

**San José State University**

**Connie L. Lurie College of Education**

**Department of Communicative Disorders & Sciences**

**Spring 2019/EDSP 277: Practicum in Speech Pathology**

***Spartan Aphasia Research Clinic (SPARC)***

**Course and Contact Information**

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**Office Hours:** Wednesdays 1:00-3:00 pm OR by appointment

**Class Days/Time:** Fridays 9:30 – 12:15 pm

**Classroom:** Sweeny Hall SH 120 and KACCD

**Prerequisites:** Graduate Standing, EDSP 254 completed, and Instructor consent.

**MYSJSU Messaging and Electronic File Sharing**

You are responsible for regularly checking your @sjsu.edu email and with the messaging system through [MySJSU](http://my.sjsu.edu) at <http://my.sjsu.edu> for all correspondence. We will be using the KACCD's secure file sharing system, [Egnyte](https://mmcollum.egnyte.com), which can be accessed at <https://mmcollum.egnyte.com>. You should have a log in and password by the clinic director or your course instructor. Egnyte will be used to share Protected Health Information (PHI). We will also share non-PHI files via Canvas or via your sjsu.edu email id.

**Course Description**

This course provides supervised clinical experience with adults who have neurogenic speech and language disorders and who are clients at the Kay Armstead Center for Communicative Disorders (KACCD) and the Spartan Aphasia Research Clinic (SPARC). This course is intended to develop clinical and professional skills including: developing individual goals within a group therapy context, therapy objectives, preparing lesson plans, developing and implementing therapy activities, collecting and analyzing data, completing documentation, conducting client/family conferences (as needed), writing group progress notes, maintaining professionalism

and ethics, and participating in discussions and supervisor 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 communication, collaboration, counseling, conduct, and appearance (KACCD Clinic Handbook, 2017 ASHA Standard for Certification V-B) and adhere to ASHA's Code of Ethics as observed by supervisor (Standard IV-E).
2. Use appropriate prevention (e.g. educating about stroke symptoms) and intervention strategies to sustain clients' motivation, engagement and participation as observed by supervisor.
3. Develop intervention plans with specific measureable and achievable goals that meet the client's needs based on theoretical knowledge, information and data gathered, and behavioral observations in collaboration of clients/caregivers as demonstrated through documentation. (ASHA Standards IV-C, IV-D V-B)
4. Select or develop and utilize activities, intervention materials, and test instruments that are appropriate for the client's age (as an adult) and their cognitive-communicative ability as observed by supervisor. (ASHA Standard V-B)
5. Identify and implement appropriate evidence-based strategies and intervention techniques to target goals and objectives as documented in clinical notes and as observed by supervisor (ASHA Standards IV-F, V-B)
6. Collect data, measure and evaluate clients' performance and progress as demonstrated in routine 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. Be able to upgrade or downgrade planned therapeutic tasks, based on client performance.
9. 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)
10. Provide appropriate documentation of treatment plans, services provided, session outcomes, and progress as demonstrated in documentation (ASHA Standard V-B)

*NOTE: "ASHA Standards" refer to the 2017 Standards for the Certificate of Clinical Competence in Speech-Language Pathology at: <http://www.asha.org/Certification/2017-Speech-Language-Pathology-Certification-Standards/>*

### **Required Texts/Readings**

There is no required text for this course. Suggested text/readings include everything shared on email and on Canvas, as well as from your EDSP 254 course. Sample readings include the following:

1. Aphasia Alliance- Top Tips for Aphasia-Friendly Communication-  
<http://www.aphasiaalliance.org/top-tips/>
2. Helm-Estabrooks, N., Albert M., Nicholas, M. (2013). Manual of Aphasia and Aphasia Therapy. Pro-Ed Publishers. ISBN-10: 1416405496

