**San José State University**

# Course and Contact Information

# Connie L. Lurie College of Education - Communicative Disorders & Sciences

# Practicum in Speech Pathology, EDSP 177-, Spring, 2018

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| **Instructor**: | Margie Medrano Biddick, MA CCC-SPLicense No. SP7378, ASHA No. 01087149   |
| **Office** **Location**: | Sweeney Hall 118E |
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| **Office Hours**: | Wednesday, 12:30 PM –1:00 PM |
| **Class Days/Time**: | Wednesday 1:00PM-3:45PM |
| **Classroom**: | Sweeney Hall KACCD |
| **Prerequisites**: | EDSP 112, EDSP 120 and EDSP 125 or instructor consent. |
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## Course Description

This course provides supervised clinical experience with children and adults who have speech and language disorders whom are clients of the Kay Armstead Center for Communicative Disorders (KACCD). It is intended to develop beginning clinical and professional skills including: developing goals and objectives, preparing lesson plans, developing and implementing therapy activities, collecting and analyzing data, completing documentation, conducting client conferences, writing reports with recommendations, maintaining professionalism and ethics. You will also be participating in group discussions with peer feedback intended to further your knowledge and skills.

## Faculty Web Page and MYSJSU Messaging

You are responsible for regularly checking your @sjsu.edu email and with the messaging system through My SJSU at http://my.sjsu.edu for clinic and course correspondence. We will be using the clinic’s secure file sharing system, Egnyte, 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). We will also share non-PHI files through Google Drive.

### Learning Outcomes (LO)

Practicum in Speech Pathology, EDSP 177, Spring 2018.

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

LO 1. Maintain professionalism in spoken and written communications, collaboration, counseling, conduct, appearance, and demeanor (KACCD Clinic Handbook, 2014 ASHA Standard for Certification V-B) and adhere to the ASHA Code of Ethics as observed by supervisor (Standard IV-E).

LO 2. Utilize appropriate prevention and intervention strategies to manage behaviors and sustain clients’ motivation, compliance, and participation as observed by supervisor.

LO 3. Develop intervention plans with appropriate measureable and achievable goals which meet the client’s needs based on theoretical knowledge, information gathered, data collected, and behavioral observations in collaboration clients/caregivers as demonstrated through documentation. (ASHA Standards IV-C, IVD V-B)

LO 4. Select or develop and utilize activities, intervention materials, and instruments which are appropriate for age and ability and motivating as observed by supervisor. (ASHA Standard V-B)

LO 5. Identify and implement appropriate evidence-based strategies and methodologies to target goals and objectives as observed by supervisor and documented (ASHA Standards IV-F, V-B)

LO 6. Collect data, measure and evaluate clients’ performance and progress as demonstrated in documentation. (ASHA Standard V-B)

LO 7. Based on client performance, modify plans, strategies, materials, and/or instrumentation as necessary to meet the needs of the client(s).(ASHA Standard V-B)

LO 8. 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 as observed by supervisor. (ASHA Standard V-F)

LO 9. Provide professional documentation of treatment plans, services provided, session outcomes, and progress as demonstrated in documentation (ASHA Standard V-B)

NOTE: “ASHA Standards” refer to the 2014 Standards for the Certificate of Clinical Competence in Speech-Language Pathology. The ASHA Certification Standards can be found at: http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/

## Required Texts/Readings (Required)

### Textbook

There are no required texts. Suggested texts include those from coursework which pertain to your client(s) and the following:

1. Roth, F. and Worthington, C. (2015), Treatment Resource Manual for Speech Language Pathology—5th edition, Clifton Park, NY: Cengage Learning(ISBN-10: 1-285-85115-3)

2. Shipley, K. and McAfee, J. (2015), Assessment in Speech-Language Pathology: A Resource Manual—5th edition, Clifton Park, NY: Delmar Cengage Learning (ISBN-10: 1-285-19805-0)

### Other Readings

Articles and other documents, which pertain to assigned clients will be used throughout the semester. They will be made available via a Google Drive folder.

### Other Equipment / Material

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.

## Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. 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. **Attend and participate in Seminars**. Seminars are designed to guide you through your clinical experience, to help you problem solve, and to expand your knowledge with practical applications. Depending on the need of the class, some Seminars will have pre-set topics and others will be open to topics brought by students. Questions and further discussion is highly encouraged.
2. Read and be prepared to discuss **additional readings** during Seminar as assigned throughout semester. No greater than 8 additional readings will be assigned over the semester. Readings will be provided a minimum of 5 days prior to Seminar discussion. Reading will be related to development of clinical skills, specific clients, and/or professional development.
3. Design a **semester treatment plan with goals** for your client(s) with guidance from your supervisor to be completed one week prior to your first scheduled session.
4. **Collect and file all clinic forms** completed by your client(s)/caregiver(s). **Record each contact** (session, phone, email) with your client throughout the semester in the client file.
5. Provide **weekly Lesson Plans** for each session no later than 72 hours before your scheduled session. Refer to the Clinic Handbook for guidelines. Submit document on Egnyte in your client’s “Submitted Documents” folder.
6. **Arrive to class with all therapy materials ready** including cut, laminated, sorted and glued.
7. Provide **weekly, 50-minute speech and language services** to your assigned client(s) under the guidance of your supervisor.
8. Therapy Notes or **SOAP notes** are to be submitted with 72 hours of completing your session. Submit the document on Egnyte in your client’s “submitted documents” folder until approved to move to the permanent folder.
9. **Correct/revise documentation** per request of the supervisor within 36 hours of request.
10. **Peer observation** (one peer from your course section**)** is expected each week with the supervisor present to allow for live discussion of theories, techniques and strategies. Provide your observed peer with respectful feedback and observations on the Google Doc each week. You may also point out activities and strategies you observed to be very successful and would like to put in your repertoire. Utilize peer feedback for self-growth.
11. Write and present to client/caregiver a **Therapy Progress Report** at the conclusion of the semester following guidelines provided in the Clinic Handbook and the template provided by supervisor. In addition to reporting case history, present levels and progress, the report will include recommendations for future therapy objectives and home and community carryover. See course calendar for peer editing due dates. Final draft to be submitted via Egnyte “submitted documents” folder no later than one week prior to last day of scheduled session/conference. Once approved by supervisor, an electronic copy should be included in client’s Egnyte file as well as a signed hard copy in the client’s file.
12. **Conduct initial interview and final conference** with client/caregiver with supervisor present. Refer to Clinic Handbook for guidelines.
13. **Provide 3 written self-reflections** to objectively evaluate personal skills as a clinician. You may choose to follow the format provided in the Clinic Handbook. Due dates are as provided on course calendar.
14. **Participate in mid-term evaluation conference and final conference with supervisor.** Scheduled times to be provided. The department Clinical Practicum grading rubric will be presented by the supervisor and discussed with the student.

**See course calendar for Seminar and Therapy Session schedule and due dates. Calendar subject to change with fair notice.**

## Additional Clinic Requirements

In addition to the course requirements, as a student clinician at the Kay Armstead Center for Communicative Disorders, you 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. **Attend All Clinic Meetings** as noted in the clinic calendar.
2. **Arrive on time and prepared** for each seminar and session. If coming into the observation room, do so quietly and respectfully. Materials should be ready to utilize before the course’s scheduled start time even if your session starts at a later time.
3. **Adhere to the dress code** or you will be asked to return home to change. A missed session due to inappropriate attire is 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. **Client Confidentiality:** Students will be considered members of the clinic workforce under regulations established by the [Health Insurance Portability and Accountability Act](http://www.asha.org/practice/reimbursement/hipaa/default/) (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. Further information about [HIPAA](http://www.asha.org/practice/reimbursement/hipaa/default/) can be found at http://www.asha.org/practice/reimbursement/hipaa/default/.
	1. All clients have the right to confidentiality.
	2. 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.).
	3. 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.*
	4. It is okay to discus in the clinic office with closed door if possible.
	5. Do not use client names or identifying information when discussing a client.
	6. Use client initials when communicating with your supervisor in text or verbally.
	7. If you meet in public, greet as an acquaintance or friend but never refer to yourself as their clinician.
	8. Client files must remain at CD & S department. Unless with your supervisor, they should remain in the file room.
	9. Don’t leave identifying information in therapy rooms.
	10. Shred all documents with identifying information.
	11. Nothing from the client file may be photo copied or scanned.
5. **Other professionals:** You 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.
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:
	1. Notify your client or caregiver of the cancellation. Make sure you have *access* to your client’s home phone number and/or cellular number so you can contact him/her if you must cancel a session on short notice.
	2. Please notify me ASAP. Contact me by phone, voicemail, email or message to make me aware that you have cancelled the session. You can call the clinic assistant as well, but you must reach me as your supervisor.
	3. Be sure that I am aware of each client absence as well as the total absences as they occur each week.
	4. Please log all absences in the client file.
	5. 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:** (*Subject to change with further instruction from Clinical Coordinator*). Egnyte will be utilized to turn in Semester Treatment Plans, Lesson Plans, SOAPs, and Therapy Progress 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. Within your clients’ electronic files, there will be a “Turned In” folder. Place all documents in that folder until revised and approved by your supervisor. Once approved, move them into the appropriate folder within your clients’ files. Do not share your password provided by the Clinic Coordinator.
8. **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. **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 for further information.

