

San José State University
Connie L. Lurie College of Education
Department of Communicative Disorders and Sciences
Advanced Practicum - Speech Language Pathology
EDSP 277, Section 7, Fall 2016

Course and Contact Information

Instructor:	Marianne Rossi, M.A., CCC-SLP License: CA SP19912, ASHA: 14049546
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Email:	marianne.rossi@sjsu.edu
Office Hours:	Wednesdays 3:00pm-4:00pm and by appointment
Class Days/Time:	Wednesdays 4:00pm - 6:45pm
Classroom:	Sweeney Hall, Room 448
Prerequisites:	EDSP 177

Course Description

Supervised clinical experience with children and adults with complex speech and language disorders, leading to independence in administering assessment and therapeutic services.

Information Sharing and Communication

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](http://sjsu.instructure.com) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [MySJSU](http://my.sjsu.edu) at <http://my.sjsu.edu> (or other communication system as indicated by the instructor) to learn of any updates.

For communication needs outside of the clinic and seminar hours, students are expected to email the supervisor. The supervisor will respond to emails within 36 hours unless otherwise stated. Please note that very limited email access and possibly delayed responses should be expected on Wednesdays prior to clinic, Fridays, Saturdays/Sundays, and every day after 5pm.

For clinic related questions that need to be addressed prior to clinic sessions on Wednesdays, you can call or text (preferred) the supervisor.

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)

Required Texts/Readings

No Required Text

Suggested Texts/Readings

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)

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

Student Clinician will:

- *Evaluate and treat assigned clients*
- Write an **Initial Therapy Report** with semester goals
- Submit **Lesson Plans** for each session
- Submit **SOAP Notes** for each session
- Write a **Final Therapy Report**
- Complete two **Self-Reflection Papers**
- Complete one **Non-Clinic Activity** with **Written Summary**

- Complete Initial Therapy Conference and Final Therapy Conference with family/caregivers
- See associated templates posted in Canvas for all assignments
- Review supervisor instructions discussed in class for all assignments
- *Attend and participate in scheduled seminars*
- Present client case to class
- Join supervisor in observation of peers when not providing therapy
- Provide peer feedback on sessions observed
- Review and provide feedback on peers' written work (therapy reports, lesson plans, SOAP notes)
- Refer to Clinic Handbook and Clinic Orientation Notes for professional conduct and clinic rules/expectations
- Refer to Clinic Handbook and Clinic Orientation Notes for policies and procedures regarding student clinician absences
- Refer to Clinic Handbook and Clinic Orientation Notes for policies and procedures regarding filing reports
- Track Clinical Hours: see log provided in Canvas

Assignment Submission Schedule

For all Lesson Plans, SOAP Notes, and Therapy Reports (Initial and Final), each clinician will submit drafts and revisions to their own (clinician's name) folder in Egnyte. After approval for finalization by supervisor, the clinician will move the finalized version of the document into their client's folder in Egnyte.

Lesson Plan Submission Schedule

Due by 4pm on Thursday prior to session
Submitted in Egnyte to corresponding folder
Titled: 9.14.16_CN_LP

SOAP Note Submission Schedule

Due by 10pm on Wednesday of session
Submitted in Egnyte to corresponding folder
Titled: 9.14.16_CN_SOAP

Initial Therapy Report Submission Schedule

Wednesday 9/21 Submit your draft to peer for review
Friday 9/23 Return peer's draft with feedback
Monday 9/26 Submit your reviewed report to instructor

Self-Reflection Paper I

10/12: Due at Midterm Review

Non-Clinic Activity Summary

10/26: Due at Seminar

Self-Reflection Paper II

12/7: Due at Final Review

Final Therapy Report Submission Schedule

Wednesday 11/2: Submit your draft to peer for review

Friday 11/4: Return peer's draft with feedback

Monday 11/7: Submit your reviewed report to instructor

Grading Information

Clinical Practicum Grading Rubric: The Clinical Practicum Grading Rubric was developed for the department of Communication Disorders and Sciences and will be utilized to evaluate course learning objectives. To pass this clinical course you must have an average of "2" or higher in each of the four areas of the rubric (professionalism, intervention, writing conventions, and basic clinical competence). A grade of "B" or higher on the rubric is considered "passing". Line items in which there were insufficient opportunities to exhibit skills will not be included in the calculation and therefore will not be counted against you. Receiving a "1" in any line item at the end of the semester may be grounds for failure. The Clinical Practicum Rubric is provided on Canvas for your review.

