

**EDSP 277, ADVANCED Practicum Adult TBI, Section 02, Summer Semester,  
2016**

**Course and Contact Information**

Instructor: Anita Schaack MS CCC

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Office Hours: By appointment

Class Days/Time: Wednesday 1:00PM – 5:30 PM

Classroom: TBD

**Course Description:** Supervised clinical experience with children and adults with complex speech and language disorders, leading to independence in administering assessment and therapeutic services.

**Course Learning Outcomes**

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

1. CLO 1: Complete therapy tasks including administering informal and formal trials and tasks to establish baseline goals, analyzing assessment results and developing appropriate therapy goals and objectives, providing therapy, and collecting data during therapy. (ASHA Standards IV-B; IV-C, IV-D, IV-E, IV-F observation)
2. CLO 2: Complete documentation including weekly lesson plans, daily therapy notes, self-evaluations, initial/final therapy reports, observation reports, and home programs, and report forms (ASHA Standards IV-C; IV-D, V-A written reports, soap notes, self reflections)
3. CLO 3: 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; peer reviews, observations, case presentations)
4. CLO 4: 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; written Reports)
5. CLO 5: 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)

6. 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)

### **Required Text**

No Text Required

### **Suggested Resources:**

Elman, Roberta J. (2007), Group Treatment of Neurogenic Communication Disorders; The Expert Clinician's Approach -2<sup>nd</sup> Edition, San Diego: Plural Publishing (ISBN 1-59756-070-7).

Roth, F. and Worthington, C. (2001), Treatment Resource Manual for the Speech-Language Pathology-2<sup>nd</sup> Edition, Clifton Park, NY: Thomson Delmar Learning (ISBN 07693-0018-9)

Shibley, K and McAfee, J. (2004), Assessment in Speech-Language Pathology – 3<sup>rd</sup> Edition, Clifton Park, NY: Thomson Delmar Learning (ISBN 1-4018-2751-9)

Ross, D. and Spencer, S. (1980), Aphasia Rehabilitation: An Auditory and Verbal Task Hierarchy, Springfield, IL: Charles C. Thomas (ISBN 0-398-04024-9)

### **Library liaison:**

Geetali Basu

**E-mail:** [geetali.basu@sjsu.edu](mailto:geetali.basu@sjsu.edu)

**Phone:** 408-808-2651

<http://libguides.sjsu.edu/communicationdisorders>

### **Course Requirements:**

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>.

### **Student clinician will:**

- Evaluate and treat assigned clients.
- Submit lesson plans for each session. **Lesson plans are due Friday by noon for the next weeks sessions.**
- Develop and submit semester goals (see schedule for due date).
- Write and submit soap notes for each session and complete comprehensive semester reports. **Soap notes are due by 10:00 PM the day of the corresponding treatment session.**
- Complete 2 self-reflections (see schedule for due dates).

- Complete one non-clinic activity with their client.
- Present their clients case to the class (see schedule for dates).
- Provide peers feedback on sessions observed and on progress reports.
- Attend and participate in scheduled seminars.
- Join your supervisor for observation during that hour if your client is absent
- Participate in switch days, to be detailed by instructor.
- Dress in professional attire.
- Please refer to your all-clinic meeting notes for policies and procedures regarding student clinician absences.
- Refer to your all-clinic meeting notes for policies and procedures regarding filing reports.

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

**Successful completion of all objectives in the Student Clinician Evaluation. Fall 2013 on-campus rubric can be found on the CDS Google Site under Forms and Docs. See: <https://sites.google.com/site/sjsucds/my-forms>**

### **Lesson Plans - based upon:**

Selection of appropriate objectives  
 Objective stated in measurable terms  
 Procedures and materials appropriate for attaining stated objectives  
 Establishing appropriate criterion  
 Promptness in submitting lesson plans

### **Observations - based upon:**

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  
 Ability to summarize clearly and concisely in written progress summaries  
 Rapport with client  
 Case Presentation  
 Self Reflection  
 Timely submission of the assignments as applicable

Breaches of confidentiality will be considered grounds for failure of the clinic, regardless of merit.

