

SAN JOSÉ STATE UNIVERSITY
DEPARTMENT OF COMMUNICATIVE DISORDERS & SCIENCES
EDSP 277: ADVANCED Practicum Adult TBI Section 01 Fall Semester 2015

I. COURSE INFORMATION

Instructor: *Anita Schaack MS CCC*

Office Location: *SH 115*

Telephone: *408-710-0140 (emergency only)*

Email: anita.schaack@sjsu.edu *(preferred contact)*

Office Hours: *By appointment*

Class Days/Time: *Monday/Wednesday 1:00PM – 3:50 PM*

Classroom: *SH 119*

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

CLO 1: The student shall demonstrate the ability to accurately observe and assess communicative behavior. (ASHA Standards: IV-C, IV-D, IV-E)

Specifically, the student shall:

- Demonstrate the ability to select appropriate diagnostic tools for each client.
- Demonstrate the ability to administer and score test instruments used.
- Demonstrate the ability to objectively and accurately observe client's behavior.
- Demonstrate the ability to formulate appropriate recommendations based on assessment results.

CLO 2: 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 Center for Communication Disorders. (ASHA Standards: IV-C, IV-D, IV-E)

Specifically, the student shall:

- Demonstrate knowledge of theoretical constructs of the disorder(s).
- Demonstrate the ability to plan appropriate therapeutic objectives for assigned clients.
- Demonstrate the ability to plan appropriate meaningful procedures and techniques for assigned clients.
- Demonstrate the ability to organize and structure objectives and procedures.

CLO 3: The student shall demonstrate the ability to conduct therapy of the assigned clients who exhibit language, phonological, fluency and/or voice disorders in the Center. (ASHA Standards: IV-C, IV-D, IV-E)

Specifically, the student shall:

- Demonstrate the ability to establish and maintain a positive clinician/client interaction.
- Demonstrate the ability to use therapeutic techniques and materials appropriate to the objectives.

- Demonstrate the ability to select and use therapy materials and reinforcers that are motivating and stimulating to the client.

CLO 4: The student shall demonstrate the ability to evaluate stated objectives for the management program methods and materials. (ASHA Standards: IV-C, IV-D, IV-E)

Specifically, the student shall:

- Demonstrate the ability to objectively evaluate each session.
- Demonstrate the ability to accurately evaluate progress of the clients according to the established behavioral objectives.
- Demonstrate the ability to objectively evaluate skills of self in the therapeutic setting.
- Demonstrate the ability to seek appropriate information/guidance.

CLO 5: The student will demonstrate the ability to evaluate and report the results of the objectives of the clinical management program. (ASHA Standards: IV-B, IV-C, IV-D, IV-E)

Specifically, the student shall:

- Demonstrate the ability to write reports in accordance with appropriate standards.
- Demonstrate the ability to conduct parent and staff conferences.
- Demonstrate the ability to keep efficient clinical records.

Course Objective/ Learning Outcome	Course Requirement				
	Planning Assessment and Treatment	Conducting Assessment and treatment	Collaboration with other clinicians and clients/families	Completing Soap notes and Progress reports	
III C	X	X		X	
IV B				X	
IV C	X	X	X	X	
IV D	X	X	X	X	
IV E	X	X	X	X	

Recommended Readings

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

Other Suggested Resources:

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)

Shipley, K and McAfee, J. (2004), Assessment in Speech-Language Pathology – 3rd 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 liaisons:

Teresa Slobuski
Teresa.slslobuski@sjsu.edu
Emily Chan
Emily.chan@sjsu.edu

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

Course Requirements

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus. More details about student workload can be found in [University Policy S12-3](#) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Course Requirements	Description		Date Due
1. Student clinicians will evaluate and treat assigned clients.	Conduct individual and group treatment accumulating a minimum of 30 hours of clinical experience	Per ASHA standards on Clinic Rubric	Varied
2. Students will submit lesson plans for each session	3. Student clinicians will submit lesson plans by 4 PM on Thursday or as instructed by supervisor. Plans will be submitted in Egnyte using the extended therapy plan format (word document).	Per ASHA standards on Clinic Rubric	Varied
4. Students will submit: semester goals, daily soap notes and comprehensive reports	All soap notes will be written in Egnyte- due the day of the corresponding therapy session by 10 PM. Semester goals and progress reports submit as instructed by supervisors	Per ASHA standards on Clinic Rubric	Varied
5. Students will complete 2 self reflections	Students will video tape and watch a session in it's entirety and reflect on it in writing 2x throughout the semester	Per ASHA standards on Clinic Rubric	Varied
6. Clinical Communication	Each student clinician 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	Per ASHA standards on Clinic Rubric	Varied
7. Non-Clinic Activity	With each client one activity outside of clinic (i.e., home visit, attending a support group with the client, social activity, and community activity). Send written summary to supervisor regarding experience, what you did, what you learned etc...	Per ASHA standards on Clinic Rubric	Varied

