

San José State University

Department of Communicative Disorders and Sciences

EDSP 276 Section 02, Advanced Assessment Diagnostic Clinic, Fall 2015

Course and Contact Information

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| Instructor: | SallyAnn Giess, PhD, CCC-SLP |
| Office Location: | SH 118 A |
| Telephone: | 714-390-8596 (cell but not preferred contact, text if necessary) (408) 924-3679 (Prof Graveline) |
| Email: | Sallyann.giess@sjsu.edu |
| Office Hours: | Thursday immediately following evaluations or by appointment |
| Class Days/Time: | Thurs. 9 am-12 pm |
| Classroom: | SH 234 |

Course Description

Supervised clinical experience in assessment of a variety of speech-language disorders. Students will be introduced to a variety of activities targeting skills in administering formal and information assessment, and writing professional diagnostic reports. Prerequisites: EDSP 127, EDSP 277 and Instructor's Consent.

Learning Outcomes and Course Goals

Upon completion of this course, the student will demonstrate:

- 1-Knowledge and application of research related to assessment, evaluation, and program planning for clients of various ages with a variety of speech, language, and learning disorders taking into account linguistic, cultural and individual differences.
2. Apply knowledge of laws, ethical considerations, and assessment procedures in the evaluation of clients of different ages having a variety of speech, language, and learning disorders taking into account linguistic, cultural and individual differences³.
- 3-Demonstrate skill with various observational techniques.

4. Understand the assets and liabilities of published tests.
5. Develop skills in using assessment measures and procedures other than published tests, such as curriculum based, dynamic assessment and language sampling to determine the performance level of clients to plan appropriate treatment plans.
6. Conduct an integrated assessment of those clients.
7. Describe language and cultural implications involved in the assessment of an individual from a cultural and/or linguistic background.
8. Prepare an integrated assessment report.
9. Confer with the client's parents/ family and the client him/herself where appropriate, about the results of the assessment and suggestions for treatment.

Professional Behaviors and interaction

Adhere to the ASHA Code of Ethics and behave professionally.

Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client and relevant others.

Collaborate and interact with peers, supervisors and other professionals with respect in case management.

Provide counseling regarding speech-language disorders to clients and relevant others.

Intervention

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.

Implement intervention plans (involve clients and relevant others in the intervention process).

Select or develop and use appropriate materials and instrumentation for prevention and intervention.

Measure and evaluate clients' performance and progress.

Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients.

Complete administrative and reporting functions necessary to support intervention. Identify and refer clients/patients for services as appropriate. Generate professional therapy reports.

Summary of Skills Outcomes

According to ASHA, the student must complete a program of study that includes supervised clinical experiences sufficient in breadth and depth to achieve the following skills outcomes:

Standard V-B

The applicant for certification must have completed a program of study that included experiences sufficient in

breadth and depth to achieve the following skills outcomes:

1. Evaluation
 - a. Conduct screening and prevention procedures (including prevention activities).
 - b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals.
 - c. Select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures.
 - d. Adapt evaluation procedures to meet client/patient needs.
 - e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.
 - f. Complete administrative and reporting functions necessary to support evaluation.
 - g. Refer clients/patients for appropriate services.
2. Intervention
 - a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process.
 - b. Implement intervention plans (involve clients/patients and relevant others in the intervention process).
 - c. Select or develop and use appropriate materials and instrumentation for prevention and intervention.
 - d. Measure and evaluate clients'/patients' performance and progress.
 - e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.
 - f. Complete administrative and reporting functions necessary to support intervention.
 - g. Identify and refer clients/patients for services as appropriate.
3. Interaction and Personal Qualities
 - a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.
 - b. Collaborate with other professionals in case management.
 - c. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.
 - d. Adhere to the ASHA Code of Ethics and behave professionally.

Standard V-C

The applicant for certification in speech-language pathology must complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five hours must be spent in clinical observation, and 375 hours must be spent in direct client/patient contact.

Standard V-D

At least 325 of the 400 clock hours must be completed while the applicant is engaged in graduate study in a program accredited in speech-language pathology by the Council on Academic Accreditation in Audiology and Speech-Language Pathology.

