

San Jose State University
College of Education
Department of Communicative Disorders and Sciences
EDSP 277
Practicum in Speech and Language Pathology
Summer 2016

Course and Contact Information

Instructor: Dawn Greenberg, M.S., CCC-SLP
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Office Hours: Tuesday 1:00-2:30 - also by appointment
Class Days/Time: Tuesday 2:30 - 7 PM
Classroom: Sweeney Hall Room 234
Prerequisites: N/A

COURSE DESCRIPTION

This course is designed to provide the student clinician with a supervised clinical experience by providing services to children and adults with speech and language disorders. This basic clinical experience is focused on developing beginning skills to provide therapeutic services to clients as well as becoming independent in the analysis of diagnostic and therapeutic services and evaluations. The knowledge base for EDSP 277 is multi-faceted, and includes theories as well as the use of assessment and remediation techniques of articulation and language disorders and learning.

COURSE WEB PAGE AND MESSAGING

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas learning management system course website at <https://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through Canvas to learn of any updates. For a first-time user of Canvas, the instructions are available at <http://www.sjsu.edu/at/ec/canvas/index.html>.

ASHA STANDARDS

This course meets the following standards of the Standards and Implementation Procedures for the Certification of Clinical Competence in the area of research and evidence-based clinical practice:

Standard IV-B: Demonstrate knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases; demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.

Standard IV-C: Demonstrate knowledge of the nature of speech sound disorders and differences, including the etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.

Standard IV-D: The applicant must possess knowledge of the principles and methods of prevention, assessment, and intervention for people with speech sound disorders including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.

Standard IV-E: The applicant must have demonstrated knowledge of standards of ethical

conduct.

LEARNING OUTCOMES (Course Learning Outcomes – CLO)

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

CLO 1 - Make appropriate recommendations for treatment and services based on knowledge of various disabilities and the needs of various ages of clients. (ASHA Standard V-B; Report)

CLO 2 - Observe, discuss and review client needs and develop a therapy plan to facilitate progress of the assigned clients within the SJSU Kay Armstead Center for Communicative Disorders. (ASHA Standards IV C, IV d, IV E; Observation)

CLO 3 - Complete therapy tasks including the administration of informal and formal trials and tasks, analysis of assessment results and development of appropriate therapy goals and objectives based upon the evaluations, (ASHA Standards IV C, IV d, IV E; Observation)

CLO 4 - Prepare documentation and materials including weekly lesson plans, daily therapy notes, self-evaluation, initial/final therapy reports, observation reports, and home programs, and report forms (ASHA Standards IV B, IV C, IV D, IV E; Written reports)

CLO 5 - Work as part of a professional team by listening to the ideas of others, asking appropriate questions and sharing ideas and information, following clinic procedures for sharing materials and equipment, and demonstrating the ability to seek information and guidance from peers and the supervisor. (ASHA Standards IV C, IV D, IV E; Documentation and observation.)

CLO 6 Conduct therapy by establishing and maintaining positive clinician/client interactions, using therapeutic techniques and materials appropriate to the objectives, selecting and using therapy materials, instructional strategies and reinforcements that are motivating and stimulating to the client and align with the disorder, Writing lesson plans that reflect the actual therapy plan (ASHA Standard IV C, IV D, IV E; observation and reports)

CLO 7 – Collect data and evaluate progress on a regular basis (ASHA Standard IV C, IV D, IV E; observation and reports)

CLO 8 - Demonstrate an understanding of, and sensitivity to, multicultural issues when making decisions regarding speech-language diagnosis and treatment in a diverse setting. (ASHA Standard V-B; Reports and observation)

CLO 9 - Conduct therapy by establishing and maintaining positive clinician/client interactions, using therapeutic techniques and materials appropriate to the objectives, selecting and using therapy materials, instructional strategies and reinforcements that are motivating and stimulating to the client and align with the disorder, Writing lesson plans that reflect the actual therapy plan (ASHA Standard IV C, IV D, IV E; observation and reports)

Textbook – none

Library Liaison

Geetali Basu – 408-808-2651 - Geetali.basu@sjsu.edu

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>.

COURSE REQUIREMENTS

Student clinicians will:

1. Provide diagnoses and remediation to assigned clients.
2. Attend scheduled seminars.

3. Submit SOAP notes and lesson plans to the supervisor by Friday by 12 noon.
4. Collect and file all appropriate clinic forms.
5. Revise lesson plans and SOAP notes if they are not approved, and resubmit them to the supervisor by Sunday at 5:00 p.m.
6. Conduct observations of all clients served by other clinicians in the same class and report on the observation in a designated Google Doc.
7. Complete comprehensive reports (initial and final therapy reports) written in a professional form.
8. Follow clinic rules.
9. Dress in professional attire.
10. Review and discuss clinician evaluations with the supervisor at mid-semester and at the end of the semester
11. Communicate with other professionals regarding the management of the client when necessary and/or appropriate. Before initiating a contact, the clinician must receive approval from the supervisor.
12. Design home activities for each of the clients to be given to the client or parent after each session.
13. Utilize a data management system for documentation.
14. Present one case to the class. Presentations will include brief history, presenting problem, initial diagnosis, goals and objectives, remediation techniques, and possible future recommendations.
15. Conduct a client conference at the end of the semester to review therapy progress.
16. Communicate all additional parent or professional contacts with the supervisor.
17. Track hours as per ASHA requirements and complete the *Summary of ASHA Hours* form at the end of the semester.
18. Complete all related paperwork required for the first clinic experience; fingerprinting, certification, etc.

