

**San Jose State University
College of Education
Department of Communicative Disorders and Sciences
EDSP 277
Advanced Clinical Practicum in Speech Pathology
Fall Semester 2014
Specialty Clinic (Adult Language)**

Instructor: Dr. Carol Zepecki; CCC-SLP
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Time: T and Th 12-1:30 Clinic
1:30-2:30 Seminar
Office T and Th – 2:30-3:00 or by appointment

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.

COURSE DESCRIPTION

The course is designed to provide the student clinician with a supervised clinical experience by providing services to adults displaying complex speech and language disorders, and through the speech and language assessment and screenings utilized as part of the clinic work. The student should become independent in the analysis of these diagnostic and therapeutic services and evaluations.

ASHA STANDARDS

This course is developed in accordance with the ASHA standards for the Graduating Master's Degree students in Speech Pathology. This course satisfies several standards for the Clinical Rehabilitative Services Credential.

COURSE GOALS AND COMPETENCIES

The student will 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 based upon the evaluations
- Providing therapy services
- Collecting data during therapy
- Completing documentation including weekly lesson plans, daily therapy notes, self-evaluation, initial/final therapy reports, observation reports, and home programs

The student will complete evaluation tasks including the following:

- Administering screenings and informal baseline tasks
- Completing documentation reflecting any informal or formal assessments
- Completing report forms
- Consulting with other providers and staff members

The student will demonstrate the ability to 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
- Demonstrating the ability to seek information and guidance from peers and the supervisor

The student shall demonstrate the ability to accurately observe and assess communicative behavior by:

- Selecting the appropriate informal trials and tasks for establishing baselines
- Interpreting the results of the baseline assessments
- Objectively and accurately observing and reporting client behavior
- Formulating appropriate therapy recommendations based on assessment results

The student shall demonstrate the ability to design a management program with appropriate criteria to measure progress of individually assigned clients within the San Jose State University Kay Armstead Center for Communication Disorders by:

- Planning appropriate therapeutic goals and objectives for assigned clients
- Planning and implementing meaningful procedures and techniques for addressing goals and objectives
- Organizing and structuring objectives and procedures for achieving success on objectives

The student shall demonstrate the ability to conduct therapy with the clients 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

The student shall demonstrate the ability to evaluate the objectives of the clinical programs and therapy sessions by:

- Collecting data on client progress
- Reporting on and analyzing the data in written form and through conferences
- Interpreting the results of the data for future planning

The student will demonstrate the ability to report the results of the clinical management program by:

- Writing reports in accordance with appropriate standards of form, content and use

- Conducting client, parent and staff conferences
- Keeping efficient clinical records

The student will demonstrate appropriate use of Universal Precautions and procedures to prevent the transmission of blood borne pathogens.

The student will demonstrate an understanding of, and sensitivity to, multicultural issues when making decisions regarding speech-language diagnosis and treatment in a diverse setting.

COURSE REQUIREMENTS

1. Student clinicians will collect and file all appropriate clinic forms.
2. Student clinicians will provide diagnoses and remediation to assigned clients.
3. Student clinicians will attend scheduled seminars.
4. **Group lesson plans will be submitted by Friday evening prior to the Tuesday and Thursday lessons in order to allow other students to finalize their lessons.**
5. **Therapy plans and SOAP notes for Tuesday will be submitted by Saturday evening prior to the scheduled therapy session. Therapy plans for Thursday will be submitted by 5:00 P.M. on Wednesday.**
6. SOAP notes will be completed and submitted with the lesson plans.
7. Student clinicians will conduct an observation of clients in a setting (Morgan Center) outside the clinic, and complete a report of the observation.
8. Comprehensive reports (initial and final therapy reports) will be written in a professional form.
9. All clinic rules will be followed.
10. Attire will be professional.
11. Evaluations will be completed at mid-semester and at the end of the semester. They will be reviewed and discussed with the supervisor
12. Student clinicians will 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.
13. Student clinicians will design a prescriptive home program for each of their clients to be given to the client on the last day of the clinic.
14. Student clinicians will utilize a data management system for documentation.
15. Student clinicians will report client progress in a SOAP note format.
16. Student clinicians will use appropriate instrumentation in the diagnosis and treatment of speech-language disorders.