Standard V-E

Supervision must be provided by individuals who hold the Certificate of Clinical Competence in the appropriate profession. The amount of direct supervision must be commensurate with the student's knowledge, skills, and experience, must not be less than 25% of the student's total contact with each client/patient, and must take place periodically throughout the practicum. Supervision must be sufficient to ensure the welfare of the client/patient.

Standard V-F

Supervised practicum must include experience with client/patient populations across the life span and from

culturally/linguistically diverse backgrounds. Practicum must include experience with client/patient populations with various types and severities of communication and/or related disorders, differences, and disabilities.

Required Texts/Readings

Shipley, K.G. & McAfee, J.G. (2016) (5th Ed). *Assessment in speech-language pathology: A resource manual*. Clifton, NY: Delmar-Cengage

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

Participation

- **Assessment:** Student clinicians will complete assessments 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.
- **Routine activity:** Student clinicians will participate in weekly seminar, briefing, case presentation and discussion, as well as self-evaluation and peer review activities.
- **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

- **Diagnostic Report:** Must be written in professional form and peer-reviewed as instructed. (Clinic handbook Appendix F-5)
- **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. (Clinic handbook Appendix E)
- **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

Please see the SJSU CD & S Academic Policy for the complete document.

http://www.sjsu.edu/cds/docs/CDS%20Academic%20Standards%20Policy_2.25.13.pdf

Clinical Coursework: The following policies apply to the clinical supervision courses offered by the CD&S department to meet ASHA, CCTC, and CA Licensing Board clinical practicum requirements. These courses are EDAU 177 and 277, and EDSP 177, 277, 269, 276, and 278.

1. Assignment to a clinic is an opportunity granted to students in good academic standing.
2. Students on administrative academic probation will be placed on a waitlist for clinic and assigned a clinic only with instructor consent.
3. Students who do not conduct themselves in a professional and ethical manner as indicated below will receive one warning. A second warning, or one instance of an egregious violation as determined by a CD&S faculty

panel consisting of the supervisor, clinic director, and department chair, will result in immediate administrative disqualification with no opportunity for reinstatement:

- A. Confidentiality/HIPAA
 - B. Clinic dress code.
 - C. Respect for faculty/staff.
 - D. Client care.
 - E. Following departmental policies and procedures (including applying for clinics).
 - F. Honesty.
 - G. Academic Integrity
 - H. Other (See Professional Dispositions on Clinical Evaluation Rubric)
4. Students must achieve a grade of “B” or better in all clinical experiences, including fieldwork.
 5. Students receiving a grade of “B-“ or lower in any clinic are placed on administrative academic probation and must repeat the clinic the next time space permits.
 6. Students receiving a second grade of “B-“or lower in any clinical practicum will be disqualified from the program with no opportunity for reinstatement.
 7. If a student receives a grade of “B-” or lower in a clinic assignment, and any score on the professional dispositions criteria is in the “unacceptable” range, he or she will be disqualified from the program with no opportunity for reinstatement.

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. eTh 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.

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.

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.

HIPAA 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

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.

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](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.

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.”
 - 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

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.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center

on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to



scan this code.)

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 276.03, Advanced Assessment Diagnostic Clinic, Spring 2015, Course Schedule

Course Schedule

The schedule is tentative, and subject to change with advance notice in class and/or via course website.

| Week | Thursday | Assignments Due | Activity/Meeting Topics |
|------|----------------------|--|---|
| 1 | 8/20 | | Review schedule and syllabus Grading Confidentiality Universal Precautions Parent interview guidelines Review files |
| 3 | 8/27 | Read Chapter 1 | Review Chapter 1 Continue reviewing files Planning for first assessment Identify and review appropriate tests Receiving supervisor feedback Tour clinic |
| 4 | 9/03 | Written plan for Client #1/first evaluation Read Chapter 2 in Shipley and McAfee and Bilingualistics Group website material | file:///C:/Users/Owner/Downloads/Cultural-Parameters-and-Assessment.pdf Review Chapter 2 in Shipley and McAfee and visit website: Bilingualistics Group (Austin, TX) http://bilingualistics.com/speech-therapy-materials/ |
| 5 | 9/10 | Read and review Chapters 3-5 in Shipley and McAfee on basics of assessment procedures and reporting. | Client #1 Augustine, Oscar; CA 3;1 (Reassign to Dr. Novak! Replace with Somers, Lizzie Lead Clinician Rachel Pipa |
| 6 | 9/17 Client 9:30 | First draft of evaluation report for Client #1 Written plan for Client #2 | Continue with Chapters 3-5 |
| 7 | 9/24 | Final evaluation report for Client #1 | Client #2 Trinh, Ethan 5;10 Lead Clinician Laura Ostermann |
| 8 | 10/01 | First draft of evaluation report for Client #2 Written plan for Client #3 | Chapter 6, 7, 8-Assessment of Speech Sound Disorders, Language, and Literacy |
| 9 | 10/08 Client 9:30 | Final evaluation report for Client #2 | Client #3 Tiscareno, Diego 11;3 Lead Clinician Sam Weber |