3. Life Participation Approach to Aphasia Chapey, F., Duchan, J., Elman, R., Garcia L., Kagan A., Lyon J., & Simmons-Mackie, N.(n.d.).<http://www.asha.org/public/speech/disorders/LPAA.htm>
4. Ten Top Tips for Communication Partners from CONNECT: Available at: [http://www.ukconnect.org/assets/000/000/085/Top\\_Tips\\_original.pdf?1427718799](http://www.ukconnect.org/assets/000/000/085/Top_Tips_original.pdf?1427718799)
5. Accessible Communication Guidelines by Stroke.org (Includes excellent reference list) – Available at: [https://www.stroke.org.uk/sites/default/files/Accessible%20Information%20Guidelines.pdf\(1\).pdf](https://www.stroke.org.uk/sites/default/files/Accessible%20Information%20Guidelines.pdf(1).pdf)
6. Resource for Graduate Students: Speech Pathology Database for Best Interventions and Treatment Efficacy [www.speechbite.com](http://www.speechbite.com)
7. Resource for Graduate Students: ICF and Functional Goal Writing for Aphasia: ASHA Website <http://www.asha.org/uploadedFiles/ICF-Aphasia.pdf>

## **Required Videos for Preparation**

### **I. Video # 1: What is the Life Participation Approach to Aphasia?**

Elman, R. (2015, June). *LPAA 101: What is the Life Participation Approach to Aphasia?* [Video file]. Retrieved from <https://vimeo.com/channels/aphasiaaccess/130329731>

### **II. Video # 2: Life is Larger**

Aphasia Institute. (2011, June 20). Life is Larger [Video file]. Retrieved from <https://www.youtube.com/watch?v=sFFQ1dRxVZA>

### **III. Video # 3: The Treasure Hunt Video**

Heath, S. (2011, June 9). The treasure hunt. [Video file]. Retrieved from <https://www.youtube.com/watch?v=Gq12cMUZPg4>

### **IV. Video # 4: Aphasia Simulations**

Aphasia Corner (2011). *Aphasia Simulations*. Retrieved from <http://aphasiacorner.com/aphasia-simulations/>

### **V. Video # 5: Aphasia Journeys**

Institute for Therapy Through the Arts. (2014, July 14). *Aphasia Journeys: Presented by ITA and the Rehabilitation Institute of Chicago*. [Video file]. Retrieved from <https://www.youtube.com/watch?v=ZXL4CD0M7ik>

### **VI. Video # 6: Supported Conversation for Adults with Aphasia**

Aphasia Institute (n.d.). *An Introduction to Support Conversation for Adults with Aphasia (SCA™)*. [Self-directed Learning Module]. Retrieved from <http://www.aphasia.ca/home-page/health-care-professionals/knowledge-exchange/self-directed-sca-module/>

**Other Readings:** Articles and other documents/resources will routinely be shared via email or Canvas based on specific techniques or client goals.

**Other Equipment / Material:** Select materials will need to be obtained and/or created to meet the needs of your client. These include maps, pictures, pictographs, alphabet or number boards, notepads, paper, pen or games that can reinforce language goals. As a first step, look at SPARC material bins for anything you can borrow. Then consider resources available in the KACCD or from your supervisor to support your client's therapy goals. Please be sure to have all materials you will need prepared and organized before the start of clinic on Friday.

