

San José State University
Department of Communication Disorders and Sciences
EDSP 277: Advanced Practicum in Speech Pathology
Section 5 – Adult Language, Fall 2019

Course and Contact Information

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Office Hours:	By appointment
Class Days/Time:	Wednesday 4:00-6:45pm
Classroom:	Sweeney Hall, Room 118E
Prerequisites:	Graduate Standing

Course Format

This course includes a clinical practicum in which students evaluate and treat adult clients with communicative disorders, as well as a classroom-based seminar to develop clinical skills. You must have access to a computer with word processing software, internet access, and email in order to successfully participate in this course.

Course Description

This course involves working with adult clients within a clinical practicum setting, including preparing lesson plans, analyzing assessment results, developing and implementing therapy activities, collecting data, conducting client conferences, and writing reports and home programs.

This section provides supervised clinical experience to student clinicians working with adult clients with complex speech and language disorders, leading to independence in administering assessments and providing therapeutic services. Each clinician will be assigned a client and is expected to write goals, develop lesson plans, implement therapy techniques, collect and analyze data, and complete appropriate documentation for the client. Some assignments may involve the clinician and client in a separate setting.

Electronic Correspondence and File Sharing

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the [Canvas Learning Management System](#) at <http://sjsu.instructure.com>. We will be using [Egnyte](#), which can be accessed at <https://mmccollum.egnyte.com>, for secure sharing of protected health information (PHI); a log-in and password should be provided by the clinic director. Non-PHI files will be shared on Canvas. Students are responsible for regularly checking their @sjsu.edu email and their inbox on Canvas for class and individual messages.

Course Learning Outcomes (CLO)

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

1. Demonstrate professionalism in spoken and written communication, collaboration, counseling, conduct, appearance, and demeanor (KACCD Clinic Handbook; ASHA Standard V-A).
2. Demonstrate understanding of and adherence to the ASHA Code of Ethics (ASHA Standard IV-E, V-B).
3. Develop intervention plans with appropriate measurable and achievable goals to meet client needs based on theoretical knowledge, information gathered, data collected, and behavioral observations in collaboration with clients/caregivers (ASHA Standards IV-A, B, C, D, F; V-B)
4. Use appropriate evidence-based prevention and intervention strategies to sustain client motivation, engagement, and participation, including selecting or developing appropriate activities, materials, and testing instruments appropriate for the client's age and cognitive-communicative abilities (ASHA Standard V-B).
5. Collect and analyze data to measure and evaluate client performance and progress (ASHA Standard V-B).
6. Modify intervention plans, strategies, materials, or instrumentation as appropriate based on client performance (ASHA Standard V-B).
7. Complete documentation, including weekly lesson plans, treatment notes, self-evaluations, initial and final therapy reports, observation reports, home programs, and recommendation forms (ASHA Standards IV-D; V-A, B).
8. 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 backgrounds (ASHA Standards IV-C, D, F; V-A, B).
9. Provide counseling regarding cognitive-communication disorders to clients, family, caregivers, and relevant others (ASHA Standard V-B).
10. Acknowledge, adapt, and understand the needs of diverse populations in relation to culture, background, ethnicity, sexual orientation, religion, social class, ability, political belief, and disabilities (ASHA Standard V-B, F).
11. Work as part of a professional team by asking appropriate questions and sharing information, listening to the ideas of others, and seeking appropriate information and guidance from supervisor and peers (ASHA Standards IV-C, D, E; V-A, B).

Note: "ASHA Standards" refers to the 2016 Standards for the Certificate of Clinical Competence in Speech-Language Pathology. The [ASHA Certification Standards](https://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/) can be found at <https://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/>

Required Texts/Readings

No required text

Suggested Texts

- Hegde, M.N. (2018). *Hegde's PocketGuide to Treatment in Speech-Language Pathology – 4th Edition*. Plural Publishing. ISBN-13: 978-1944883126
- Roth, F. and Worthington, C. (2015). *Treatment Resource Manual for Speech-Language Pathology – 5th Edition*. Cengage Learning. ISBN-13: 978-1285851150
- Shiple, K. and McAfee, J. (2015). *Assessment in Speech-Language Pathology: A Resource Manual – 5th Edition*. Cengage Learning. ISBN-13: 978-1285198057

Other Readings

Other readings may be shared via Canvas or email based on clients and goals.

