9)
5. **Reports:** Students will write both initial and final therapy reports and will utilize appropriate professional language and form. The initial report will include a research-based rationale for therapy and an explanation of the alignment with that rationale with the client's goals. (CLO 1, 5, 7)
6. **Reflections:** Students will include a reflection of their weekly therapy session in Canvas. The reflection will include a brief statement of what they learned about the client or the techniques used, and how they might alter that in the future. Reflections are due on Tuesday evening after the therapy session. (CLO 6, 7)
7. **Presentations:** Students will present a brief summary to the class in the last three sessions. This summary will follow a template provided by the instructor and include information about their client and what they have learned in therapy. (CLO 2, 6, 7, 8, 9)
8. **Non-clinic Activity:** Students will visit one location outside the clinic that will provide further information about the client. Students will reflect on this visit in a 1-2 page paper. (CLO 1, 2, 6, 8)
9. **Peer Review/Collaboration:** Students will observe other student colleagues and write comments regarding the therapy sessions of the other students, and participate in the therapy sessions of other clients when appropriate. (CLO 6)
10. **Seminars:** Students will participate in weekly seminars involving discussions of research, information about skill development, and other topics related to evaluation, intervention and treatment. (CLO 1-9)
11. **Management Tasks:** Students will contact their clients, collect and file appropriate forms, maintain confidentiality, discuss concerns with the clinic supervisor and follow all clinic rules. **(CLO5)**

Additional Clinic Requirements

In addition to the course requirements, as a student clinician at the Kay Armstead Center for Communicative Disorders, students are required to follow the Clinic Handbook, protected health information privacy rules, and the ASHA code of ethics which includes but it not limited to the following:

1. Complete all medical, CPR, HIPAA, and clearance requirements prior to client contact.
2. Arrive on time and prepared.
3. Adhere to the dress code or you will be asked to return home to change. A missed session due to inappropriate attire will be required to be rescheduled. The dress code applies on all clinic days, even if your client cancelled with prior notice. On non-clinic days, be mindful of what you are wearing—you never know who you may bump into.
4. **Other professionals:** Clinicians 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.
5. **Clinician and Client absences:** Planned time off by the student clinician is not permitted aside from religious holidays. Do not plan to be absent on clinic days or it will result in termination from the course per the Clinic Handbook based on unethical solving, critical thinking, and active participation in class discussions.

If a clinician will not be able to attend a scheduled treatment/evaluation session for any reason, they are responsible for following the procedures outlined below:

- a. Notify your supervisor ASAP by phone, voicemail, email or message that you will not be able to attend the session. Typically, another clinician can include the client in their therapy session.
6. **Electronic files:** *(Subject to change with further instruction from Clinical Coordinator).* Egnyte will be utilized to securely store and share all electronic files containing protected health information (PHI) such as Semester Treatment Plans, Lesson Plans, SOAPS, and Therapy

Egnyte – Clinicians will be provided a log in and password by the clinic director. Do not share your password with anyone. Turn all documents in to the file identified your name in Egnyte. Once approved, your supervisor will move the file to the client's permanent Egnyte file.

Do not e-mail plans, goals, SOAPS, reports or any other documents relating to your client, even to the client or their caregiver(s). If documents must be shared electronically with the client, it can be done through Egnyte. If you need to e-mail your supervisor regarding your client, please use initials only. Utilize the edit feature in Egnyte when making any changes to files to avoid duplicate copies of your files. Files are to be named accordingly:

- a. Lesson Plan and SOAP: SPdate LPdate client initials
 - b. Therapy Reports: ITR or FTR Semester and client initials
7. **Track clinical hours** for observation and direct contact per ASHA. You are responsible for maintaining a record in order to complete your Summary of ASHA Hours form at the end of the semester. You may also acquire up to 5 hours of observation credit.
8. **Demonstrate appropriate use of Universal Precautions and procedures** to prevent the transmission of blood borne pathogens and the spread of communicable diseases and illnesses. Ensure before each session that you have what you need within your therapy room. Refer to the Clinic Handbook

Mid-term Exam

Students will participate in a mid-term clinical competency review with their supervisor. Progress will be reviewed according to a designated rubric.

Final Exam

Students will participate in a final clinical competency review with their supervisor. Progress will be reviewed according to a designated rubric.

Grading Information: Determination of Grades

The final grade is reflected in a numerical and letter grade on the Calipso review document. Student clinicians will be evaluated at the middle and end of the semester through an individual meeting with the supervisor. This meeting will include feedback regarding the student's performance relative to the course competencies in the clinical competency rubric. Competency ratings will be based on student work with a focus on the timely submission of the assignments, selection of appropriate objectives stated in measurable terms, use of procedures and materials appropriate for attaining stated objectives, choice of therapy materials, rapport with clients, data collection, and other indicators in the rubric.

Grade Appeals

The instructor welcomes appeals to any grade. Grade appeals must be a written argument substantiated with evidence and citations (if necessary). Grade appeals are due one week from when the assignment is returned. Note that "All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades." See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

Classroom Protocol

Students are expected to complete all assignments on time unless they have spoken to the instructor and a new date has been established. Students must have cell phones turned off during class and clinic sessions.

Assignment Due Dates: All assignments are due on the dates listed and must be submitted in Canvas.

