

San Jose State University
Communicative Disorders and Sciences
EDSP 277: Advanced Practicum in Speech Pathology
Section 3 - Adult Language, Fall 2016

Course and Contact Information

Instructor:	Dr. Carol Zepecki, CCC-SLP
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Office Hours:	Tuesday 3-4 pm and Wednesday 5-7 pm
Class Days/Time:	Tuesday 12:00 – 2:45 pm
Classroom:	Room 449 Sweeney Hall
Prerequisites:	EDSP 177

Course Format

This course involves students in direct work with clients in the therapy rooms in Sweeney Hall and seminar work to develop clinical skills.

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the [Canvas Learning Management System course login website](https://sjsu.instructure.com) at <https://sjsu.instructure.com>. Students 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.

Course Description

This course is designed to involve the student clinician in a supervised clinical experience by providing services to adults displaying complex speech and language disorders. The student should become independent in the analysis of these diagnostic and therapeutic services and dynamic evaluations.

This section of EDSP 277 focuses on providing functional language experiences for adults with social language deficits. Each clinician will be assigned client/clients from whom they will write goals, reports and lesson plans. Some lessons will involve the clinician and their 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:

1. Demonstrate professionalism in spoken and written communications collaboration, counseling, conduct, appearance and demeanor. (ASHA Standard V-A)
2. Demonstrate an understanding of the ASHA Code of Ethics and adherence to these standards. (ASHA Standard IV-E)
3. Develop intervention plans with appropriate measurable and achievable goals to meet the client's needs based on theoretical knowledge, information gathered, data collected, and behavioral observations in collaboration with clients/caregivers. (ASHA Standards IVA-D, IV-F, V-B)
4. 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 IVA-D, V-B)
5. 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 IV-D, V-A, V-B)
6. 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-E, V-B)
7. Make appropriate recommendations for treatment and services based on knowledge of various disabilities, a review of research and evidence-based practice, and the needs of clients of various ages, cultures and needs. (ASHA Standard IV-D, IV-F, IV-G, V-A, V-B)
8. 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)
9. 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 B-D, V-B)

ASHA STANDARDS

This course meets the following Standards for the Certification of Clinical Competence: (2016)

- **Standard IV-A:** The applicant must have demonstrated knowledge of the biological sciences, physical sciences, statistics, and the social/behavioral sciences (CLO 3, 4)
- **Standard IV-B:** The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the lifespan. (CLO 3, 4, 9)

- **Standard IV-C:** The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas of study (1) articulation, (2) fluency, (3) voice and resonance, (4) receptive and expressive language in speaking, listening, reading and writing, (5) hearing and the impact on speech and language, (6) swallowing, (7) cognitive aspects of communication, (8) social aspects of communication, (augmentative and alternative communication modalities. (CLO 3, 4, 6, 9)
- **Standard IV-D:** The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in nine areas of study. (CLO 3, 4, 5, 6, 7, 9)
- **Standard IV-E:** The applicant must have demonstrated knowledge of standards of ethical conduct. (CLO 2, 6)
- **Standard IV-F:** The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice. (CLO 3, 7)
- **Standard IV-G:** The applicant must have demonstrated knowledge of contemporary professional issues. (CLO 7)
- **Standard V-A:** The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice. (CLO-1, 5, 7)
- **Standard V-B:** The applicant for certification must have completed a program of study that includes experiences sufficient in breadth and depth to achieve the following skills outcomes: evaluation, intervention, interaction and personal qualities. (CLO 3, 4, 5, 6, 7, 8, 9)

Textbook

None

Library Liaison and Additional Support

Suzie Bahmanyar's email address: suzie.bahmanyar@sjsu.edu

Additional Support

- [SJSU Accessible Education Center](http://www.sjsu.edu/aec/): <http://www.sjsu.edu/aec/>
- [King Library: Communicative Disorders and Sciences Services](http://libguides.sjsu.edu/CDS): <http://libguides.sjsu.edu/CDS>
- [Writing Center](http://www.sjsu.edu/writingcenter/): <http://www.sjsu.edu/writingcenter/>
- [Counseling and Psychological Services](http://www.sjsu.edu/counseling): <http://www.sjsu.edu/counseling>
- [Peer Connections](http://peerconnections.sjsu.edu): <http://peerconnections.sjsu.edu>

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 from Credit Hour link on [Fall 2016 policies and procedures page](http://info.sjsu.edu/static/catalog/policies.html) at <http://info.sjsu.edu/static/catalog/policies.html>. This list consists of policies and procedures related to students.