## Course Requirements and Assignments

SJSU classes are designed such that graduate students are expected to spend a minimum of forty-five hours for each unit of credit (that is, 3 hours per unit per week), including preparing for class, completing course activities and assignments. 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 scheduled meetings.** These are designed to guide you through your clinical experience, to help you problem solve, and to assist you with practical applications. Questions and further discussion is highly encouraged in person, in meetings, and via email.
2. Read and be prepared to discuss **additional readings (when assigned)** in preparation for supervisor meetings. Readings may focus on specific treatment techniques for your clients.
3. Design **lesson plans for groups with goals and rationale and thinking about the individual clients in the group.** As a starting step, for any returning client, you may follow the client's recommended goals as pertinent from the previous semester. If they do not have recommended goals or you would like to modify what was recommended, seek supervisor guidance and approval. Provide rationale for each goal.
4. **Collect and file all clinic forms** completed by your client(s)/caregiver(s).
5. Provide **weekly Lesson** plan on Mondays by 5:00 pm before your scheduled Friday sessions. Refer to the KACCD Clinic Handbook for guidelines. Submit your Plan document via Egnyte in a subfolder by your first name, under a parent folder labeled **SPARC SPRING 2019**.
6. **Arrive to clinic with all therapy materials ready** printed and fully prepared.
7. Provide **weekly, 50-minute speech and language services** to your assigned group, under the guidance of your supervisor. Your assignment may also include some individual therapy or therapy provided in a small group.
8. If you provide individual therapy or therapy in dyads, standard therapy documentation **SOAP notes** should be submitted within 48 hours of completing your session. Submissions must be done via Egnyte. Group therapy documentation differs from traditional SOAP notes and will be explained in detail.
9. **Correct/revise documentation** per request of the supervisor within 48 hours of request.
10. **Once clinic begins on February 8th, provide a weekly written Self-Evaluation (template shared on Canvas)** of your emergent clinical skills.
11. **Participate in mid-term evaluation conference and final conference with supervisor.** Scheduled times provided on Canvas and in your syllabus. Department Clinical Practicum grading rubric will be presented by the supervisor and discussed with students.

## Additional Clinic Requirements

Beyond the course requirements, as a student clinician at the Kay Armstead Center for Communicative Disorders and in SPARC, you are required to follow the Clinic Handbook, protected health information privacy rules, and the ASHA Code of Ethics which includes 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.
3. **Strictly adhere to the dress code.** Please always look the part of a respectable professional – this inspires client trust and confidence in you.
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 HIPAA policies and will be required to adhere to these policies. As a teaching clinic, KACCD and SPARC have 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. All clients have the right to confidentiality. Always respect client confidentiality.
  - b. Students may not discuss cases outside KACCD and SPARC in public access areas in Sweeney Hall (e.g., restrooms, hallways, DC). Specifically, cases may not be discussed with volunteers or observers. Even if two clients are close friends; the situation/care plan of one client may never be discussed with or mentioned to another client.
  - c. Confidentiality violations will be taken seriously and serial violations may be referred to the Department Chair, Dr. Bhagat, 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 meet a client in public outside SPARC or KACCD, greet as an acquaintance or friend but do not voluntarily refer to yourself as their clinician.
  - g. Client files must remain at the CDS department. They may never be taken outside KACCD-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 or in the copier or open on a computer screen visible to all. Shred all documents with identifying information.
  - i. Nothing from the client file may be photo copied (except in special cases with supervisor clearance- for example a Home Program from the previous semester). No clinical document may be photographed (e.g. with a cellphone) or scanned.
5. **Other professionals:** You may be responsible for communicating with other professionals regarding the management of the client, as appropriate. *Before initiating such contact, clinicians must have supervisor approval.* Document all communication with other professionals or paraprofessionals 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 these procedures:
  - Notify your supervisor, and co-student clinician immediately of such expected cancellation. Make sure you have *access* to your co-clinician's home phone number and/or cell phone number so you can contact them if you must cancel a session.

