

San Jose State University
College of Education
Department of Communicative Disorders and Sciences
EDSP 277

Adult Language
Fall 2015

Course and Contact Information

Instructor:	Carol Zepecki, Ed.D, CCC-SLP
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Office Hours:	Tuesday or Thursday 2:30-3:30 Also by appointment
Class Days/Time:	Tuesday and Thursday 12-3:00 PM
Classroom:	Sweeney Hall Room 230
Prerequisites:	EDSP 177

COURSE WEB PAGE AND MESSAGING

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas learning management system course website at <https://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through Canvas to learn of any updates. For a first-time user of Canvas, the instructions are available at <http://www.sjsu.edu/at/ec/canvas/index.html>.

COURSE DESCRIPTION

This 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.

This section of 277 focuses on providing functional language experiences for adults with social language deficits. Each clinician will be assigned two clients from whom they will write goals, reports and lesson plans. Some lessons will involve the clinician and their two clients in a separate therapy setting. Other lessons may involve clinicians working together with their clients and/or entire group activities.

LEARNING OUTCOMES (Course Learning Outcomes – CLO)

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

CLO 1: 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, providing therapy, and collecting data during therapy. (ASHA Standards III C, IV C, IV d, IV E; Observation)

CLO 2: Complete documentation including weekly lesson plans, daily therapy notes, self-evaluations, initial/final therapy reports, observation reports, and home programs, and report forms (ASHA Standards III C, IV B, IV C, IV D, IV E; Written reports)

CLO 3: 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, and demonstrating the ability to seek information and guidance from peers and the supervisor. (ASHA Standards IV C, IV D, IV E; Documentation and observation.

CLO 4: Make appropriate recommendations for treatment and services based on knowledge of various disabilities and the needs of various ages of clients. (ASHA Standard V-B; Report)

CLO 5: Demonstrate an understanding of, and sensitivity to, multicultural issues when making decisions regarding speech-language diagnosis and treatment in a diverse setting. (ASHA Standard V-B; Reports and observation)

CLO 6: Conduct therapy 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 (ASHA Standard IV C, IV D, IV E; observation and reports)

Textbook – none

Library Liaisons

- Teresa Slobuski - 408-808-2318 Teresa.slslobuski@sjsu.edu
- Emily Chan - 408-808-2044 Emily.chan@sjsu.edu

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>.

COURSE REQUIREMENTS

Student clinicians will:

- Collect and file all appropriate clinic forms.
- Develop goals, create lesson plans and provide therapy to assigned clients.
- Attend and participate in scheduled seminars.
- Complete a report of an observation of clients in a setting outside of the clinic.
- Present their client's case in a role play situation in the class.
- Write comprehensive initial and final therapy reports) in a professional form.
- Follow all clinic rules
- Wear professional attire
- Communicate with other professionals regarding the management of the client.
- Consult with the clinic supervisor before interacting with others regarding the client.
- Utilize a data management system for documentation.
- Report client progress in a SOAP note format.
- Use appropriate instrumentation and evidenced-based practice in treatment

Therapy plans and SOAP notes for the following Tuesday and Thursday must be submitted by Saturday evening prior to the scheduled therapy session. Group lesson plans must be submitted by Thursday evening prior to the lesson.

Evaluations will be completed at mid-semester and at the end of the semester. They will be reviewed and discussed with the supervisor

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."

GRADING POLICY

Student clinicians will be evaluated at the middle and end of the semester through an individual meeting with the supervisor. This meeting will include feedback regarding the student's performance relative to the course competencies and final grade. Breaches of confidentiality will be considered grounds for failure of the clinic, regardless of merit.

