

**San José State University**  
**Connie L. Lurie College of Education**  
**Communicative Disorders & Sciences**  
**AAC Assessment and Treatment Clinical Practicum**  
**EDSP Special Session, Fall, 2016**

**Course and Contact Information**

<b>Instructor:</b>	Dana Albrecht, M.S. CCC-SLP, Lic. # SP15865, ASHA #12073908
<b>Office Location:</b>	Sweeny Hall 118E
<b>Telephone:</b>	(408) 621-7395 (may text or call)
<b>Email:</b>	Dana.albrecht@sjsu.edu
<b>Office Hours:</b>	Tuesdays 3-3:45 PM, Thursdays 12:00 to 1:30 PM, Fridays 12:00-12:45 PM Also available by appointment
<b>Class Days/Time:</b>	Thursday 2:00 to 7:00 PM
<b>Classroom:</b>	Sweeny Hall, KACCD; SH 234
<b>Prerequisites:</b>	Acceptance into the Project AACES – Augmentative and Alternative Communication in Educational Settings Grant.

**MYSJSU Messaging and Electronic Files**

You are responsible for regularly checking your @sjsu.edu email and with the messaging system through [MySJSU](http://my.sjsu.edu) at <http://my.sjsu.edu> for clinic and course correspondence. We will be using the clinic's secure file sharing system, [Egnyte](https://mmcollum.egnyte.com), which can be accessed at <https://mmcollum.egnyte.com>. You will be provided a log in and password by the clinic director. Egnyte will be used to share Protected Health Information (PHI). Non-PHI files will be shared in Google Drive.

**Course Format:** On-campus Clinical Practicum with direct supervision

**Project Description**

The purpose of **Project AACES – Augmentative and Alternative Communication in Educational Settings** is to prepare high quality personnel to serve children with severe communication disorders who use AAC and their families. The project is to improve the quality and increase the number of credentialed and certified personnel to deliver speech-language services to children (birth through high school) with severe communication disorders in urban multicultural school districts.

**Course Goals**

Student clinician will conduct supervised assessments and treatment of children and/or adults with severe communication disorders who currently or would benefit from the use of Augmentative and Alternative Communication (AAC). Students will plan and execute a complete evaluation of a child and/or adult with complex communication needs, conduct clinical trials with appropriate communication systems, and provide an assessment report and recommendations following the Medicare model requirements as established by the Regional Medical Review Policy (RMRP). Students will construct goals which incorporate all 4 domains of AAC competency, plan and execute weekly AAC intervention with a child or adult or group of clients with complex communication needs, discuss objectives and outcomes in SOAP formats, and provide a progress report with recommendations for future treatment.

Although Project AACES was constructed with children in mind, as part of preparing you to be well-rounded clinicians, you may be assigned to adult clients through the Kay Armstead Center for Communicative Disorders.

### Course Learning Outcomes (CLO)

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

1. Determine the current communication impairment; sensory-perceptual skills; motor skills; language skills; communication skills; cognitive skills; daily functional communication needs; and the ability to meet communication needs without the use of a speech generating device (SGD) or AAC system. Document findings in therapy notes and Speech Generating Device Request report.
2. Provide a rationale for device selection including: necessary features, results of clinical trials, a list of the recommended system and accessories, client and caregiver support for use of AAC, a physician involvement statement (if requesting public or private medical funding) and a statement of functional benefit of an upgrade (if a speech generating device is already in use). Document findings in Speech Generating Device Request report.
3. Develop a treatment plan for use of the communication system including functional immediate, short, and long-term communication goals. Document plan in Speech Generating Device Request report.
4. Demonstrate the ability to accurately *observe and assess* communicative behavior including: selecting appropriate diagnostic tools for each client; administering and scoring test instruments used, objectively and accurately observing client's behavior; and formulating appropriate recommendations based on assessment results. Evidence of accurate observations and assessment of behaviors will be evidenced in SOAP therapy notes, group and 1:1 discussion with the supervisor, and in the Speech Generating Device Request report.
5. Compose and submit a professionally written, comprehensive AAC Assessment Report and/or Speech Generating Device Request report which follows the Medicare model requirements as established by the Regional Medical Review Policy (RMRP) and gather necessary funding documents.