## Grading Policy

### Grading information:

* **Clinical Practicum Grading Rubric:** The Clinical Practicum Grading Rubric was developed for the department of Communication Disorders and Sciences will be utilized to evaluate course learning objectives. This course is taken for pass/fail credit. To pass this clinical course, you must achieve a “2” or higher in all areas of *Basic Clinical Competencies* with an average of 2.8 or higher. Furthermore, you must achieve a 5.0 average with no competency scores of 1 or 2 in the areas of *Professionalism*, *Assessment and Intervention*, and *Writing* to pass this course. Line items in which there were insufficient opportunities to exhibit skills will not be included in the calculation and therefore not count against you; however the skill will read as “not met” on the rubric. The Clinical Practicum Rubric is provided as an addendum to this syllabus.
* **Midterm evaluation**: An individual conference will be held between the supervisor and student clinician mid-term to discuss present strengths and areas to be addressed. The Clinical Practicum Grading Rubric will be utilized.
* **Final evaluation**: A final individual conference will be held at the conclusion of the semester. The Clinical Practicum Grading Rubric will be utilized and turned in to the department to be placed in your student file. Both the supervisor and student clinician must sign the final rubric.
* **Late or missing assignments** will be accounted for in the Rubric in the Basic Clinician Competencies section. As a clinician, it is expected that ALL clinical documentation is completed and filed electronically and/or in the client file as applies. Incomplete client files may result in course failure.
* **Participation** in class discussions is required to collaborate and to demonstrate professionalism as included in the rubric. Furthermore, via class and individual discussions, you will be demonstrating the theoretical knowledge and to provide rationales for clinical decisions. Participation is reflected upon in the rubric in various line items.
* **Remediation activities:** If student performance for one or more specific knowledge/skill area is below expectations, the supervisor/instructor may require **remediation** and implement strategies that may include, but are not limited to, the following: 1) Providing oral explanations of content material, 2) Redoing all or part of academic/clinical projects, 3) Completing directed readings, 4) Viewing supplemental videos, 5) Other targeted activities. *These additional remediation activities will not alter the grade earned on a particular examination or assignment*; however, they will ensure that each student has demonstrated acquisition of each of the knowledge and/or skill areas targeted in the course.
* **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 are expected when requested as stated above.
* **Attendance is required to meet clinical practicum expectations**. You are expected to attend class, even if your client is not attending. Unexcused absences are grounds for failure. See Clinic Handbook for further information.