8. Client presentations	Student clinicians will each present ONE of their clients. Presentations will include brief history, presenting problem, initial diagnosis, goals and objectives, remediation techniques, non-clinic activity (see no. 7), and possible future recommendations	Per ASHA standards on Clinic Rubric	Varied
9. Peer Review of Client's Sessions reports	Students will provide feedback to peers on treatment sessions and on each of their progress reports	Per ASHA standards on Clinic Rubric	Varied

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."

Additional Requirements:

1. **Student clinicians will attend and participate in scheduled seminars.**
2. **If your client is absent, you are expected to join your supervisor for observation during that hour.**
3. Students will participate in **switch days**, to be detailed by instructors.
4. Student clinicians are expected to strictly follow all rules of the center.
 - a. Appropriate professional dress is required.
 - b. Please refer to your all-clinic meeting notes for policies and procedures regarding student clinician absences.**
 - c. Refer to your all-clinic meeting notes for policies and procedures regarding filing reports.
5. Students will participate in all mandatory All Clinic Meetings

Grading Criteria:

- 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**
 - **Attendance at all mandatory clinic meetings and timely submission of the assignments as applicable**

- **Successful completion of all objectives in the Student Clinician Evaluation. 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.

Adding/Dropping

- 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 calendar](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/) web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/.
- 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/>.

II. 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.

ACADEMIC DISHONESTY: CHEATING, PLAGIARISM, SANCTIONS

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>

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](http://www.drc.sjsu.edu/policies/default.htm), 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>.

III. 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.*

Consent for Recording of Class and Public Sharing of Instructor Material

You must obtain the instructor's permission audio/video recordings in seminars. 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.

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without 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.

SEMESTER SCHEDULE

Mondays 1:00 - 3:50; Wednesdays 1:00 - 2:50 (or 3:50 as indicated or announced)

Monday Aug 24	Pre-Practicum Meeting <i>Green Sheet syllabus Review; Review texts; Client assignments</i>
Wednesday Aug 26	Pre-Practicum Meeting <i>Seminar: Therapy material review in the DC; Writing lesson plans and rationales; Writing Goals and objectives; Writing Soap Notes</i>
Monday August 31	Pre-Practicum Meeting Video Review??? <i>Client case history due to supervisor</i>
Wednesday Sept 2	Individual 30-minute planning sessions with supervisor (1:00-4:00) Be prepared with therapy plan ideas for initial session(s)
Monday Sept 7	Campus Closed Labor Day
Wednesday Sept 9	First Day of Clinic <i>Seminar: Severity Levels/Data Collection</i> Cuing and therapy ideas
Monday Sept 14	<i>Seminar</i>
Wednesday Sept 16	
Monday Sept 21	<i>Seminar: Group Treatment; Establish Groups;</i>
Wednesday Sept 23	Initiate Groups
Monday Sept 28	<i>Seminar</i>
Wednesday Sept 30	
Sunday Oct 4	Semester Goals with rationales due by Noon
Monday Oct 5	<i>Seminar:</i>

Wednesday Oct 7	Self Reflections due to Supervisor
Monday Oct 12	Midterm Evaluations
Wednesday Oct 14	Midterm Evaluations
Monday Oct 19	Seminar:
Wednesday Oct 21	
Monday Oct 26	Seminar:
Wednesday Oct 28	
Monday Nov 2	<i>Seminar: Case Presentations (4)</i>
Wednesday Nov 4	<i>Seminar: Case Presentations (4)</i>
Monday Nov 9	<i>Seminar: Review Progress report writing</i>
Wednesday Nov 11	Veterans Day Clinic Closed ASHA
Sunday Nov 16	Initial Drafts of Progress Reports to Peers
November 16	<i>Seminar: Case Presentations (4)</i>
November 18	
Friday Nov 21	Initial Drafts of Progress Reports Due to Supervisors
November 23	<i>Seminar: Case Presentations (4)</i>
November 25	Clinic Closed-Thanksgiving
Sunday November 29	Self Reflections Due to Supervisors
Monday November 30	<i>Seminar: Case Presentations (if needed)</i>
Wednesday Dec 3	Last day of clinic Final Evaluations