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

6. Determine appropriate objectives in each of the AAC competency domains: operational, strategic, linguistic, and social-functional as demonstrated in therapy treatment plans, weekly plans, SOAP documentation, and Progress Report.
7. Demonstrate competency in operation and programming of the AAC system(s) and accessories (switches, mounts, etc.) used by the person with complex communication needs (CCN) including use of aided language stimulation as observed by the supervisor in each therapy session.
8. Demonstrate the ability to accurately *observe and respond appropriately* to communicative behaviors which are aided or unaided, to make adjustments to access methods and feedback, and to adjust to client's dynamic sensory, motor, and attention needs as observed by the supervisor in each therapy session.
9. Demonstrate proficiency in oral and/or written explanations of intervention strategies, intervention targets/objectives, and device programming and maintenance to caregivers (and clients when appropriate) as observed by the supervisor in each therapy session and documents provided to clients (Progress Report, 'How To' documents, homework requests, etc.).
10. Provide a professionally written, succinct and accurate Progress Report which discusses current skills in each domain of AAC competency as well as progress towards goals. Recommendations for future services including goals which also cover the 4 domains will also be required.

Upon successful completion of both the assessment and treatment portions of this course, students will be able to:

11. Demonstrate the ability to conduct *therapy* of the assigned clients who exhibits complex communication needs in the Center including: establishing and maintaining a positive clinician/client interaction; writing session objectives which are performance, condition and criterion based, using therapeutic techniques and materials appropriate to the objectives; selecting and using therapy materials and reinforcers which are motivating and stimulating to the client. This will be demonstrated during assessment sessions in the KACCD clinic.
12. Demonstrate appropriate use of *Universal Precautions* procedures to prevent the transmission of blood borne pathogens during all clinical sessions.
13. Demonstrate an understanding of, and sensitivity to, *multicultural issues* when making decisions regarding speech-language diagnosis and treatment in a diverse society during clinical sessions, during class and individual discussions with the supervisor, and as evidenced in the Speech Generating Device Request and Final Therapy Reports.
14. Demonstrate proficiency and efficiency in the completion and filing of all clinic documentation according to clinic procedures in a timely manner including: written weekly chronology forms, Lesson Plans, Subjective observations, Objective data, outcome Assessment, and Plans for each session, clinic forms, and concluding reports.
15. Objectively evaluate personal skills as a clinician.
16. Conduct written and verbal correspondence with clients and/or caregivers and other professionals in a clear and appropriate manner.

## **Required Texts/Readings**

### **Textbook**

Beukelman, D. & Mirinda, P. (2012). *Augmentative and Alternative Communication: Supporting Children and Adults with Complex Communication Needs* (4th Ed.). Baltimore, MD: Paul H. Brookes Co

### **Suggested Readings**

Soto, G. & Zangari, C. (2009). *Practically Speaking: Language, Literacy, and Academic Development for Students with AAC Needs*. Baltimore, MD: Paul H. Brookes Co.

Roman-Lantzy, C. (2008). *Cortical Visual Impairment: An Approach to Assessment and Intervention*. New York, NY.

### **Other Readings**

Articles and other documents which pertain to assigned clients will be used throughout the semester. They will be made available via Canvas and/or Google Drive.

### **Other technology requirements / equipment / material**

Equipment necessary for the completion of client assessments will be made available in the AAC lab in 113N or on loan from the applicable vendors. Computer access for the purpose of word processing will be required for writing and compiling necessary paperwork for request for funding of a speech generating device. Some software necessary to program and customize devices are only available for PC computers; however, there is a PC in the AAC lab which is available for your use to do such tasks. Many applications useful and sometimes necessary for AAC assessments are available for iPad technology and will be utilized within this clinic. You may utilize the iPad(s) available in the AAC lab

or another source. It is not required have access to your own iPad or PC, but you will need to know how to utilize the hardware and software necessary to complete your assessments.