Additional Resources

- ASHA's Practice Portal at <https://www.asha.org/practice-portal/>
- ASHA's Evidence-Based Practice Resources at <https://www.asha.org/Research/EBP/>
- ASHA's Evidence Maps at <https://www.asha.org/MapLanding.aspx>
- Speechbite – Speech Pathology Database for Best Interventions and Treatment Efficacy at <http://speechbite.com>
- ASHA's Code of Ethics at <https://www.asha.org/Code-of-Ethics/>

Other Materials

Some materials will need to be obtained and/or created in order to meet the needs of your client. These may include objects, activities, pen and paper, or other items to support working toward your client's goals. Please consider borrowing from the clinic or your peers before you decide to buy something. All therapy materials must be ready and available by the start of your session.

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) including preparing for class and clinic, participating in course activities, completing assignments, etc. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

1. **Seminars:** Students are required to attend and participate in seminars. These are designed to guide you through your clinical experience, to provide education about clinical methodology and decision-making, to help you problem solve, and to assist you with practical applications. Some seminars will have scheduled topics, while others will be open to topics brought by students. Please come prepared with questions or discussion topics. (CLO 1-11)
2. **Treatment:** Students will provide weekly 50 to 90-minute treatment sessions to an assigned client under the guidance of the supervisor. (CLO 1, 2, 4-6, 9)
3. **Goals and Objectives:** Students will administer formal and informal trials and tasks to take baseline data during the first two therapy sessions, and will formulate long-term semester goals by the third therapy session. Long-term goals should be measurable and achievable and should include short-term objectives written to help the client meet the goals. Each goal should include an evidence-based rationale for addressing that goal and the client's baseline status. (CLO 1, 3, 5, 7, 8, 10)
4. **SOAP Notes:** Students will submit SOAP notes for each therapy session by 10:00pm the following day (Thursday night). SOAP notes should include data taken on the client's performance towards goals and objectives, an analysis of the session including progress or lack thereof, and a general plan for the next session. Notes should be submitted via Egnyte into the student's shared folder. (CLO 1, 3, 5-8)
5. **Lesson Plans:** Students will submit lesson plans for each session by noon on Friday for the following week's session. Lesson plans should include objectives, rationales for each selected objective (including an evidence-based rationale from a cited source as well as the client's performance from the previous session), selected activities and therapeutic strategies to address each objective, and data collection methodology. (CLO 1, 3, 4, 6, 7, 10)
6. **Therapy Reports:** Students will write a final therapy report using appropriate language and form. Reports should include the client's case history, the semester goals including an evidence-based

rationale to support each goal, the client's baseline status and progress towards each goal, and recommendations for continued therapy. The final draft should be submitted via Egnyte; once approved by the supervisor, an electronic copy will be filed in the client's Egnyte file, and a signed hard copy should be placed in the client's file. See course schedule for due dates. (CLO 1, 3, 5, 7, 8)

7. **Corrections/Revisions:** Students should make requested corrections and revisions to documentation within 24 hours of request unless other arrangements are made. The supervisor will make requested corrections using the "Review" function on Word; students should then review each edited item or suggestion and accept/reject edits or make other appropriate changes. (CLO 1, 2, 7, 11)
8. **Self-Reflections:** Students will write a brief personal reflection of their treatment after each session to be submitted by email to the supervisor by 10:00pm on Wednesday night. Reflections should include three things that went well, three things that did not go well or as planned, and three things to change or do differently for the next session. (CLO 1, 7, 11)
9. **Client Final Conference:** Students will conduct a 10 to 15-minute final conference with the client and/or caregiver during the last treatment session to discuss the client's progress over the course of the semester. (CLO 1, 8-10)
10. **Non-Clinic Activity:** Students will visit a location outside the clinic that will provide further information about the client. Students will then reflect on this in a 1-2 page paper. See course schedule for due date. (CLO 1, 7, 8, 10)
11. **Case Study Presentations:** Students will present a summary of their client's case to the class, including a brief case history, selected treatment goals, current progress, and what they have learned while working with the client. See course schedule for dates. (CLO 1, 11)
12. **Switch Day:** Students will be assigned to switch clients with another student for one session, following the lesson plan created by the primary therapist. Students will write a SOAP note for the client they treated. (CLO 1, 4-7, 11)
13. **Peer Review:** Students should provide appropriate feedback to peers about observed weekly therapy sessions. Students will also be assigned a peer's final therapy report to review and edit. (CLO 1, 7, 11)
14. **Midterm and Final Conferences:** Students will participate in conferences with the supervisor at a scheduled time. The department clinical practicum grading rubric will be presented by the supervisor and reviewed with the student. (CLO 1, 11)
15. **Clinical Management:** Students will contact their clients, collect and file all forms completed by the client/caregiver, maintain confidentiality, and follow all clinic rules. Students should record each contact (session, phone, email) with their clients. Students should arrive to clinic with all materials prepared and ready. (CLO 1, 2, 7, 8)

