San José State University  
College of Education/ Department of Communicative Disorders & Sciences  
EDSP 176, Guided Professional Clinical Observations, Section 1, Spring, 2020

Course and Contact Information

Instructor: Marcella McCollum  
Office Location: Sweeney Hall 438  
Telephone: (408) 924-3688  
Email: Marcella.McCollum@sjsu.edu  
Office Hours: Mondays 12:00-12:30, and by appointment  
Class Days/Time: Monday, 9:00-11:45 AM  
Classroom: Sweeney Hall 433  
Prerequisites: EDSP 102, EDSP 111, EDSP 113

Course Description

Guided observation experiences in audiology and speech-language pathology; introduction to: clinical reasoning and clinical mindset; professional conduct; clinician-client interactions and perspectives; efficacy and evidence-based practice; inter-professional collaboration; effective oral, listening, nonverbal, and written clinical communication skills.

Course Format

This course is an in person course, designed to support primarily in person learning. Internet connectivity and a computer will be required. A subscription to Master Clinician Network will be required and can be accessed through www.masterclinician.org. In addition, access to Microsoft Word and Power Point is helpful in this class. Class assignments will be submitted on Canvas and in person. Exams will be partially online and partially in class.

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas Learning Management System course login website at http://sjsu.instructure.com. You are responsible for regularly checking with the messaging system through Canvas to learn of any updates. For help with using Canvas see Canvas Student Resources page (http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources)

Department Program Learning Outcomes (PLO)
PLO 1: Students will demonstrate effective oral and written communication skills.

PLO 2: Students will demonstrate effective problem solving and critical thinking skills.

PLO 3: Students will demonstrate knowledge of research methods and application of evidence-based practice.

PLO 4: Students will demonstrate knowledge of basic communication and communicative disorders and differences across the lifespan.

PLO 5: Students will demonstrate knowledge of clinical management of communicative disorders and differences.

PLO 7: Students will demonstrate a knowledge of professionalism and ethical standards.

PLO 8: Students will demonstrate an awareness of and appreciation for their role as future professionals in a diverse society.

Course Learning Outcomes (CLO)
Tied to Corresponding Department Program Learning Outcomes (PLO)
Upon successful completion of this course, students will be able to:

1. Identify and demonstrate effective clinical reasoning skills and a clinical mindset.  PLO 2, 4, 5

2. Examine and describe ethical clinical conduct and the professional responsibilities and behaviors of audiologists and speech-language pathologists.  PLO 1, 2, 5, 7, 8

3. Contrast effective and ineffective clinician-client clinical interactions PLO 1, 2, 7, 8

4. Identify multicultural context elements within the clinician-client interaction.  PLO 2, 8

5. Describe evidence-based practice. PLO 3, 5

6. Identify if a client appears to benefit from a clinician’s actions.  PLO 2, 3

7. Identify the characteristics of effective collaborative practice. PLO 1, 6, 7, 8

8. Contrast effective and ineffective oral, listening, nonverbal, and written clinical communication skills. PLO 1, 5, 8

Upon successful completion of this course, students will accumulate a minimum of 8 clinical observation hours.

Required Texts/Readings

Other Readings

*Will be assigned on Canvas.*

Other technology requirements / equipment / material

Master Clinician Network: [www.masterclinician.org](http://www.masterclinician.org) - a subscription is required in order to receive credit for supervised observation using this technology subscription.

Library Liaison

Suzie Bahmanyar, MLIS
suzie.bahmanyar@sjsu.edu
408.808.2654
http://libguides.sjsu.edu/CDS

Course Requirements and Assignments

15 points - Chapter Assignments:

Students will be assigned study questions from the textbook. Subject to three random book checks throughout the semester.
CLO 1, 2, 3, 4, 5

35 points - Observation Assignments:

4 specific observations will be assigned, with a series of questions designed to direct your analysis of a treatment session. (5 points each, final observation worth 10 points)
Students will be required to visit out of class speech-language pathology services and complete 4 hours of guided observation experiences. (10 points)
CLO 2, 4, 5, 6

10 points - Canvas Discussions:

5 online discussions where students are expected to actively post a complete answer and reply to two peers for credit.
CLO 1, 2, 3

35 points In-Class Assignments:

Six activities will occur in class to help facilitate your learning, including:
Materials activity
Objectives activity
Identification of clinical procedures and client responses
Opening and closing sessions activity
lesson plan role play
written self-reflection (10 points)
CLO 2, 3, 4, 5, 6

15 points Final Project:

Your final project is a live presentation on an area of professional practice, based on the guidelines of Chapter 32 of the textbook, which includes topic, overview, essential vocabulary, interesting way to activate and measure the acquisition of knowledge of the students, and wrap up questions. Details are available in Canvas.
CLO 3, 4, 5
“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, 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.”