### Course Requirements and Assignments

1. **Seminars** are to help guide you through the clinical processes and to answer any questions or concerns that may arise. Seminars will occur before and/or after scheduled sessions depending on client scheduling. Attendance is mandatory unless you have a valid reason such as illness.
2. **Peer assistance and observations:** You will be assigned a peer clinician to assist and observe in their evaluation (s) and treatment sessions.
3. **Collect and file all clinic forms** completed by your client(s)/caregiver(s). **Record each contact** (session, phone, email) with your client throughout the semester in the client file.
4. **Assessment Plan:** Develop an Assessment Plan for your assessment client prior to the first session. This Plan should span the 5 weeks of sessions, demonstrating a clear understanding of what information must be gathered, with a tentative timeline.
5. **Conduct assessment sessions** with a client with Complex Communication Needs. The number of sessions will be dependent upon the needs of your client but is generally 5 sessions of 90 minutes.
6. **Treatment Plan:** Develop a Treatment Plan of 2 to 4 semester-long objectives per client. The plan must also include potential tools and systems to help maintain attention, understanding of tasks, compliance, and motivation. If your Plan does not cover all four AAC competency areas (operational, strategic, linguistic, social-functional), please provide a suggested goal for those areas as well; however, you will not be responsible for providing intervention which targets the suggested goal(s).
7. **Conduct 12 treatment sessions with client(s)** with Complex Communication Needs. Each session is 75 minutes. You may structure your sessions as you wish, but some portion must include caregiver training and education.
8. **SOAP Notes** must be submitted for each treatment and assessment session (due: **Monday following the session by 11:59 PM via Egnyte**)
9. **Self-evaluation:** During the semester, you will provide 3 self-evaluations as part of your learning process. Self-evaluations will be due via e-mail as stated on the AAC Clinic Schedule.
10. **Peer Feedback:** You will be required to provide feedback to your peer(s) based on your observations. For each Feedback assignment, you will be asked to provide one suggestion and one positive comment to your peer. Be respectful and supportive. Peer feedback will be due via e-mail as stated on the AAC Clinic Schedule. Verbal peer feedback is encouraged throughout the semester.
11. **Comprehensive Assessment Report:** For your assessment client, provide an assessment report and recommendations following the Medicare model requirements as established by the Regional Medical Review Policy (RMRP) following the template provided by the supervisor.
12. **Prepared funding packet:** Provide your client/caregivers a completed packet and instructions for the funding process. Each manufactures' requirements and funding case is different, therefore seek supervisor guidance.
13. **Final Therapy Report:** For your treatment client(s), provide a progress report which discusses semester goals, progress and recommendations. All areas of AAC competency must be addressed (operational, linguistic, strategic, social-functional).
14. **Client conference:** You will conduct a client/caregiver conference as part of your first and last sessions at minimum. You may need to conduct interviews throughout the assessment process as well. For the assessment portion of this clinic, the initial conference will involve gathering necessary information for your client's evaluation. The final conferences with both your assessment client and treatment client(s) will involve presenting your report and recommendations. You must also provide funding information for your assessment clients.
15. **ASHA hours:** You are responsible for tracking your hours as per ASHA requirements. You may use the Clinician Hours Worksheet or a record-keeping system of your own, whichever will help you maintain accurate records. 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.

## American Speech-Language and Hearing Association (ASHA) Standards

Please refer to the American Speech-Language and Hearing Association [2014 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology](#) revised March 1, 2016 for further details. Standards retrieved on 8/17/16 from <http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/>.

This course is intended to provide opportunity to demonstrate the following ASHA Standards (2014) to apply for Certification of Clinical Competence:

1. [Standard IV-B](#): "...demonstrated knowledge of basic human communication and swallowing processes... ability to integrate information pertaining to normal and abnormal human development across the life span.
2. [Standard IV-C](#): "...demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates..."
3. [Standard IV-D](#): "...demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates."
4. [Standard IV-E](#): "...demonstrated knowledge of standards of ethical conduct...the principles and rules of the current ASHA Code of Ethics."
5. [Standard IV-F](#): "...demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice."
6. [Standard V-A](#): "...demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice. ...demonstrated the ability to write and comprehend technical reports, diagnostic and treatment reports, treatment plans, and professional correspondence in English."
7. [Standard V-B](#): "... completed a program of study that included experiences sufficient in breadth and depth to achieve the following skills outcomes:
  - a. Evaluation:
    - i. Conduct screening and prevention procedures (including prevention activities).
    - ii. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals.
    - iii. Select and administer appropriate evaluation procedures, such as behavioral observations, non-standardized and standardized tests, and instrumental procedures.
    - iv. Adapt evaluation procedures to meet client/patient needs.
    - v. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.
    - vi. Complete administrative and reporting functions necessary to support evaluation.
    - vii. Refer clients/patients for appropriate services.
  - b. Intervention
    - i. 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.
    - ii. Implement intervention plans (involve clients/patients and relevant others in the intervention process).
    - iii. Select or develop and use appropriate materials and instrumentation for prevention and intervention.
    - iv. Measure and evaluate clients'/patients' performance and progress.
    - v. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.
    - vi. Complete administrative and reporting functions necessary to support intervention.
    - vii. Identify and refer clients/patients for services as appropriate.
  - c. Interaction and Personal Qualities
    - i. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.
    - ii. Collaborate with other professionals in case management.

- iii. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.
  - iv. Adhere to the ASHA Code of Ethics and behave professionally.
8. **Standard V-C:** "...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."
  9. **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."
  10. **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.

