

San José State University
Connie L. Lurie College of Education
Communicative Disorders & Sciences
EDSP 277
Fall 2015

I. Course Information

Instructor: Dana Albrecht, M.S. CCC-SLP, License #SP15865, ASHA Member #12073908
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Office Hours: by appointment

II. Course Description

Working with children, adult, and group clients within a clinical practicum setting including preparing lesson plans, analyzing assessment results, developing and implementing therapy activities, collecting data, conducting client conferences and writing reports and home programs.

III. Knowledge Base

Student clinicians will be required to utilize prior knowledge of speech, language, and communication development and disorders as well as to acquire further knowledge of theories relevant to treatment plans and objectives considering a clients cognitive, linguistic, social-emotional, sensory, and motor needs within the scope of practice of speech-language pathology. Students must provide evidence-based practice based on knowledge acquired during their studies in the Communicative Disorders and Sciences (CD & S) program.

IV. Course Objectives

As part of the practicum and in preparation for meeting the ASHA certification requirements, students will be required to demonstrate the following skills in addition demonstration of knowledge as outlined in the *2014 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology* document:

- A. Skills in oral and written or other forms of communication sufficient for entry into professional practice including:
 1. Complete **treatment plans** with clear and concise goals, objectives and procedures.
 2. Complete **SOAP notes** with concise subjective information, objective information, assessment, and plans.
 3. Complete **Therapy Progress Reports**.
 4. **Initial and final client conferences**.
 5. Written client **home program** presented as a part of the final client conference.
- B. Achievement of skill outcomes for intervention:
 1. 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.
 2. Implement intervention plans (involve clients/patients and relevant others in the intervention process).
 3. Select or develop and use appropriate and motivating materials and instrumentation for prevention and intervention.
 4. Manage challenging behaviors with clear expectations, visual supports, motivation, and positive reinforcement.
 5. Measure and evaluate clients'/patients' performance and progress.
 6. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.
 7. Complete administrative and reporting functions necessary to support intervention.

8. Identify and refer clients/patients for services as appropriate (requires supervisor's permission).

C. Interaction and Personal Qualities

1. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.
2. Collaborate with other professionals in case management.
3. Provide counseling regarding communication to clients/patients, family, caregivers, and relevant others.
4. Adhere to the ASHA Code of Ethics as well as the KACCD Student Clinician Handbook and behave professionally.

V. Course Requirements

- A. Student clinicians are expected to attend all Seminars
 1. Seminars are to help guide you through your clinical experience, to help you problem solve, and to expand your knowledge with practical applications. This is the time to ask questions and to support your peers. Refer to the course calendar for seminar times.
- B. Student clinicians are expected to conduct weekly client sessions of 50 minutes.
 1. **Treatment Plan** with clear and concise goals, objectives and procedures as described in appendix C of the Clinic Handbook are **due by the Thursday preceding the session**.
 2. **SOAP notes** with concise subjective information, objective information, assessment, and plans as described in appendix D of the Clinic Handbook are **due the Thursday following a session**.
- C. Student clinicians are expected to observe their peers enrolled in the same section each week.
 1. **Observations of a minimum of 2 peers enrolled in the same section per week are required; however, more is encouraged.** Observing peers will take place with the supervisor present and will allow for live discussion of theories, techniques and strategies. Make an effort to observe different peers each week.
- D. **Students are expected to provide self reflections and peer feedback**
 1. Objectively evaluate personal skills as a clinician. You may chose to use the format outlined in appendix E of the Clinic Handbook
 2. Respectfully provide feedback to peers to encourage growth and to instill confidence.
 3. Peer feedback will be provided in writing and include one positive comment and one suggestion.
 4. Utilize peer and supervisor feedback as an opportunity for self-growth.
 5. Refer to course calendar for due dates.
- E. **Complete a Therapy Progress Report** as described in appendix F of the Clinic Handbook and present it to the client and caregiver(s) at the final client conference.
 1. **Student clinician's draft must be peer reviewed before sending the "final" draft to supervisor.** Draft to supervisor should include peer comments and tracked changes.
 2. **Final draft is due to supervisor by the Friday before the report is presented** to the client. Be advised that you may be asked to make changes over the weekend. The sooner your draft is received by me, the sooner you may get it back with requests to revise.
- F. **Conduct initial and final client conferences** as described in appendix G of the Clinic Handbook with supervisor present.
- G. Present a written client **home program** as a part of the final client conference as outlined in appendix H of the Clinic Handbook due to supervisor with Therapy Progress Report.

VI. Further Expectations

Follow the KACCD Clinic Handbook and ASHA code of ethics at all times.

- A. Attend All Clinic Meetings as noted in the clinic calendar.
- B. Arrive on time and prepared for each seminar and session. If coming into the observation room, do so quietly and respectfully.
 1. Materials should be ready to utilize before the course's scheduled start time even if your session starts at a later time.