See course schedule for additional dates and information.

Additional Clinic Requirements

In addition to the course requirements, as a student clinician at the Kay Armstead Center for Communication Disorders, you are required to follow the Clinic Handbook, protected health information privacy rules, and the ASHA Code of Ethics, which includes but is not limited to the following:

1. **Completion of all medical, CPR, HIPAA, and clearance requirements** prior to client contact.
2. **Arrive on time and prepared** for each seminar and session. If you need to enter or exit the observation room during observations, do so quietly and respectfully. *Materials should be ready to utilize before the course's scheduled time, even if your session starts at a later time.*
3. **Dress Code:** 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 canceled with prior notice. On non-clinic days, be mindful of what you are wearing – you never know who you may see.

4. **Client Confidentiality:** Students will be considered members of the clinic workforce under regulations established by the [Health Insurance Portability and Accountability Act \(HIPAA\)](#). Students will receive instruction in following 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. More information about HIPAA can be found at <https://www.asha.org/practice/reimbursement/hipaa/default/>.
 - a. All clients have the right to confidentiality.
 - b. Students are not to discuss cases outside of KACCD or in public areas within Sweeney Hall (e.g., restrooms, hallways). Students are permitted to discuss cases in the clinic office with the door closed, if possible.
 - c. Known violations of confidentiality will result in a stern reprimand. Serious and/or repeated violations will warrant referral to the Clinic Coordinator and/or Department Chair for disciplinary action.
 - d. Do not use client names or identifying information when discussing a client.
 - e. Use client initials when communicating with your supervisor in text or verbally.
 - f. If you see your client in public, greet as an acquaintance or friend, but do not voluntarily refer to yourself as their clinician.
 - g. Client files must remain within the CDS department. They are not to be taken outside KAACD-affiliated rooms unless you are with your supervisor. If leaving the file room, they must be signed out.
 - h. Do not leave identifying information in therapy rooms.
 - i. Shred all documents with identifying information.
 - j. Nothing from the client file may be photocopied, scanned, or photocopied (e.g., with a cell phone).
5. **Other Professionals:** You may be responsible for communicating with other professionals regarding the management of the client, as appropriate. *Before initiating contact, the clinician must receive approval from the supervisor.* Please document all communication with other professionals in the client's file.
6. **Clinician and Client Absences:** If you will not be able to attend your scheduled treatment/evaluation session for any reason, you are responsible for following the procedures outlined below:
 - a. Notify your client and/or caregiver of the cancellation. Make sure you have access to your client's home and/or cell phone number so you can contact him/her if you must cancel a session on short notice.
 - b. Notify your supervisory ASAP by phone, voicemail, email, or message that you have canceled the session. You can call the clinic assistant as well, but you must reach your supervisor.
 - c. Be sure your supervisor is aware of each client absence as well as the total number of absences as they occur. Log all client absences in the client file.
 - d. 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 behavior.
7. **Electronic Files:** To ensure compliance with federal laws, Egnyte will be utilized to securely store and share all electronic files containing PHI, such as SOAP notes, lesson plans, and therapy reports. [Egnyte](https://mmccollum.egnyte.com) can be accessed at <https://mmccollum.egnyte.com>. You will be provided a log-in and password by the clinic director; do not share your password with anyone.
 - Submit all documents to your shared file identified by your name on Egnyte. Once approved, your supervisor will move the file to the client's permanent Egnyte file. Use the edit feature in Egnyte when making any changes to files to avoid duplicate copies. Do not password-protect documents in Egnyte.