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 Protocol**

- In consideration of others in the class please arrive to class on time and make sure your cell phones are turned off or are on silent mode.
- You are responsible for obtaining copies of any class notes or handouts that were presented and distributed on a day you were absent.
- Read and use your green sheet.
- Be prepared and ready to answer questions during any given class
- Participate in class discussions by making comments, answering and asking questions
- Function as a good classroom citizen by respecting other opinions and being an active listener
- Communicate with me about concerns as they arise

## **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](http://info.sjsu.edu/static/catalog/policies.html) 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](http://www.sjsu.edu/provost/services/academic_calendars/) at [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/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.

## **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](http://www.sjsu.edu/senate/docs/S90-5.pdf) 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](http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html), 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.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) 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), <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.” If you would like to record a seminar, please request verbally at the start of each session.

“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](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.

## **College and Departmental Policies**

### **Vision Statement**

The Lurie College of Education is an inclusive, engaged, diverse, intellectual community where teacher-scholars inspire life-long learning and advocacy for excellence and equity in education.

### **Mission Statements**

College of Education: The mission of the Lurie College of Education is to empower graduates with the skills, knowledge and dispositions that ensure access to excellence and equity in education for every student in our diverse, technologically complex, global community. The policies and practices of the Connie L. Lurie College of Education at San José State University are based on the belief that teaching in a democracy requires and must ensure that:

Students have access to an excellent and equitable education;  
Educators at every level have knowledge of their subject matter and their students, value and engage in ethical practice and excellent pedagogy, and develop dispositions and habits of the mind that ensure that all students have equitable access to an excellent education;  
Stakeholders be involved in the collegial community engaged in the professional conversation and decision making that delineate standards, assign resources, guide program design, and reward accomplishment in the College

**Department:** The Mission of the Department of Communicative Disorders and Sciences is to provide high-quality academic and clinical preparation to students seeking careers working with individuals who have speech, language and hearing disorders, and their families. Guided by principles of evidence-based practice and working in collaboration with other professionals, our graduates will adhere to the highest ethical standard in serving the needs of our diverse community.

### **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 professional infraction. Serious and/or repeated violations will warrant referral to the Chair of the Communicative Disorders & Sciences Department for disciplinary action.

## EDSP 277/Advanced Practicum, Summer 2016, Course Schedule

This schedule is subject to change with fair notice.

Wednesday June 8	Pre-Practicum Meeting <i>Green Sheet syllabus Review; Review texts; Client assignments; Therapy material review in the DC</i>
Wednesday June 15	First Day of Clinic <i>Seminar: Writing lesson plans and rationales; Writing Goals and objectives; Writing Soap Notes</i>
Wednesday June 22	Individual Treatment Sessions <i>Seminar: Severity Levels/Data Collection</i>
Wednesday June 29	Individual Treatment Sessions <i>Seminar: Cuing Strategies/hierarchy</i>
<b>Friday July 1</b>	<b>Semester Goals with rationales due by Noon</b>
Wednesday July 6th	Individual Treatment Sessions Seminar:
<b>Wednesday July 13</b>	Individual Treatment Sessions Seminar: <b>Self Reflections due to Supervisor</b> <b>Midterm Evaluations</b>
<b>Wednesday July 20</b>	Individual Treatment sessions Seminar: <b>Non-clinic activity write-up due to supervisor</b>
Wednesday July 27	Individual Treatment sessions Seminar:
<b>Monday August 1</b>	<b>Initial drafts of reports due to peers</b>

Wednesday August 3	Individual Treatment sessions Seminar
<b>Friday August 5</b>	<b>Initial final drafts of reports due to supervisor</b>
<b>Sunday August 7</b>	<b>Self Reflections Due to Supervisor</b>
<b>Wednesday August 10</b>	<b>Last Day of Clinic Final Evaluations</b>