

San José State University
Connie L. Lurie College of Education
Communicative Disorders & Sciences
EDSP 177 Section 2 Practicum in Speech Pathology,
Fall 2018

Instructor:	Carol Zepecki CCC-SLP, Lic. # SP4189, ASHA #00887992
Office Location:	Sweeney Hall 117C
Telephone:	(408) 398-1575 (may text or call)
Email:	carol.zepecki@sjsu.edu
Office Hours:	Monday 11:00-12:00AM Tuesday 3:00-4:00PM
Class Days/Time:	Tuesday 4:00-6:45
Classroom:	Sweeney Hall, KACCD 117 C
Prerequisites:	EDSP 112, EDSP 120 and EDSP 125 or instructor consent

Course Format

This course is a clinical course that involves work on-site through seminars, videos, and discussions and direct work with clients. [University Policy F13-2](http://www.sjsu.edu/senate/docs/F13-2.pdf) at <http://www.sjsu.edu/senate/docs/F13-2.pdf>

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 your @sjsu.edu email and with the messaging system through [MySJSU](#) 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) and non-PHI files will be shared through Google Drive.

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 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, and participating in group discussions and peer feedback to further knowledge and skills.

Learning Outcomes (Course Learning Outcomes - CLO)

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

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).
2. Utilize appropriate prevention and intervention strategies to manage behaviors and sustain clients' motivation, compliance, and participation as observed by supervisor.(Standard IV-D, V-B)
3. Develop intervention plans with appropriate measurable 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, IV-D, V-A V-B)
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)
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)
6. Collect data, measure and evaluate clients' performance and progress as demonstrated in documentation.

(ASHA Standard V-B)

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)
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)
9. Provide professional documentation of treatment plans, services provided, session outcomes, and progress as demonstrated in documentation (ASHA Standard 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 4 - 7)
- **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 4 - 7)
- **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 – 7)
- **Standard IV-D:** For each of the areas specified in Standard IV-C, the applicant must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates. (CLO 3-7)
- **Standard IV-E:** The applicant must have demonstrated knowledge of standards of ethical conduct. (CLO 1)
- **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 8)
- **Standard IV-G** The applicant must have demonstrated knowledge of contemporary professional issues. (CLO 1 – 3, 8)
- **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 3)
- **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 skill outcomes; evaluation, intervention, interaction and personal qualities. (CLO 1-9)

Required Texts/Readings

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

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)

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 may be used throughout the semester. They will be made available via Canvas and/or Google Drive.

Useful Resources

- [American Speech-Language-Hearing Association \(ASHA\) Evidence-Based Practice \(EPB\) resources at http://www.asha.org/Members/ebp/intro.htm](http://www.asha.org/Members/ebp/intro.htm)

- [ASHA’s National Center for Evidence-Based Practice in Communication Disorders](http://www.asha.org/members/ebp/EBSRs/) (N-CEP) 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 / 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.*

Library Liaison

- Suzie Bahmanyar – suzie.bahmanyar@sjsu.edu

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>

Writing Center	http://www.sjsu.edu/writingcenter/
Counseling Services	http://www.sjsu.edu/counseling/
Peer Connections	http://peerconnections.sjsu.edu/about_us/
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; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

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>.

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 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 to develop baseline goals in the first two weeks of therapy and establish final goals and objectives for their clients by the third session of therapy.

2. **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.
3. **Weekly Lesson Plans.** Provide weekly lesson plans every Thursday by 5:00 PM for your session on Tuesday. Refer to the Clinic Handbook for guidelines. Submit your plan document on Egnyte in your student's folder. Bring a hard copy to the therapy session. If you adjust your plan after submitting it, do so in Egnyte and alert your supervisor via e-mail.
4. **Arrive to class with all therapy materials ready** including cut, laminated, sorted and glued.
5. **Treatment.** Provide weekly, 50-minute speech and language services to your assigned client(s) under the guidance of your supervisor.
6. **SOAP Notes.** Therapy Notes or **SOAP notes** are to be submitted with your lesson plan. SOAP notes will include an analysis of client progress, data on goals and objectives, an assessment on progress and a future plan.
7. **Correct/revise documentation** per request of the supervisor within 24 hours of request.
8. **Peer observation.** A Google Doc will be open during each observation session. You are required to enter input about the session each week.
9. **Initial Therapy Report.** Write a report according to the guidelines provided for the final report. This report will cite previous goals and will not require recommendations.
10. **Final Therapy Report.** 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. Final draft to be submitted via Egnyte. 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.
11. **Initial interview** via phone prior to your first session and **final conference** in person (final 15 minutes of you last session) with client/caregiver with supervisor present. Refer to Clinic Handbook for guidelines.
12. **Written self-reflection** – Each week, a brief reflection of the previous session should be sent to the supervisor along with the SOAP and Lesson Plan.
13. **Participate in mid-term evaluation conference and final conference with supervisor.** Scheduled times to be provided. The department Calipso skills will be reviewed by the student and supervisor.
14. **Case Presentation** – During the last two weeks of class, each student will conduct an oral case review of their client. A template will be provided.
15. **See course calendar for Seminar and Therapy Session schedule and due dates. Calendar subject to change based on the needs of the client.**

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. **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 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 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. **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.