EVALUATION/GRADING

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
 - objective stated in measurable terms
 - procedures and materials appropriate for attaining stated objectives
 - establishing appropriate criterion
 - promptness in submitting lesson plans
- 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
- Attendance at all mandatory clinic meetings and timely submission of the assignments.
- Breaches of confidentiality will be considered grounds for failure of the clinic, regardless of merit

GRIEVANCE PROCEDURE

Students dissatisfied with course policies or grading practices should refer to grievance policy procedures on file in the Special Education and Rehabilitative Services (SERS) office in Sweeney Hall 204.

ACCOMODATIONS

If you need course adaptations or accommodations because of a disability, or if you need 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 requires that students with disabilities requesting accommodations must register with the [Disability Resource Center \(DRC\)](#) to establish a record of their disability.

Accommodations of Students with Special Needs Students are referred to the Disability Resource Center, Administration Building 110, (408) 924-6000 (voice), (408) 924-5990 (TDD). You may access their policies and services via the website at: <http://www.drc.sjsu.edu/>.

CONSENT FOR RECORDING OF CLASS / 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. If you wish to record seminars, ask permission orally prior to each class. 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

At SJSU, plagiarism is the act of representing the work of another as one's own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism at SJSU includes, but is not limited to:

1.2.1 The act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another's work, without giving appropriate credit, and representing the product as one's own work; and

1.2.2 Representing another's artistic/scholarly works such as musical compositions, computer programs, photographs, paintings, drawings, sculptures or similar works as one's own.

<http://library.sjsu.edu/leap/plagiar.htm>

As a member of this class and a student at SJSU, you are honor bound to observe and demand academic honesty and integrity from yourself and those around you.

SJSU's policy on Academic Integrity will be followed for this course. Your own commitment to learning, as evidenced by your enrollment at San José State University (SJSU), and the [University's Academic Integrity policy](http://www.sjsu.edu/senate/S07-2.html), located at <http://www.sjsu.edu/senate/S07-2.html>, require 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.

If you are caught cheating on any assignment and if this transgression is verified after due process, you will receive a zero for that specific assignment and/or an E for the entire course, depending on the severity of the infraction.

If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy S07-2 requires approval of instructors. In summary, all students are responsible for maintaining the highest standards of honesty and integrity in every phase of their academics. The penalties for academic dishonesty are severe and *ignorance is not an acceptable defense*. The Student Conduct Code defines academic offenses and details procedures for dealing with them. All students are expected to be familiar with the content of the Student Conduct Code. The Student Conduct and Ethical Development website is available at http://www.sa.sjsu.edu/judicial_affairs/index.html. The following URL will take you to the SJSU library's tutorial page: <http://tutorials.sjlibrary.org/tutorial/index.html>. See "plagiarism" for more information.

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.

Tentative Schedule

		Assignments	Seminar Topics
8/26	First day of class	Review Materials/files	Requirements of course Client overview
8/28	Attend Seminar	Review Materials/files	File reviews Lesson Planning/Materials
9/2	Attend Seminar	Review files Review first lesson	Writing Goals – SOAP's
9/4	First day of therapy	Start thinking about goals	Lesson Review
9/9	Therapy	Write SOAP after each session	Lesson Debrief
9/11	Therapy	Prepare lesson	Data collection Goals
9/16	Therapy	Prepare lesson	Report Writing
9/18	Therapy	Prepare lesson	Rationales
9/23	Therapy	Initial Therapy Report first draft due Prepare lesson	Adult language strategies
9/25	Therapy	Prepare lesson	Adult language strategies
9/30	Therapy	Initial therapy report final due Prepare lesson	Adult language strategies
10/2	Therapy	Prepare lesson	Review of reports
10/7	Therapy	Prepare lesson	Evaluation criteria
10/9	Therapy	Prepare lesson	Data collection forms
10/14	Therapy	Prepare lesson	Observations
10/16	Therapy	Evaluation meetings with instructor Prepare lesson	Strategies
10/21	Therapy	Evaluation meetings with instructor Prepare lesson	Task Analysis
10/23	Therapy	Prepare lesson	Conferencing
10/28	Therapy	Observation report due Prepare lesson	
10/30	Therapy	Prepare lesson	
11/4	Therapy	Prepare lesson	Review of skills
11/6	Therapy	Prepare lesson	TBD based on need of clients and therapists
11/11	Holiday	No class	“
11/13	Therapy	Prepare lesson	“
11/18	Therapy	Prepare lesson	“
11/20	Therapy	Prepare lesson	“
11/25	Therapy	Prepare lesson Draft of final therapy report due	“
11/27	Holiday	No class	“
12/2	Therapy	Prepare lesson	“
12/4	Therapy	Prepare lesson Final report to client Last day of Therapy	
12/9		Evaluation meetings with instructor	