- Do not email SOAP notes, lesson plans, reports, or any other documents relating to your client, even to the client or caregiver. If you need to share PHI documents electronically with the client, you must request your supervisor to do so.
 - Non-PHI correspondences and files such as self-reflections may be emailed. If you need to email your supervisor regarding your client, please use initials only.
 - Files are to be named accordingly:
 - a. Lesson Plan: date of session + client initials-LP (09.04.19 KK-LP)
 - b. SOAP Note: date of session + client initials-SP (09.04.19 KK-SP)
 - c. Long-term Goals and Final Therapy Report: LTG or FTR – Semester Year + client initials (LTG – Fall 2019 KK)
8. **Clinical Hours:** Track your 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.
9. **Universal Precautions:** Demonstrate appropriate use of universal precautions and procedures to prevent the transmission of bloodborne pathogens and the spread of communicable diseases and illnesses. Ensure you have what you need in your therapy room before the start of each session. Refer to the Clinic Handbook for more information.

Grading Information

1. Determination of Grades

- **Clinical Practicum (90% of total grade):** The Calipso grading rubric will be used to evaluate clinical skills. Grades are reflected in both a numerical and letter grade. To pass this clinical course, students must have an average of “2” or higher in each area, which corresponds to a letter grade of B. Line items for which there are insufficient opportunities to exhibit skills will not be included in the calculation of the final grade. Receiving a “1” in any line item at the end of the semester may be grounds for failure. Competency ratings will be based on student work with a focus on the timely submission of documentation and assignments, selection of appropriate objectives stated in measurable terms, use of appropriate procedures and materials, rapport with clients, data collection, and other indicators in the rubric. A copy of the Calipso rubric is provided on Canvas under the syllabus tab.
- **Professionalism (5% of total grade):** Students are expected to demonstrate professionalism, including, but not limited to, timeliness, preparedness, professional attire, and demeanor.
- **Attendance/Participation (5% of total grade):** Attendance is required to meet clinical practicum expectations. This includes attending all-clinic meetings. Participation in class discussions, observations, and conferences is required to collaborate and demonstrate knowledge and learning. By participating in class and individual discussions, students are able to discuss and provide rationales for clinical decisions.

2. Evaluations

- **Midterm Evaluation:** An individual conference will be held between the supervisor and student in the middle of the semester to discuss current status, strengths, and areas to be addressed. The Calipso rubric will be used. Both the student and supervisor must sign the rubric.
- **Final Evaluation:** An individual conference will be held between the supervisor and student at the end of the semester to review the Calipso rubric and progress over the semester. Both the student and supervisor must sign the final rubric, which will then be submitted. Clinic hours should be entered into Calipso before this meeting.

3. **Late or missing assignments** will be accounted for in the Calipso rubric under the “Professional Practice” section, and under Professionalism as part of the overall grade. It is expected that all clinical documentation is completed and filed electronically on Egnyte and/or in the client’s hard file as appropriate. Incomplete client files may result in course failure. The supervisor will utilize Canvas to track and monitor timely submission of clinical documentation, self-reflections, and other written assignments; while these may not receive individual letter grades, each assignment will be marked as complete or incomplete as appropriate.
4. **Remediation activities** may be required if student performance in one or more specific knowledge/skill areas is below expectations. These include, but are not limited to:
 - Providing oral explanations of content material
 - Redoing all or part of clinical projects
 - Completing directed readings
 - Viewing supplemental videos
 - Other targeted activities
5. **Extra credit is not offered.** With the assumption that most students have an end goal of ASHA certification, completing remediation activities which address skills required for ASHA certification is expected when requested, as stated above.

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 and Clinic Protocol

In addition to the Course and Clinic Requirements listed above:

1. Be respectful and treat others as you would want to be treated. This course is designed so that you can all learn from and support each other.
2. Seek guidance and assistance when necessary. Communicate with me about concerns as they arise. Questions that demonstrate forethought, planning, and problem solving are highly encouraged.
3. You may have your cell phone with you in the therapy room if used professionally (e.g., for the timer function, to demonstrate/use an app, or model a texting response). Obtain prior approval from your supervisor if you are planning to use your personal cell phone during your session. Do not use your phone to audio or video record any part of your session. Personal or non-clinic related communication during therapy sessions via your cell phone is not permitted. Please silence your phone during seminar and observations. Being distracted by your phone may impact your rubric scores for professionalism and active listening.