- Notify your supervisor ASAP by phone, voicemail, email or message that you will be unable to attend the scheduled session. Make every effort to reach your supervisor.
  - Be sure that your supervisor is aware of each client absence and the total absences as they occur weekly, when these happen in your group. Track client absences carefully.
  - No planned time off for student clinician is permitted during clinic, besides religious holidays or emergencies with prior supervisor approval. Clinical hours or training missed may not be able to be made up, due to the nature of this clinic.
  - **Electronic files:** To ensure compliance with HIPAA federal laws, Egnyte will be utilized to securely store and share all electronic files containing protected health information (PHI) such as Lesson Plans, SOAPs, and Home Programs.
  - Egnyte can be accessed at <https://mmccollum.egnyte.com>
  - No documents may be emailed or sent to the client or caregiver without supervisor approval. Non-PHI correspondence such as questions about therapy planning, self-assessments may be emailed to your supervisor. Utilize the edit feature in Egnyte when making any changes to files to avoid duplicate copies of your files.
  - **Track your clinical hours** for observation and direct contact per ASHA. These will be confirmed in final conferences with your supervisor; as well as confirming any observation hours. You will enter these hours into CALIPSO after your final conferences and they will be duly approved by your supervisor. Please notify your supervisor if you do not have your ASHA-mandated 25 observation hours, at the start of this clinic.
7. **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.

### **Clinical Teaching Strategies**

Clinical teaching strategies are aimed at helping you to develop critical thinking skills and the ability to seek out appropriate resources with increasing independence and competence. You will likely need more direct guidance initially, but are expected to require less guidance as clinic progresses. Clinical teaching strategies will include but not be limited to: verbal feedback before/during/after sessions, discussion and feedback during office hours, via email, sharing of other tools/resources/materials and electronic editing of all submitted clinical paperwork, and review of self-assessment and clinician performance during midterm and final conferences. Regardless of modality (verbal/written/electronic), you will receive feedback for each session you complete.

Clinical teaching, like many kinds of expert knowledge, progresses in stages from acquiring knowledge, applying knowledge and practicing skills, and learning who you would like to be, that is what attitudes you would like to model as a clinician. It is my expectation that you demonstrate progression on all three aspects. I want you to know what you're doing, know how to do it well, and to model desirable traits as a clinician. These traits include being a quick learner, being flexible, creative, evidence-based, emotionally well-regulated and self-aware, with positive interpersonal skills and cultural intelligence. No two clinicians learn in the same way and therefore, it is up to you to avail resources, feedback, and office hour visits as best suits your individual learning style and rate of learning. I will do my best to give you thoughtful, honest feedback and sample resources and examples to guide your learning.

[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:** The Clinical Practicum Grading Rubric was developed for the department of Communication Disorders and Sciences to evaluate course learning objectives. To pass this clinical course, you must have an average of “2” or higher in each of the 4 areas of the rubric (professionalism, intervention, writing conventions, and basic clinical competence). A grade of “B” or higher on the rubric is considered “passing.” Line items for which there are insufficient opportunities to exhibit skills will not be included in the calculation of your final grade. Receiving a “1” in any line item at the end of the semester may be grounds for failure. The Clinical Practicum Rubric is provided as a separate document, under the Syllabus tab on Canvas.
- **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, clinic rounds, and conferences is required to collaborate and to demonstrate professionalism as included in the rubric. Furthermore, via class and individual discussions, you demonstrate critical conceptual knowledge and generate rationales for clinical decisions. Participation is also reflected in multiple line items on 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 knowledge and/or skill areas targeted in the course.
- **No Extra credit is offered** during this clinic—additional volunteer opportunities (with and without clock hour accrual) will be offered.
- **Attendance is required to meet clinical practicum expectations.** See Clinic Handbook for further information.

Note: “All students have the right, within a reasonable time, to know their academic scores, to review grade-dependent work, and be provided explanations for determination of their course grades.” See University Policy F13-1 at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for details.

### **Classroom and Clinic Protocol**

Beyond the Course and Clinic Requirements listed above:

1. Be respectful, treating others as they prefer 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, planning, and critical thinking are highly encouraged.
3. You may have your phone with you in the therapy room if used professionally (e.g. for timer function, to demonstrate use of an app, or to model a texting response or use of an application on the phone). Obtain prior approval from your supervisor if planning to use your personal cell phone. **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. Silence your phone during sessions. Being distracted by your phone can impact your rubric scores for professionalism.