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 use the Golden Rule. This course is designed so that you can all learn from and support each other.
2. Seek guidance and assistance when necessary. Questions that demonstrate forethought are highly encouraged.
3. When attending seminar or observing, excuse yourself and return quietly as needed.
4. You may have your phone with you in the therapy room if used professionally. For example, if your supervisor is not directly observing you at the moment and your request for assistance via the observation cameras is not heard, you may text your supervisor versus poking your head out the door (remember you cannot leave your client unattended). Additionally, you may use it as a timer for timed trials. Do not use your phone as part of the therapy materials unless prior approval from your supervisor is granted. Personal or non-clinic related communication during therapy sessions via your 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

### General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. To learn important campus information, view [University Policy S90–5](http://www.sjsu.edu/senate/docs/S90-5.pdf) at http://www.sjsu.edu/senate/docs/S90-5.pdf and SJSU current semester’s C:\Users\009376965\AppData\Local\Policies and Procedures, at http://info.sjsu.edu/static/catalog/policies.html. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not address the issue, it is recommended that the student contact the Department Chair as the next step.

### Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), http://www.sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain instructor’s permission to record the course and the following items to be included in the syllabus:

* “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.”
	+ In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
* “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. 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.”

### Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at http://www.sjsu.edu/senate/docs/S07-2.pdf requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at http://www.sjsu.edu/studentconduct/.

## Student Resources

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| [King Library Services](http://libguides.sjsu.edu/CDS) | <http://libguides.sjsu.edu/CDS> |
| [Writing Center](http://www.sjsu.edu/writingcenter/) | http://www.sjsu.edu/writingcenter/ |
| [Counseling Services](http://www.sjsu.edu/counseling/) | http://www.sjsu.edu/counseling/ |
| [Peer Connections](http://peerconnections.sjsu.edu/about_us/) | http://peerconnections.sjsu.edu/about\_us/ |
| Student Technology Resources | Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) 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; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors. |

# EDSP 177.3 / Practicum in Speech Pathology, Spring 2018, Course Schedule

*This Schedule is subject to change with fair notice and how the notice will be made available.*

## All Weekly Lesson Plans due 72 hours before your scheduled session via Egnyte.

* **All Therapy Notes (SOAPs) due 72 hours after session is completed via Egnyte.**

## Course Schedule

| Week | Date | Seminars and Therapy Sessions | Assignments In Addition to Weekly Lesson Plans & SOAPs |
| --- | --- | --- | --- |
| 1 | 1/24/18 | Seminar 1:00-3:45 Course requirements Client assignments Writing Goals and Lesson Plans | **Prepare ideas for goals and lesson plans. Prepare ideas for group discussions.** |
| 2 | 1/31/18 | Seminar 1:00-3:45 Review ideas for goals and lesson plans; Review ideas for group discussions; Writing SOAPs, data collection techniques | **First Lesson Plan due: 2/2/18 @ 6:00 PM** |
| 3 | 2/7/18 | **First Clinic Sessions** (1:00, 2:00) | **First SOAP Due 2/9/18 @ 6:00 pm**Next lesson plan due 2/10/18 |
| 4 | 2/14/18 | Sessions (1:00, 2:00) | Provide draft of **proposed goals with SOAP due 2/16/18 @ 6pm** |
| 5 | 2/21/18 | Sessions (1:00, 2:00) | Provide **Semester Treatment Plan report** including background history, baselines, and final version of **goals/objectives for the semester by 2/23/18 @ 6PM** |
| 6 | 2/28/18 | Sessions (1:00, 2:00) |  |
| 7 | 3/7/18 | Sessions (1:00, 2:00) | **Reflection (Due 3/7/18)** |
| 8 | 3/14/18 | Sessions (1:00, 2:00)**Mid Term Evaluations** |  |
| 9 | 3/21/18 | Sessions (1:00, 2:00) |  |
| 10 | 3/28/18 | Spring Break |  |
| 11 | 4/4/18 | Sessions (1:00, 2:00) |  |
| 12 | 4/11/18 | Sessions (1:00, 2:00) |  |
| 13 | 4/18/18 | Sessions (1:00, 2:00) | **Final Therapy Report Due 4/20/18 by 6:00 pm** |
| 14 | 4/25/18 | Sessions (1:00, 2:00) | **Final Therapy Report with all revision due 4/27/18 @ 6:00 pm** |
| 15 | 5/2/18 | Final Session**: Present Final Therapy Reports** to clients | **Reflection (Due 5/2/18)** |
| 16 | 5/9/18 |  **Final Conferences**  |  |
|  | TBD | Final Exam |  |