Competency ratings will be determined by the rubric of the clinical competency review form based on student work with a focus on the following:

- Timely submission of the assignments.
- Lesson Plans and SOAP notes
 - selection of appropriate objectives stated in measurable terms
 - use of procedures and materials appropriate for attaining stated objectives

- establishing appropriate criterion to measure progress
 - promptness in submitting lesson plans
- Observations of actual work with clients
 - professional manner and behavior
 - opening and closing of sessions
 - therapy materials
 - use of allotted time
 - management of client behavior
 - application of theoretical knowledge to individual client's needs
 - motivation techniques used with client
 - scaffolding instruction
 - attitude and cooperation during therapy and seminar
 - personal characteristics such as professionalism, meeting 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

Note: “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.

Classroom Protocol

Students are expected to complete all assignments on time unless they have spoken to the instructor and a new date has been established. Students must have cell phones turned off during class and clinic sessions.

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](#) 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.” 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.
Instructor will distribute a card at the beginning of the semester to inquire about students' plans to record. Professor will then give permission based on this student request.
- “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](#) 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](#) 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](#) at <http://peerconnections.sjsu.edu> for more information.

COLLEGE AND DEPARTMENT 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 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.

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

	Day and Date	Activity	Assignments	Seminar Topics
1	8/20 Thursday	First official day of class	Review Materials/files	No CLASS
2	8/25 Tuesday	Attend Seminar	Review Materials/files	Requirements of course Client /File review Lesson planning/materials, techniques
3	8/27 Thursday	Attend Seminar	Review files	Writing SOAP's Writing Goals Data Collection
4	9/1 Tuesday	Attend Seminar	Start thinking about goals	Lesson Review/Practice

5	9/3 Thursday	Attend Seminar	Write SOAP after each session	Preliminary Goals Lesson Debrief
6	9/8 Tuesday	1 st day of therapy	Prepare lesson	Review final Goals
7	9/10 Thursday	Therapy	Prepare lesson	Report Writing Rationales
8	9/15 Tuesday	Therapy	Prepare lesson	Pragmatic difficulties Assessing Social Language
9	9/17 Thursday	Therapy	Prepare lesson	Scaffolding skills
10	9/22 Tuesday	Therapy	Prepare lesson Initial therapy report final draft due	Hierarchy of social skills
11	9/24 Thursday	Therapy	Prepare lesson	Therapy ideas /Materials
12	9/29 Tuesday	Therapy	Prepare lesson Final ITR due	Data collection review Use of rubrics
13	10/1 Thursday	Therapy	Prepare lesson	Task Analysis
14	10/6 Tuesday	Therapy	Prepare lesson	Thinking Maps
15	10/8 Thursday	Therapy	Evaluation meetings with instructor Prepare Lesson	Observations at Morgan Center - Discussion
16	10/13 Tuesday	Therapy	Prepare lesson	Theory of Mind
17	10/15 Thursday	Therapy	Evaluation meetings with instructor Prepare lesson	Perspective Taking
18	10/20 Tuesday	Therapy	Prepare lesson	TBD
19	10/22 Thursday	Therapy	Prepare lesson	TBD
20	10/27 Tuesday	Therapy	Prepare lesson	Reflections on what you learned
21	10/29 Thursday	Therapy	Prepare lesson	Review of skills
22	11/3 Tuesday	Therapy	Prepare lesson	Final Therapy Report
23	11/5 Thursday	Therapy	Prepare Lesson	Reporting/conferencing
24	11/10 Tuesday	Therapy	Prepare lesson	Presentation of case

25	11/12 Thursday	Therapy	Prepare lesson	Presentation of case
26	11/17 Tuesday	Therapy	Prepare lesson	Presentation of case
27	11/19 Thursday	Therapy	Prepare lesson Draft of final therapy report due to instructor	Conferencing/IEP
28	11/24 Tuesday	Therapy	Prepare lesson	Conferencing/IEP
29	12/1 Tuesday	Therapy	Prepare lesson	Conferencing/IEP
30	12/3 Thursday	Last Day of Therapy	Final report to client Final evaluations with supervisor	Review of class
31	12/8 Tuesday	Last Day of Class	If needed	