### **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**

<a href="#">King Library Services</a>	<a href="http://libguides.sjsu.edu/CDS">http://libguides.sjsu.edu/CDS</a> Liaison: Suzie Bahmanyar 408-808-2654 or at <a href="mailto:suzie.bahmanyar@sjsu.edu">suzie.bahmanyar@sjsu.edu</a>
<a href="#">Writing Center</a>	<a href="http://www.sjsu.edu/writingcenter/">http://www.sjsu.edu/writingcenter/</a>
<a href="#">Counseling Services</a>	<a href="http://www.sjsu.edu/counseling/">http://www.sjsu.edu/counseling/</a>
Student Technology Resources	Computer labs for student use are available in the <a href="#">Academic Success Center</a> at <a href="http://www.sjsu.edu/at/asc/">http://www.sjsu.edu/at/asc/</a> 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.

**SPRING 2019/EDSP 277/SECTION 7: Advanced Practicum in Speech Pathology**  
**COURSE SCHEDULE** (may change slightly with fair notice and after consulting student clinicians)

<b>Week</b> <b>FRI</b>	<b>Date</b> <b>2019</b>	<b>Clinic Sessions</b> <b>9:30-12:15</b>	<b>Assignments</b>
<b>Wk 1</b>	<b>01/25</b>	Clinician Training	Introduction, Welcome <b>Logistics, schedules, activity discussion</b>
<b>Wk 2</b>	<b>02/1</b>	Clinician Training	Continued training in-person; planning begins for first clinic session. <b>Client presentations – rounds format in class</b> <b>Final draft of lesson plan due Feb 4<sup>th</sup> by 5 pm.</b>
<b>Wk 3</b>	<b>02/08</b>	SPARC Session 1	Complete Clinician Self-Evaluation and subsequent week's lesson plan by Feb 11 <sup>th</sup> by 5 pm.
<b>Wk 4</b>	<b>02/15</b>	SPARC Session 2	Complete Clinician Self-Evaluation and subsequent week's lesson plan by Feb 18 <sup>th</sup> by 5 pm.
<b>Wk 5</b>	<b>02/22</b>	SPARC Session	Complete Clinician Self-Evaluation and subsequent week's lesson plan by Feb 25 <sup>th</sup> by 5 pm.
<b>Wk 6</b>	<b>03/1</b>	SPARC Session	Complete Clinician Self-Evaluation and subsequent week's lesson plan by prior Monday at 5 pm.
<b>Wk 7</b>	<b>03/8</b>	SPARC Session Alternate supervisor	Complete Clinician Self-Evaluation and subsequent week's lesson plan by prior Monday at 5 pm.
<b>Wk 8</b>	<b>03/15</b>	SPARC Session	Complete Clinician Self-Evaluation and subsequent week's lesson plan by prior Monday at 5 pm. <b>Midterm Conference Week</b>
<b>Wk 9</b>	<b>03/22</b>	SPARC Session	Complete Clinician Self-Evaluation and subsequent week's lesson plan by prior Monday at 5 pm.
<b>Wk 10</b>	<b>03/29</b>	SPARC Session	Complete Clinician Self-Evaluation and subsequent week's lesson plan by prior Monday at 5 pm.
<b>Wk 11</b>	<b>04/05</b>	No SPARC	<b>SPRING BREAK</b>
<b>Wk 12</b>	<b>04/12</b>	SPARC Session	Complete Clinician Self-Evaluation and subsequent week's lesson plan by prior Monday at 5 pm. <b>Home Program Planning starts</b>
<b>Wk13</b>	<b>04/19</b>	SPARC Session	Complete Clinician Self-Evaluation and subsequent week's lesson plan by prior Monday at 5 pm.
<b>Wk 14</b>	<b>04/26</b>	SPARC Session	Home Program drafts submitted and approved.
<b>Wk 15</b>	<b>05/03</b>	ASSESSMENTS, HP	Begin scheduling final conferences with supervisor
<b>LAST DAY</b>	<b>05/10</b>	SPARC FINALE	