### Grading Information

- **Clinical Practicum Grading Rubric:** The Clinical Practicum Grading Rubric was developed for the department of Communication Disorders and Sciences 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 4 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 not count 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 as an addendum to this syllabus and on the KACCD website.
- At midterm, if a line item on the Clinical Competency rubric is 2 or lower, an action plan will be developed in conjunction with the Clinic Supervisor and AACES Project Director. Failure to achieve the items on the action plan will result in a grade of B- or lower.
- A final grade of B- or lower is grounds for consideration of termination of participation in Project AACES. Hours accumulated will not be counted towards ASHA certification.
- **Attendance is required to meet clinical practicum expectations.** See Clinic Handbook for further information.
- **Late or missing assignments** will be accounted for in the Rubric in the Basic Clinician Competencies section. As a clinician, it is expected that ALL clinical documentation is completed and filed electronically and/or in the client file as applies. Incomplete client files may result in course failure.
- **Participation** in class discussions is required to collaborate and to demonstrate professionalism as included in the rubric. Furthermore, via class and individual discussions, you will be demonstrating the theoretical knowledge and to provide rationales for clinical decisions. Participation is reflected upon in the rubric in various line items.

### Final Examination or Evaluation

- **Midterm evaluation:** An individual conference will be held between the supervisor and student clinician mid-term to discuss present strengths and areas to be addressed. The Clinical Practicum Grading Rubric will be utilized.
- **Final evaluation:** A final individual conference will be held at the conclusion of the semester. The Clinical Practicum Grading Rubric will be utilized and turned in to the department to be placed in your student file. Both the supervisor and student clinician must sign the final rubric.

### Determination of Grades

- Per the grading rubric, the following grades are applied to the defined rubric average scores:

A+ = > 5.9	A = > 4.9	A- = > 3.9
B+ = > 3.5	B = > 2.2	B- = > 2 repeat clinic
C = > 1.5 repeat clinic	D = > 1.25 repeat clinic	F = < 1.25 repeat clinic

- **Remediation activities:** If student performance for one or more specific knowledge/skill area is below expectations, the supervisor/instructor may require remediation and implement strategies that may include, but are not limited to, the following: 1) Providing oral explanations of content material, 2) Redoing all or part of academic/clinical projects, 3) Completing directed readings, 4) Viewing supplemental videos, 5) 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.
- **Extra credit is not offered.** With the assumption that most students have an end goal of ASHA certification, completing remediation activities which address skills required for ASHA certification are expected when requested as stated above without additional credit offered.

### Classroom and Clinic Protocol

In addition to the Course and Clinic Requirements listed above:

1. Be respectful and use the Golden Rule (respect others as you wish to be treated). This course is designed so that you can all learn from and support each other.
2. Seek guidance and assistance when necessary. Questions which demonstrate forethought are highly encouraged.
3. When attending seminar, providing treatment, or observing, be professional: be on time, be prepared, and excuse yourself and return quietly as needed. Snacking during seminar and in the observation room is permissible to maintain your comfort and therefore attentiveness given the lengthy practicum schedule.
4. Materials, equipment, and programming necessary for your session should be ready prior to start of class on Thursdays. Let me know with sufficient notice if you need a specific piece of equipment so that I may attempt to locate one for you.
5. You may have your phone with you in the therapy room if used professionally. For example, if your supervisor is not directly observing you at the moment and your request for assistance via the observation cameras is not heard, you may text your supervisor versus looking out the door (remember you cannot leave your client unattended). Additionally, you may use it as a timer for timed trials. Do not use your phone as part of the therapy materials unless prior approval from your supervisor is granted. Personal or non-clinic related communication during therapy sessions via your phone is not permitted. Please silence your phone during sessions, seminar, and observations. Being distracted by your phone may impact your rubric scores for professionalism and active listening.
6. *Interactions with 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.
7. Student clinicians are expected to strictly follow all rules of the center.
  - a. Appropriate professional dress is required. 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.
  - b. Please refer to your Clinic Handbook for additional and more detailed policies and procedures regarding student clinician absences, documentation, universal precautions, etc.
8. *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.
  - a. Notify your client or caregiver of the cancellation. Make sure you have *access* to your client's phone number so you can contact him/her if you must cancel a session on short notice.
  - b. Notify your supervisor ASAP by phone, voicemail, email or message that the session has been cancelled and the reason.
  - c. Notify your supervisor once your client confirmed cancellation/was reached.
  - d. Notify the supervisor of any client absences during our weekly meeting. Please log all absences.
9. **Remain professional.** This includes but is not limited to: punctual, prepared, respectful, inquisitive, and flexible.