Attendance/Participation: Students are expected to attend all scheduled classes. The instructor should be notified of upcoming excused absences. Students will be expected to hand in all assignments on time. Students will be expected to demonstrate collegiality, verbal problem solving, critical thinking, and active participation in class discussions.

Writing Requirements: Students should adhere to the APA (American Psychological Association) Manual. Primary cites should be used; a secondary source is allowed when the primary source is not available or written in a non-English language. The APA Manual is available in the King library.

Consent for Recording of Class and Public Sharing of Instructor Material: Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.

Students are welcome to audiotape any class after first having announced that an audio recording is being made at the beginning of each class. Audio recordings are for a student's own private review. Students do not have the right to reproduce or distribute audio recordings without written permission from the instructor and every other student who was present when the audio recording was made. Course materials shared by the instructor are his intellectual property (unless otherwise designated) and cannot be shared publicly without his written permission. You may not publicly share or upload instructor-generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

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 web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

College and Department policies

COE 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 circumstances.

Mission Statement - 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.

CD&S Department Mission Statement: The Mission of the Department of Communicative Disorders and Sciences is to provide rigorous academic and clinical preparation to students seeking careers working with individuals with communication disorders, and their families. We are guided by a commitment to scholarly research and principles of evidence-based practice. Our graduates will adhere to the highest ethical standards in serving the needs of our culturally and linguistically diverse community.

HIPAA/FERPA Policy

Students will receive instruction in HIPAA policies and will be required to adhere to these policies. As a teaching clinic, KACCD has further guidelines. Refer to the Clinic Handbook for further information or visit <http://www.asha.org/practice/reimbursement/hipaa/default/a>.

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.*
- Discussions of a confidential nature should be held in a clinic office with a supervisor. Therapy rooms are often not private due to the presence of observation equipment.
- Client names or identifying information should not be used. Client initials need to be used when communicating with a supervisor in text or verbally.
- If you meet a client in public, greet them as an acquaintance or friend but never refer to yourself as their clinician.
- Client files must remain in the CD & S department. They are not to be taken outside of 113, 115, 117, 118 rooms unless you are with your supervisor. If leaving the file room, they must be signed out.
- Don't leave identifying information in therapy rooms.
- Shred all documents with identifying information.
- Nothing from the client file may be photo copied or scanned.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make 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](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Grievances

When a dispute arises between a student and faculty member regarding a grade, academic honesty, Further information may be found on the [ASHA website](http://www.asha.org) (www.asha.org) under the ASHA Procedures of Complaints against Graduate Education Programs document. Chapter 4 includes specific information regarding academic grievance. academic freedom, mistreatment, or another matter, the student's first responsibility is to arrange an appointment with the faculty member to discuss the issue. If mutual satisfaction is not reached in this manner, the next step is to arrange an appointment with the CD&S Department Chair who will work to resolve the dispute. Should the Department Chair be unsuccessful in attempts to mediate, a set of policies and procedures have been implemented by the Lurie College of Education (LCOE) to successfully resolve such issues. These [student dispute policies](http://www.sjsu.edu/education/docs/StudentDisputes.pdf) are available on the LCOE website: <http://www.sjsu.edu/education/docs/StudentDisputes.pdf>.

The Department of Communicative Disorders and Sciences at SJSU expects students to follow the grievance policies and procedures of the Department, LCOE, and SJSU. If concerns still exist, students may contact the Council on Academic Accreditation at the ASHA Action Center (1-800-498-2071).

Tentative Schedule – Subject to minor changes – Fall 2019 EDSP 277 Adult Language

All classes will follow the same general format. You will be expected to read the content prior to class. Class time will then be devoted to further discussion, application activities and other assignments to ensure that you understand the topic. A quiz will be given at the end of each session.

Week 1	8/27	Class content – Requirements of course, client /file review, lesson plan Homework – Read file, start Initial Therapy Report (ITR)
Week 2	9/3	Class content – Writing SOAPs, Setting a goal, 5 step lesson plan , group lesson ideas Homework – Write goal for client, prepare lesson plan, call client
Week 3	9/10	Class content – Data collection, review of lesson plans Homework – Develop materials for lesson
Week 4	9/17	Class content — First day of clinic – Write SOAP, Review goals Homework – Reflection on session in Canvas, final goals due 9/21
Week 5	9/24	Class content — Rationales, Initial Therapy Reports Homework – Reflection on session in Canvas, Completion of ITR. Due 9/28
Week 6	10/1	Class content – Group activities, Calipso rubric Homework – Reflection on session in Canvas
Week 7	10/8	Class content – Group management, behavior Homework – Reflection on session in Canvas
Week 8	10/15	Class content – Scaffolding Homework – Reflection on session in Canvas
Week 9	10/22	Class content – Lesson ideas Homework – Reflection on session in Canvas
Week 10	10/29	Class content – Mid-term review meetings Homework – Reflection on session in Canvas
Week 11	11/5	Class content – Social skills Homework – Reflection on session in Canvas
Week 12	11/12	Class content – IEPs and Eligibility – goal banks Homework – Reflection of session in Canvas
Week 13	11/19	Class content – Client and parent interview/conferencing Homework – Reflection of session in Canvas
Week 14	11/26	Class content – Final Therapy Review, data collection Homework – Final therapy report due 11/30

Week 15	12/3	Class content – Review of course
Exam	TBD	Final Review Meetings