NOTE that [University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states that "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

Student clinicians will be evaluated at the middle and end of the semester through an individual meeting with the supervisor and will include feedback regarding the student's performance relative to the course competencies.

- Lesson Plans and SOAP notes
 - selection of appropriate objectives
 - objectives stated in measurable terms
 - procedures and materials appropriate for attaining stated objectives
 - establishing appropriate criterion for skill development
 - promptness in submitting lesson plans
 - demonstration of diagnostic skills regarding behavior, lesson plan changes etc.
- Observations of actual work with clients
 - ability to perform in a professional manner
 - ability to open and close sessions
 - ability to use therapy materials effectively
 - ability to effectively utilize allotted time
 - ability to use behavior controls during therapy sessions

- ability to apply theoretical knowledge to individual client's needs
- ability to motivate client
- overall attitude
- personal characteristics such as professionalism, timeliness, honesty, communication skills, willingness to take input, willingness to work as a team, ability to work well with fellow colleagues, being proactive.
- ability to collect data
- rapport with client
- Timely submission of the assignments.
- Breaches of confidentiality will be considered grounds for failure of the clinic, regardless of merit

Note: "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](#) 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.

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. See [University Policy S90-5](#) at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the [SJSU catalog](#), at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.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 serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](#) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](#) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](#) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](#) at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](#), <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.”
 - It is suggested that the greensheet include the instructor’s process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
 - 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/>.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

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.

SJSU Peer Connections (Optional)

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

COLLEGE AND DEPARTMENT POLICIES

Vision Statement

The faculty of the College of Education at San Jose State University agrees that excellence and equity matter – that each is necessary, and neither is sufficient in the absence of the other. We envision ourselves as a learning community of practitioner/scholars in continuous development, dialogue, and inquiry that enable us to revisit, review, and revise our practice in an ongoing response to changing circumstances.

Mission Statement

College of Education: The mission of the College of Education is to prepare educators who will enhance the quality of education for all students in our culturally diverse, technologically complex world.

Department of Communicative Disorders and Sciences: The mission of the Department of Communicative Disorders and Sciences is to provide a high quality program for Speech-Language Pathologists to meet the communicative needs of an increasingly diverse multilingual/multicultural population. The program follows an academic and clinical curriculum based on a sound theoretical framework and research to train competent practitioners who participate in life-long learning experiences. The program is enhanced through faculty, academic, and clinical expertise, trans-disciplinary and family collaboration and technological advancements in assessment and intervention.

HIPPA POLICY

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.

CONFIDENTIALITY

All clients have the right to confidentiality. 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.). 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.

Client confidentiality: Confidentiality is paramount!

It is permissible to talk in a clinic office, preferably with the door closed. It is permissible to share with peers as long as you don't disclose names or other identifying information, and if it is behind closed doors.

- Never discuss clients by name or in any way that identifies them.
- Never discuss clients or cases outside the Center.
- Use client initials in all communication with us.
- If you meet a client in public, greet them as a friend, but never acknowledge that you know them as a client.
- Client files must be kept within the CD&S Department.
- Never leave identifying information from the client's session in the therapy room.
- Shredding: Shred all documentation relating to your client that is not filed. There is a paper shredder in office. Throwing away legible identifying information about your client is the same as discussing the client by name in public.
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TENTATIVE SCHEDULE

			Seminar Topics	Assignments
1	6/7/16	First day of class	Overview of class requirements Client review/client packets Development of lesson plans/Materials	Review materials/files. Prepare lesson and send it to me by Friday evening.
2	6/14/16	First day of therapy	Use of Egnyte Writing SOAPS Discussion of possible goals Planning lesson for next session	Complete SOAP and lesson for next session. Think about possible goals – bring draft to next class.
3	6/21/16	Therapy/Seminar	Goals Initial therapy reports (ITR) Rationale statements	Complete SOAP and lesson for next session Write draft of ITR. Send it to me by Wed. 6/22/16
4	6/28/16	Therapy/Seminar	Data collection Review of lessons and cases Instructional ideas	Complete SOAP and lesson for next session
5	7/5/16	Therapy/Seminar	Mid-semester evaluation Case presentation format Behavior management ideas	Complete SOAP and lesson for next session Develop case presentation
6	7/12/16	Therapy/Seminar	Case presentations	Complete SOAP and lesson for next session

7	7/19 /16	Therapy/Seminar	Case presentations Final Therapy reports	Complete SOAP and lesson for next session Do FTR
8	7/26/16	Therapy/Seminar	Review of clinic	Final Therapy report draft due
9	8/2/16	Therapy/Seminar	Last day of therapy Final evaluations	
1 0	8/9/16	Seminar/Wrap-up		