**Final Examination or Evaluation**

*Final Evaluation will be your final project (see above) as well as a written self-reflection.*

**Grading Information**

Grades will be determined using the grading system detailed above. Your letter grade is based on the following scale.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>100% to 98%</td>
</tr>
<tr>
<td>A</td>
<td>97% to 94%</td>
</tr>
<tr>
<td>B+</td>
<td>89% to 87%</td>
</tr>
<tr>
<td>B</td>
<td>86% to 84%</td>
</tr>
<tr>
<td>C+</td>
<td>79% to 77%</td>
</tr>
<tr>
<td>C</td>
<td>76% to 74%</td>
</tr>
<tr>
<td>D</td>
<td>69% to 60%</td>
</tr>
<tr>
<td>F</td>
<td>59% &amp; below</td>
</tr>
</tbody>
</table>

**A**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-</td>
<td>93% to 90%</td>
</tr>
<tr>
<td>B-</td>
<td>83% to 80%</td>
</tr>
<tr>
<td>C-</td>
<td>73% to 70%</td>
</tr>
</tbody>
</table>

**Note:** If final grade is within 0.04%, it will be rounded up. All work must be submitted on time, and completed in an acceptable and ethical manner. See Academic Integrity Statement. All questions must be answered accurately for complete credit. Late assignments will be subject to a one point drop per day late, unless you provide valid proof of an exigent circumstance. All assignments are individual assignments and should be completed on your own unless otherwise indicated. If you use outside sources (other than those indicated in an assignment), you must indicate on your assignments what sources you used.

**Classroom Protocol**

*It is expected that students will arrive on time, having completed all assigned readings. It is encouraged for students to explore and ask questions regarding materials, information provided, and be prepared to answer questions in class. It is requested that students ask questions in a thoughtful, respectful manner, and respect peer contributions as well as faculty knowledge and experience. Please close all web browsers/apps not directly related to this class if you are on your computer during class-time.*

**University Policies**

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo), which is hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.
EDSP 176, Clinical Methodology in Speech-Language Pathology, Spring 2020 Course Schedule

Schedule is subject to change based on the pace and needs of the class. Announcements will be made via Canvas. Readings will be assigned via Canvas, and links provided.

Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/27</td>
<td>Introduction to clinical reasoning and developing a clinical mindset (Ch. 15); Introduction to in-class observation experiences - Sign up for Master Clinician Network</td>
</tr>
<tr>
<td>2</td>
<td>2/3</td>
<td>Introduction to professional behavior of SLPs and AuDs. What is a Therapy Session? Anatomy of a Therapy Session. (Ch. 17 due)</td>
</tr>
<tr>
<td>3</td>
<td>2/10</td>
<td>Characteristics of a therapy session; client perspective &amp; clinician perspective (Ch. 21, 22 due); continue in-class observations experiences</td>
</tr>
<tr>
<td>4</td>
<td>2/17</td>
<td>Observation #1 – online support, no in class meetings</td>
</tr>
<tr>
<td>5</td>
<td>2/24</td>
<td>Check-In - small group meetings - Observation #1 Due</td>
</tr>
<tr>
<td>6</td>
<td>3/2</td>
<td>How do we tell if therapy is effective? (Data Collection) (Ch. 16, 19 due)</td>
</tr>
<tr>
<td>7</td>
<td>3/9</td>
<td>How do we measure Progress (goals and objectives; how do they align with evidence-based practice?) (Ch. 18 due)</td>
</tr>
<tr>
<td>8</td>
<td>3/16</td>
<td>How do we document therapy? (introduction to SOAP notes and analyzing written clinical communication skills) (Ch. 23, 27, 28 due) continue in-class observations</td>
</tr>
<tr>
<td>9</td>
<td>3/23</td>
<td>Practice prior concepts/Review In-Class Practice: Materials in therapy - Begin out-of-class observations – (Ch 20 due) Observation #2 Due</td>
</tr>
<tr>
<td>10</td>
<td>3/30</td>
<td>SPRING BREAK- NO CLASS</td>
</tr>
<tr>
<td>11</td>
<td>4/6</td>
<td>Check In – online – small group meetings</td>
</tr>
<tr>
<td>12</td>
<td>4/13</td>
<td>In-Class Practice: Lesson Plans including an interdisciplinary perspective - development and analysis of written clinical notes. (Ch 29 due)</td>
</tr>
<tr>
<td>13</td>
<td>4/20</td>
<td>Facets of Therapy (cultural and linguistic differences, interdisciplinary collaboration)- Observation #3 Due (Chapter 25 due)</td>
</tr>
<tr>
<td>14</td>
<td>4/27</td>
<td>In Class Practice: Scripts and therapy ‘practice’ (Ch 24 &amp; 26 due)</td>
</tr>
<tr>
<td>15</td>
<td>5/4</td>
<td>Effective vs ineffective therapy (clinical interactions); continue in-class observations experiences; complete out-of-class observations – Observation #4 Due</td>
</tr>
<tr>
<td>16</td>
<td>5/11</td>
<td>Final Project Presentations Round I – Final Observation Due (including Ch 30)</td>
</tr>
<tr>
<td>Final</td>
<td>5/18</td>
<td>8:00-9:30 AM- Final Project Presentations Round II/Final Self-Reflection</td>
</tr>
</tbody>
</table>