Midterm and Final Evaluations: An individual conference will be held between the clinician and the supervisor at mid-term and at the conclusion of the semester. The Clinical Practicum Grading Rubric will be utilized. It must be signed by both the supervisor and the clinician. It is the clinician's responsibility to then place a copy of the final evaluation rubric in the student clinician's file.

Evaluation of all **written work** (Initial and Final Therapy Reports, Lesson Plans, SOAP Notes, Self-Reflections, Non-Clinic Activity Summary) will be based on the following:

- Use of professional language
- Use of organization
- Use of appropriate/accurate terminology
- Use of relevant information
- Use of description and conciseness
- Selection of appropriate objectives
- Statement of objectives in measurable terms
- Selection of procedures and materials appropriate for targeting objectives
- Establishment of appropriate criterion
- Promptness of submission

Evaluation of all **clinical work** (therapy sessions, case management, observations, seminar discussions) will be based on the following:

- Ability to perform in a professional manner
- Ability to build rapport with client
- Ability to open and close sessions
- Ability to use therapy materials effectively
- Ability to maintain a schedule and utilize allotted time
- Ability to use behavior controls during sessions
- Ability to apply theoretical knowledge to client needs
- Ability to motivate client
- Ability to collect data
- Ability to provide recommendations to caregivers/family members

- Demonstration of personal characteristics including; professionalism, timeliness, honesty, communication, **flexibility**, willingness to take input/feedback, willingness to work as a team, ability to work with fellow colleagues
- Contribution of thoughtful and relevant ideas and questions during seminars and open forum discussions

University Policies

Adding and Dropping

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](#). Students should be aware of the current deadlines and penalties for dropping classes ([Late Drop Information](#)). Information about the latest changes and news is available at the [Advising Hub](#).

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. To learn important campus information, view [University Policy S16-15](#) and SJSU current semester's [Policies and Procedures](#). 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 address the issue, it is recommended that the student contact the Department Chair as the next step.

Attendance and Participation

Attendance per se shall not be used as a criterion for grading. However, students are expected to attend all meetings for the courses in which they are enrolled as they are responsible for material discussed therein, and active participation is frequently essential to ensure maximum benefit to all class members. In some cases, attendance is fundamental to course objectives; for example, students may be required to interact with others in the class. Attendance is the responsibility of the student. Participation may be used as a criterion for grading when the parameters and their evaluation are clearly defined in the course syllabus and the percentage of the overall grade is stated. The full policy language can be found at <http://www.sjsu.edu/senate/docs/S15-12.pdf>

Academic Integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy F15-7](#) 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. Visit the [Student Conduct and Ethical Development](#) website for more information.

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](#) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](#) (AEC) to establish a record of their disability.

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.)

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.

Supervisor Role and Commitment to Students

Clinical teaching strategies will be aimed at helping you develop critical thinking and the ability to seek out appropriate resources. You may need more direct guidance initially, but I expect that as you develop more competence, you will require less support from the supervisor. Throughout the semester clinical teaching strategies will include; spoken feedback during sessions, discussion and feedback during meetings, discussion and feedback via email, posing questions for you to consider and answer immediately or later, suggestion to consult with peers, handouts, demonstrations, performance rubrics, self-evaluation, peer feedback, and electronic editing of written reports and notes.

This experience is for you, and it is understood that 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 I will always guide you toward resources and helpful information to address your questions and needs.