| | | | |
|----|-------------------------|---|---|
| 10 | 10/15- NO CLINIC | First draft of evaluation for Client #3 Written plan for Client #4 Clinician Reflections due at evaluation conference | Mid-term evaluations |
| 11 | 10/22 Client 9:30 | Final evaluation report for Client #3 Written plan for Client #5 | Client #4 Ly, Brian CA 10;8 Lead Clinician Agnes Brady |
| 12 | 10/29 Client 9:30 | First draft of evaluations for Client #4 | Client #5 Tran, Steven 10;01 Lead Clinician Brittany Huynh |
| 13 | 11/05 | Final evaluation report for Client #4 First draft of evaluation for Client #5 | Continue with Chapters 6-8, discuss Chapter 9 |
| 14 | 11/12 | ASHA Conference No Clinic Final evaluation report for Client #5 Written plan for Client #6 | Chapter 9 |
| 15 | 11/19 Client 9:30 | | Client #6 Trejo, Cody CA 4;5 Lead Clinician Cayte Williams |
| 16 | 11/26 | Thanksgiving Holiday Clinician Reflections due at evaluation conference First draft of evaluation for Client #6 Written plan for Client #7 | |
| 17 | 12/03 | Last Client Final evaluation report for Client #6 | Client #7 Assign to Sam |
| 18 | 12/10 | Final Evaluations Report for Client #7 due | No Clients Final Evaluation |

TEMPLATE FOR REPORT WRITING

KAY ARMSTEAD

CENTER FOR COMMUNICATION DISORDERS

SAN JOSE STATE UNIVERSITY

SAN JOSE, CA 95129-0079

DIAGNOSTIC REPORT

Client:

Clinicians:

Address:

Supervisor: SallyAnn Giess, PhD, CCC-SLP

Phone:

Birthdate:

Chronological Age:

Date of Evaluation:

Referral Source:

Presenting Problem:

Background Information

Family

Health and Development

School-Occupation

Summary of previous assessments

Assessment Procedure- List and brief description of assessment materials.

Observations

Behavior

Response patterns

Strategies that enhanced performance.

Results:

Audiometric Evaluation

Oral Peripheral Examination

Tests

Language Sampling and Narratives

Discussion:

Language Comprehension/Processing

Language Expression

Pragmatics

Syntax Grammar

Articulation/Phonology

Summary: (Very important piece... this is what other professionals and parents view first)

Recommendations:

Type of services-Environment

Goals and objectives (two of each) (Evidence-based)

Ideas for family/teachers for carryover

Name(s)

Student Clinician(s)

Clinical Supervisor
SallyAnn Giess, PhD, CCC-SLP

LETTER TO FAMILIES

KAY ARMSTEAD

CENTER FOR COMMUNICATION DISORDERS

SAN JOSE STATE UNIVERSITY

SAN JOSE, CA 95129-0079

SAMPLE LETTER

August 31, 2015

Dear Mrs. G.:

Thank you for coming to the Kay Armstead Center for Communicative Disorders. We enjoyed working with P. Enclosed please find a copy of P's report. –or with you- (if an adult patient.).

Please feel free to call us should you have any questions or concerns. As we discussed, we will put his/her name on a waiting list for therapy for the next semester.

Sincerely,

L---- A-----
Student Clinician

N--- S-----
Student Clinician

SallyAnn Giess, PhD, CCC-SLP
Clinical Supervisor