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/>.

Student Resources

SJSU Accessible Education Center	http://www.sjsu.edu/aec/
King Library CDS Services	https://libguides.sjsu.edu/CDS Liaison: Suzie Bahmanyar at suzie.bahmanyar@sjsu.edu
Writing Center	http://www.sjsu.edu/writingcenter/
Counseling and Psychological Services	http://www.sjsu.edu/counseling/
Peer Connections -Free tutoring and mentoring services	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. Computers also are available in the King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DVD and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones.

EDSP 277: Advanced Practicum in Speech Pathology
Section 5 – Adult Language, Fall 2019
Course Schedule - Wednesdays

Schedule is tentative and subject to change with fair notice either in class or electronically via Canvas or email.

Course Schedule: Wednesdays

Week	Date	Seminar and Therapy Sessions	Assignments
1	8/21	Seminar - Introductions, syllabus review - Client assignments and file review - Lesson plans and rationales	- Start thinking about goals and materials - Review client files
2	8/28	Seminar - Writing goals and objectives - Data collection, baseline data - Discuss lesson plans and goal ideas, in group and 1:1 - Material review	- LP due by following Friday at noon
3	9/4	First Day of Clinic Seminar - Debrief - Writing SOAP notes - Types and levels of cueing	- Self-reflection due by 10pm - SOAP due by following Thursday at 10pm - LP due by following Friday at noon
4	9/11	Therapy Sessions Seminar - Writing long-term goals	- Self-reflection due by 10pm - SOAP due by following Thursday at 10pm - LP due by following Friday at noon - Long-term goals due by Sunday 9/15 at noon
5	9/18	Therapy Sessions Seminar - Discuss non-clinic activity	- Self-reflection due by 10pm - SOAP due by following Thursday at 10pm - LP due by following Friday at noon
6	9/25	Therapy Sessions Seminar - Case Presentations (3)	- Self-reflection due by 10pm - SOAP due by following Thursday at 10pm - LP due by following Friday at noon
7	10/2	Therapy Sessions Seminar - Case Presentations (3) - Sign up for midterm conferences	- Self-reflection due by 10pm - SOAP due by following Thursday at 10pm - LP due by following Friday at noon
8	10/9	Therapy Sessions Midterm Conferences	- Self-reflection due by 10pm - SOAP due by following Thursday at 10pm - LP due by following Friday at noon
9	10/16	Therapy Sessions Seminar	- Self-reflection due by 10pm - SOAP due by following Thursday at 10pm - LP due by following Friday at noon - Non-clinic activity write-up due by Sunday 10/20 at noon

Week	Date	Seminar and Therapy Sessions	Assignments
10	10/23	Therapy Sessions Seminar - Discuss final reports	- Self-reflection due by 10pm - SOAP due by following Thursday at 10pm - LP due by following Friday at noon
11	10/30	Therapy Sessions Seminar	- Self-reflection due by 10pm - SOAP due by following Thursday at 10pm - LP due by following Friday at noon - Initial draft of FTR due to peer by today (Wednesday) 10/30 at 10pm - Peer-reviewed FTR due back to supervisor by Sunday 11/3 at noon
12	11/6	Therapy Sessions Seminar	- Self-reflection due by 10pm - SOAP due by following Thursday at 10pm - LP due by following Friday at noon - Updated/edited draft of FTR due to supervisor by Sunday 11/10 at noon
13	11/13	Therapy Sessions Seminar	- Self-reflection due by 10pm - SOAP due by following Thursday at 10pm - LP due by following Friday at noon - Update FTR with final data by Sunday 11/17 at noon
14	11/20	Last day of Therapy Seminar - Bring FTR for supervisor to sign - Sign up for final conferences	- Self-reflection due by 10pm - SOAP due by following Thursday at 10pm
15	11/27	Thanksgiving Break No Clinic	
16	12/4	Flex Day (as needed) Final Conferences	