From me, you can expect support, respect, honesty, flexibility, and guidance. We never have all of the answers, so we will often find ourselves seeking answers together.

EDSP 277 - Advanced Practicum Course Schedule

This schedule is subject to change with fair notice.

Week	Date	Topics, Assignments, Deadlines
1	8/24	<p><i>Pre-Practicum Meeting I</i></p> <ul style="list-style-type: none"> • Review Syllabus • Clinic Orientation • Client Assignment and File Review • Call/Schedule Clients <p>Read all Documents in “General Clinic Information” File in Canvas Review “Note and Report Templates” File in Canvas Review <i>Clinic Rubric</i> in “Student Clinician Forms” File in Canvas</p>
2	8/31	<p><i>Pre-Practicum Meeting II</i></p> <ul style="list-style-type: none"> • Writing Lesson Plans • Writing Goals/Objectives • Writing SOAP Notes • Writing Therapy/Progress Reports • Present Client Summary • Write Lesson Plan for First Session <p>Complete HIPPA Training/Certification Complete and File Confidentiality Agreement Read <i>SLP Writing Guidelines</i> in “Note and Report Templates” File in Canvas</p>
3	9/7	<p><i>Individual Treatment Sessions Day I</i></p> <p>Seminar/Open-Forum</p> <ul style="list-style-type: none"> • Collecting Baseline Data • Proposed Client Goals
4	9/14	<p><i>Individual Treatment Sessions Day II</i></p> <p>Seminar/Open-Forum</p> <ul style="list-style-type: none"> • Cueing Hierarchy • Therapy Techniques
5	9/21	<p><i>Individual Treatment Sessions Day III</i></p> <p>Seminar/Open-Forum</p> <ul style="list-style-type: none"> • Cueing Hierarchy, cont. • Therapy Techniques, cont. <p>Initial Therapy Report due for Peer Review Initial Therapy Report due to Instructor 9/26 (see submission schedule above)</p>
6	9/28	<p><i>Individual Treatment Sessions Day IV</i></p> <p>Seminar/Open-Forum</p> <ul style="list-style-type: none"> • Considering other Disciplines • Making Referrals • Communicating with other Therapists
7	10/5	<p><i>Individual Treatment Sessions Day V</i></p> <p>Seminar/Open-Forum</p> <ul style="list-style-type: none"> • Counseling and Advocacy • Treating Bilingual Clients

Week	Date	Topics, Assignments, Deadlines
8	10/12	<i>Individual Treatment Sessions Day VI</i> Midterm Evaluation Review Self-Reflection I Due
9	10/19	<i>Individual Treatment Sessions Day VII</i> Seminar/Open-Forum <ul style="list-style-type: none"> • Generalization/Carryover of Skills • Other Agencies: IFSP's and IEP's
10	10/26	<i>Individual Treatment Sessions Day VIII</i> Seminar/Open-Forum <ul style="list-style-type: none"> • Autism Non-Clinic Activity Summary Due
11	11/2	<i>Individual Treatment Sessions Day IX</i> Seminar/Open-Forum <ul style="list-style-type: none"> • Professional Writing Skills • Reviewing Reports and Consulting with Caregivers Final Therapy Report due for Peer Review Final Therapy Report due to Instructor 11/7 (see submission schedule above)
12	11/9	<i>Individual Treatment Sessions Day X</i> Case Presentations I
13	11/16	<i>Individual Treatment Sessions Day XI</i> Case Presentations II
14	11/23	No Class
15	11/30	<i>Individual Treatment Sessions Day XII</i> Review Final Therapy Report with Client
16	12/7	Final Evaluation Review Self-Reflection II Due
Final	12/14	Time and Location TBD

Therapy Session Schedule

Clinician	Time
A, B, C, D	4:00-4:50pm Therapy
E, F, G	5:00-5:50pm Therapy
All	6:00-6:45pm Seminar

Therapy Rooms: 117A, 117B, 117C, 117G