

San José State University
Department of Communicative Disorders and Sciences
EDSP 277, Advanced Clinical Practicum, Section 03, Fall 2014

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Office Hours:	Tuesdays 4:00 PM to 5:00 PM, Thursdays 3:00 PM to 4:00 PM Or by appointment
Class Days/Time:	Mondays 2:00 PM to 7:00 PM
Classroom:	Sweeney Hall 234

Course Description

Supervised clinical experience with individuals with voice/fluency disorders and differences, leading to independence in providing assessment and intervention services. Students will be introduced to a variety of activities targeting skills in administering formal and information assessment, delivering individualized therapeutic plans, conducting individual and group sessions, providing client/family education, professional interaction, evidence-based practice and ethical conduct.

Course Goals and Learning Outcomes

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

Professional Behaviors and interaction

- CLO 1 Adhere to the ASHA Code of Ethics and behave professionally.
- CLO 2 Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client and relevant others.
- CLO 3 Collaborate and interact with peers, supervisors and other professionals with respect in case management.
- CLO 4 Provide counseling regarding speech-language disorders to clients and relevant others.

Intervention

- CLO 5 Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients and relevant others in the planning process.
- CLO 6 Implement intervention plans (involve clients and relevant others in the intervention process).

- CLO 7 Select or develop and use appropriate materials and instrumentation for prevention and intervention.
- CLO 8 Measure and evaluate clients' performance and progress.
- CLO 9 Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients.
- CLO 10 Complete administrative and reporting functions necessary to support intervention.
- CLO 11 Identify and refer clients/patients for services as appropriate.
- CLO 12 Generate professional therapy reports.

Required Texts/Readings

Required readings and additional materials are listed on and accessible via course website on [Canvas](#) at <https://sjsu.instructure.com>

Library Liaison

Valeria Molteni, valeria.molteni@sjsu.edu

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](#) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Participation

- **Therapy:** Student clinicians will complete sessions for assigned clients. If your client is absent, you are required to observe individual sessions or participate in the group session.
- **Clinical meeting:** Student clinicians will attend scheduled clinic seminars and All Clinic Meetings (see clinic calendar for dates).
- **Routine activity:** Student clinicians will participate in weekly seminar, briefing, case presentation and discussion, as well as self-evaluation and peer review activities.
- **Client conference:** Student clinicians will conduct a client conference at the end of the semester to review therapy progress and state recommendations. **Client conferences within the semester must be implemented only with the supervisor's approval.**
- **Other professionals:** Student clinicians 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.

Reports

- **Lesson plans:** Must be submitted by **Wednesday** prior to the next session.
- **SOAP and action plan:** Must be submitted on **the same day** of each session.
- **Final therapy report (FTR):** Must be written in professional form and peer-reviewed as instructed. Due by announcement.

- **Self-evaluation:** Each student clinician will submit a self-evaluation profile at various points of the semester (e.g., mid-semester and at the end of the semester). This will be reviewed and discussed with supervisor.
- **ASHA hours:** You are responsible for tracking your hours as per ASHA requirements. A good recording system maintained throughout the semester will be helpful in completing the Summary of ASHA Hours form at the end of the semester.

Rules: All rules of the center are to be adhered to strictly.

- **Dress code:** Please dress in a professional manner for your sessions – no jeans, no jean-like pants, no shorts, no crop tops, no low cut shirts, no tank tops, no open toed shoes. If you show up for a session in non-professional attire, you will be asked to return home immediately and change into more appropriate dress. If this results in a missed session, you will be responsible for re-scheduling the session.
- **Absence:** Refer to your All Clinic Meeting notes for details. A student clinician absent from a therapy session must:
 - Call the client before therapy and cancel the appointment.
 - Call the center and inform the supervisor of the cancelled appointment.
 - Inform the supervisor when the client will not be attending therapy.
 - Plan make-up sessions for missed therapy. Be sure to consult with supervisor.
 - **Any unexcused/un-notified clinician absence is considered unprofessional.**
 - Any excessive absences on the part of the client should be reported to the supervisor. Two consecutive un-notified absences may lead to termination of therapy for that client.
- **Report filing:** Refer to your All Clinic Meeting notes for policies and procedures for filing reports.

Rules specific to this clinic:

- Student clinicians should **take the initiative in discussing your learning style with the supervisor early in the semester** to optimize your clinical learning experience.
- Student clinicians are expected to **research their questions for discussions**, rather than asking directly for answers from the supervisor.
- Student clinicians are encouraged to **bring up ideas, questions and discussions in a professional and open manner**, and can expect the supervisor to do the same

Grading Policy

Refer to the Clinician Competencies evaluation form for detail. The form is downloadable from the clinic website. Grading is based on **lesson plans, SOAP notes, clinical performance in sessions, and overall learning, preparation and participation in seminars and meetings**. Breaches of confidentiality and unethical/unprofessional conducts will be considered grounds for failure of the clinic, regardless of merit.

The student clinician will receive written/oral feedback on lesson plans and therapy sessions. There will be formal evaluations at the middle and end points of the semester and discussed in an individual meeting with the supervisor. Additional evaluation conferences will be scheduled throughout the semester as necessary, and may be initiated by either the supervisor or student clinician.

College and Departmental 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 circumstances.

Mission Statements

College of Education: The mission of the Connie L. Lurie College of Education at San José State University is to prepare educators who have the knowledge, skills, dispositions and ethics that ensure equity and excellence for students in a culturally 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 stern reprimand. Serious and/or repeated violations will warrant referral to the Chair of the Communicative Disorders & Sciences Department for disciplinary action.

University Policies

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/. 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](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.

- “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 during the first week of class, 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.

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

EDSP 277, Advanced Clinical Practicum, Section 05, Spring 2014, Course Schedule

The schedule is tentative, and subject to change with advance notice in class and/or via course website. Detailed seminar schedule, meeting location and supporting materials will be announced on Canvas.

Course Schedule

Week	Date	Seminar/Clinic
1	8/25	Pre-clinic training
2	9/1	Labor Day – Campus CLOSED
3	9/8	Pre-clinic training
4	9/15	First clinic session (evaluation)
6	9/29	<i>FTR first part</i> DUE
10	10/20	Mid-term evaluation
13	11/24	<i>FTR draft</i> DUE
14	12/1	<i>FTR</i> DUE
15	12/8	Last clinic session (conference) Final evaluation