Further information about [HIPAA](#) can be found at <http://www.asha.org/practice/reimbursement/hipaa/default/a>.

- a. All clients have the right to confidentiality.
- b. 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.).
- 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 Chair of the Communicative Disorders & Sciences Department for disciplinary action.*
- d. It is okay to discuss in the clinic office with closed door if possible.

- e. Do not use client names or identifying information when discussing a client.
 - f. Use client initials when communicating with your supervisor in text or verbally.
 - g. If you meet in public, greet as an acquaintance or friend but never refer to yourself as their clinician.
 - h. Client files must remain at 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.
 - i. Don't leave identifying information in therapy rooms.
 - j. Shred all documents with identifying information.
 - k. 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:
- a. 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.
 - b. Notify your supervisor ASAP by phone, voicemail, email or message that you have cancelled the session. You can call the clinic assistant as well, but you must reach your supervisor.
 - c. Be sure that your supervisor is aware of each client absence as well as the total absences as they occur each week.
 - d. Please log all absences in the client file.
 - e. 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 securely store and share all electronic files containing protected health information (PHI) such as Semester Treatment Plans, Lesson Plans, SOAPS, and Therapy Progress Reports to maintain HIPAA compliance. *Egnyte* 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. 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 of their caregiver(s). 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 your self-reflections may be e-mailed. 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
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. You may also acquire up to 5 hours of observation credit.
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.

[University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states, "Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading."

Grading Policy - Grading information:

- **Clinical Practicum Grading Rubric:** Calipso is an electronic rubric that is used to track student clinical hours and to provide feedback and review on professional, assessment and treatment competencies. Students are graded on a 0-4 scale mid-term and at the end of the semester. The final grade for the course is based on the Calipso grade. Students and the instructor fill out the form independently prior to their scheduled meetings.
- **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 Calipso form will be reviewed.

- **Final evaluation:** A final individual conference will be held at the conclusion of the semester. The Calipso form 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 competencies review. 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. via class and individual discussions, you will be demonstrating the theoretical knowledge and to provide rationales for clinical decisions.
- **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.** 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.

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 and Clinic 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.

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

Writing Requirements: Students should adhere to professional standards in all written work.

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.

In addition to the Course and Clinic Requirements listed above:

1. Be respectful. Treat others as you 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. 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 Do not use your phone as part of the

therapy materials unless prior approval from your supervisor is granted. Do not use your phone to video or audio record any part of your session. Personal or non-clinic related communication during therapy sessions via your phone is not permitted. Please silence your phone during seminar and observations.

Further information about [HIPAA](http://www.asha.org/practice/reimbursement/hipaa/default/a) can be found at <http://www.asha.org/practice/reimbursement/hipaa/default/a>.

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/>

EDSP 177 / Practicum in Speech Pathology, Fall 2018,

Tentative Course Schedule

All SOAP notes and lesson plans are due by Thursday evening at 5:00 PM.

Date	Session	TOPIC
Week 1 – 8/21	Seminar	Overview of class requirements Client review/ client packets Use of Egnyte
Week 2 – 8/28	Seminar	Sample lessons/lesson planning Goals Materials
Week 3 – 9/4	Seminar	Development of a lesson Review of lessons for first day of therapy Writing SOAPs
Week 4 – 9/11	First day of Clinic	Goal writing Debrief of first therapy session
Week 5 – 9/18	Therapy/Seminar	Possible goals due Rationale statements Initial therapy report (ITR) Writing lessons for next therapy sessions
Week 6 – 9/25	Therapy/Seminar	ITR due Materials and lesson planning
Week 7 – 10/2	Therapy/Seminar	Data Collection
Week 8 - 10/9	Therapy/Seminar Mid-term Review	Behavior Management
Week 9 – 10/16	Therapy/Seminar	Scaffolding
Week 10 – 10/23	Therapy/Seminar	Articulation Ideas Interacting with parents
Week 11 –10/30	Therapy/Seminar	More lesson planning Specific ideas for language
Week 12 –11/6	Therapy/Seminar	Case presentation format Lesson planning and review
Week 13 – 11/13	Therapy/Seminar	Case Presentation
Week 14 –11/20	Therapy/Seminar	Case Presentation Final therapy review
Week 15 – 11/27	Last Day of Clinic	
Week 16 – 12/4	Final Review	