## **University Policies**

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>”

## AAC Advanced Assessment Practicum, Fall 2015, Course Schedule

*Schedule is subject to change with fair notice via e-mail.*

**SOAPs due the Monday following the session by 11:59 PM via Egnyte**

### Course Schedule

DATE	Seminar	Clinics	Assignments due by 11:59 PM*
8/25/16	2:00-5:00 Syllabus; Goal Writing; Assessment timeline; Scheduling; Client Files		8/29/16: Self-Evaluation 1: What do you want to get out of the AACES experience and what do you bring with you that will be an asset. 8/31/16: Assessment Plan (Ax 1, 2, 3)
9/1/16	2:00-5:00 AAC Lab; Assessment plans; Communication SamplingTx goals (writing and reviewing)		
9/8/16	6:00-7:00	Ax 1, 2 1:30-3:00 Ax 3 2:00-3:30 Tx 1G, 2I 3:30-4:45 Tx 3G, 4I 4:45-6:00	9/13/16: Proposed Tx Goals
9/15/16	6:00-7:00 Tx Goals	Ax 1, 2 1:30-3:00 Ax 3 2:00-3:30 Tx 1G, 2I 3:30-4:45 Tx 3G, 4I 4:45-6:00	
9/22/16	6:00-7:00	Ax 1, 2 1:30-3:00 Ax 3 2:00-3:30 Tx 1G, 2I 3:30-4:45 Tx 3G, 4I 4:45-6:00	9/27/16 Final Tx Goals and
9/29/16	6:00-7:00	Ax 1, 2 1:30-3:00 Ax 3 2:00-3:30 Tx 1G, 2I 3:30-4:45 Tx 3G, 4I 4:45-6:00	
10/6/16	6:00-7:00	Ax 1, 2 1:30-3:00 Ax 3 2:00-3:30 Tx 1G, 2I 3:30-4:45 Tx 3G, 4I 4:45-6:00	10/12/16: Assessment Plan (Ax 4, 5, 6) 10/9/16: Completed Assessment Reports (Ax1, 2, 3)
10/13/16	6:00-7:00 Assessment plans	Ax 1, 2 1:30-3:00 Ax 3 2:00-3:30 Tx 1G, 2I 3:30-4:45 Tx 3G, 4I 4:45-6:00	10/17/15: Self-Evaluation 2 and Peer Feedback

10/20/16	6:00-7:00	Ax 4, 5 1:30-3:00 Ax 6 2:00-3:30 Tx 1G, 2I 3:30-4:45 Tx 3G, 4I 4:45-6:00	
10/27/16	6:00-7:00	Ax 4, 5 1:30-3:00 Ax 6 2:00-3:30 Tx 1G, 2I 3:30-4:45 Tx 3G, 4I 4:45-6:00	
11/3/16	6:00-7:00	Ax 4, 5 1:30-3:00 Ax 6 2:00-3:30 Tx 1G, 2I 3:30-4:45 Tx 3G, 4I 4:45-6:00	
11/10/16	6:00-7:00	Ax 4, 5 1:30-3:00 Ax 6 2:00-3:30 Tx 1G, 2I 3:30-4:45 Tx 3G, 4I 4:45-6:00	
11/17/16	6:00-7:00	Ax 4, 5 1:30-3:00 Ax 6 2:00-3:30 Tx 1G, 2I 3:30-4:45 Tx 3G, 4I 4:45-6:00	11/20/16 Completed Assessment Reports (Ax 4, 5, 6) 11/23/16 Final Therapy Report
11/24/16	HOLIDAY	HOLIDAY	
12/1/16	6:00-7:00	Ax 4, 5 1:30-3:00 Ax 6 2:00-3:30 Tx 1G, 2I 3:30-4:45 Tx 3G, 4I 4:45-6:00	12/5/16: Peer feedback and Self Evaluation 3 (Did you accomplish what you wanted this clinic? What do you want to focus on in the future?)
12/8/16	2:00 Conferences		

The following portions of your Speech Generating Device Request report are **due the Tuesday following the assessment session** with the exception of the **Completed Report which is due the Sunday following your last session** to allow sufficient time to be reviewed and edited by your supervisor. Refer to your Report Template for further details as to what each section is to include.

1 <sup>st</sup> Ax Session	Identifying info; Daily communication needs A and B; Family/Caregiver support; physician statement; SLP statement.
2 <sup>nd</sup> Ax Session	Comprehensive assessment (hearing, vision, physical/motor, speech, language, cognition). More session time may be required to complete the Functional Communication portion.
3 <sup>rd</sup> Ax session	Functional goals; General Features
4 <sup>th</sup> Ax Session	Recommended Device/Accessory Codes; Trials of devices ruled out thus far
5 <sup>th</sup> Ax Session	All remaining sections (trials, recommended device and accessories) <b>Completed reports are due the SUNDAY following your last Session</b>