- C. Adhere to the dress code or you will be asked to return home to change. A missed session due to inappropriate attire will be required to be rescheduled.
- D. 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. As a teaching clinic, KACCD has further guidelines. Refer to the Clinic Handbook for further information.
1. 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.
 2. It is okay to discuss in the clinic office with closed door if possible.
 3. Do not use client names or identifying information when discussing a client.
 4. Use client initials when communicating with your supervisor in text or verbally.
 5. If you meet in public, greet as an acquaintance or friend but never refer to yourself as their clinician.
 6. Client files must remain at CD & S department.
 7. Don't leave identifying information in therapy rooms.
 8. Shred all documents with identifying information.
- E. Other professionals:
You 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.
- F. Clinician and Client absences:**
If you will not be able to attend your scheduled treatment/evaluation session for any reason, you are responsible for following the procedures outlined below.
1. Notify your client or caregiver of the cancellation. Make sure you have access to your client's home phone number so you can contact him/her if you must cancel a session on short notice.
 2. Please notify me ASAP. Contact me by phone, voicemail, email or message to make me aware that you have cancelled the session. You can call the clinic assistant as well, but you must reach me as your supervisor.
 3. Let me know of any client absences during our weekly meeting. Please log all absences no matter who takes the call.
- G. Electronic files: (subject to change with further instruction from Clinical Coordinator)
1. Weekly plans and SOAPs can be e-mailed to me with use of client initials only and password protection (password will be provided during first Seminar)
 2. Egnyte will be utilized for Therapy Progress Reports.
- H. Track your clinical hours for observation and direct contact per ASHA. You are responsible for maintaining a record in order to complete your Summary of ASHA Hours form at the end of the semester.
- I. Demonstrate appropriate use of Universal Precautions and procedures to prevent the transmission of blood borne pathogens and the spread of communicable diseases and illnesses. Ensure before each session that you have what you need within your therapy room. Refer to the Clinic Handbook for further information.
- J. Seek guidance and assistance when necessary after self consideration of solutions or independently obtaining sources of further knowledge
- K. Participate, be honest, try new things, apply what you know, find answers to what you don't know, and question what you are not certain of.

VII. Readings

Refer to texts from coursework pertaining to your client. Some suggested texts for general assessment and practice include:

- A. Hegde, M.N. (2001), *Pocket guide to Treatment in Speech-Language Pathology – 2nd Edition*, Clifton Park NY: Thomson Delmar Learning (ISBN 1-56593-274-9)
- B. Roth, F. and Worthington, C. (2001), *Treatment Resource Manual for the Speech-Language Pathology–2nd Edition*, Clifton Park, NY: Thomson Delmar Learning (ISBN 07693-0018-9)
- C. Shipley, K and McAfee, J. (2004), *Assessment in Speech-Language Pathology – 3^d Edition*, Clifton Park, NY: Thomson Delmar Learning (ISBN 1-4018-2751-9; \$75.65)

VIII. Clinical Teaching Strategies

Clinical teaching strategies will be aimed at helping you to develop critical thinking skills and the ability to seek out appropriate resources. You may need more direct guidance initially, but I expect that as you develop more competence that you will require less. Throughout the semester, clinical teaching strategies will include but not be limited to: spoken feedback during sessions, discussion and feedback during meetings, discussion and feedback via e-mail, posing questions for you to consider and answer immediately or later, handouts, demonstration, performance rubrics, self-evaluation, peer feedback, and electronic editing of written reports and plans. Whether provided verbally or in writing, you can expect feedback for each session you complete.

This experience is for you. Everyone has their own learning styles and perceived levels of competence. Please let me know if you need or would like more feedback, support, or guidance and in what form. Do realize that I may not provide you an answer, but will at the least help guide you towards what you are seeking.

From me, you can expect honesty, willingness to try new things, flexibility, insight, guidance and respect. We never have all the answers, so I expect we will be seeking some answers together.

IX. Grading

- A. Mid and final semester evaluations will be completed. Conferences will be held for each.
- B. Course grades will be given based on the clinic grading rubric. Areas which are considered included:
 1. Observations of clinical skills (appropriate goals, motivating activities, data collection, flexibility, time management, behavior management, etc.)
 2. Professionalism (punctuality, appropriate attire, rapport, being prepared, respecting peers, being a team player, etc.)
 3. Completed reports, plans, SOAPS, and other assignments which are turned in on time and exhibit appropriate writing conventions.
 4. Attendance
 5. Application of theoretical knowledge
- C. Students who receive a B- or lower will be required to repeat the clinic course. See the Clinic Handbook Appendix I for further details.

X. Remediation

You are in the CD & S graduate program with an end goal of having the skills necessary to be a speech-language pathologist certified by ASHA. The goal is not simply to earn a passing grade. To obtain your certification, you will be required to demonstrate proficiency of various skills as listed in the *2014 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology* document and accounted for in the clinic grading rubric. If student performance for one or more specific knowledge/skill area is below expectations, instructors may require remediation and implement strategies that may include, but are not limited to, the following:

- Providing oral explanations of content material
- Redoing all or part of academic/clinical projects
- Completing directed readings
- Viewing supplemental videos
- Other targeted activities

These additional remediation activities will not alter the grade earned on a particular examination or assignment; however, they will ensure that each student has demonstrated acquisition of each of the knowledge and/or skill areas targeted in the course.

XI. UNIVERSITY POLICIES

A. Academic Integrity Statement

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 STRICTLY followed for this course. Your own commitment to learning, as evidenced by your enrollment at San José State University (SJSU), and the University's Integrity Policy require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Judicial Affairs. The policy on academic integrity can be found at:

http://sa.sjsu.edu/judicial_affairs/index.html

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.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, *all assignments are to be completed by the individual student unless otherwise specified*. 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 F06-1 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.

B. Campus policy in compliance with the Americans with Disabilities Act

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 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/policies/default.htm>.

XII. 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 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.*

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.