That is, expect to work six additional hours outside the classroom each week for a three-unit course.

Assignments. See the attached Course Calendar for additional dates and information:

- 1. Goals and Objectives:** Students will administer informal and formal trials and tasks and develop baseline goals in the first two weeks of therapy and establish final goals and objectives for their clients by the third session of therapy. (CLO 1, 3, 5, 7, 8)
- 2. SOAP notes:** Students will submit SOAP notes into **Egnyte by 5:00 on Friday evening** following therapy. SOAP notes will include an analysis of client progress and data on goals and objectives, an assessment of progress or lack thereof, and a plan for further refinement of skills. (CLO 5, 7, 9)
- 3. Lesson plans:** Students will submit lesson plans into Egnyte by 5:00 on Friday evening. Lesson Plans will include the goals and objectives, activities, therapy materials, strategies used and method of data collection for the next therapy session. (CLO 4, 5, 7, 9)
- 4. Treatment:** Students will treat clients 50-90 minutes per week based on student goals and will collect data during therapy. (CLO 4, 9)
- 5. Reports:** Students will write both initial and final therapy reports and will utilize appropriate professional language and form. The initial report will include a research-based rationale for therapy and an explanation of the alignment with that rationale with the client's goals. (CLO 1, 5, 7)
- 6. Reflections:** Students will include a reflection of their therapy in each SOAP note. The reflection will include a brief statement of what they learned about the client or the techniques used, and how they might alter that in the future. (CLO 6, 7)
- 7. Presentation:** Students will present a brief summary to the class in the last three sessions. This summary will follow a template provided by the instructor and include information about their client and what they have learned in therapy. (CLO 2, 6, 7, 8, 9)
- 8. Non-clinic Activity:** Students will visit one location outside the clinic that will provide further information about the client. Students will reflect on this visit in a 1-2 page paper. (CLO 1, 2, 6, 8)
- 9. Group Therapy:** Each student will facilitate two therapy sessions involving the clinicians and clients of the Adult Language group. (CLO 1, 4, 6, 9)
- 10. Peer Review/Collaboration:** Students will observe other student colleagues and write comments regarding the therapy sessions of the other students, and participate in the therapy sessions of other clients when appropriate. (CLO 6)
- 11. Seminars:** Students will participate in weekly seminars involving discussions of research, information about skill development, and other topics related to evaluation, intervention and treatment. (CLO 1-9)

12. Management Tasks: Students will contact their clients, collect and file appropriate forms, maintain confidentiality, discuss concerns with the clinic supervisor and follow all clinic rules. **(CLO 5)**

Mid-term Exam

Students will participate in a mid-term clinical competency review with their supervisor. Progress will be reviewed according to a designated rubric.

Final Exam

Students will participate in a final clinical competency review with their supervisor. Progress will be reviewed according to a designated rubric.

Grading Information: Determination of Grades

The final grade is reflected in a numerical and letter grade on the Clinical Competency Rubric. 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 in the clinical competency rubric. Competency ratings will be based on student work with a focus on the timely submission of the assignments, selection of appropriate objectives stated in measurable terms, use of procedures and materials appropriate for attaining stated objectives, choice of therapy materials, rapport with clients, data collection, and other indicators in the rubric.

Grade Appeals

The instructor welcomes appeals to any grade. Grade appeals must be a written argument substantiated with evidence and citations (if necessary). Grade appeals are due one week from when the assignment is returned.

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.

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.

Assignment Due Dates: All assignments are due on the dates listed.

Attendance/Participation: Students are expected to attend all scheduled classes. The instructor should be notified of upcoming excused absences. Students will be expected to demonstrate collegiality, verbal problem solving, critical thinking, and active participation in class discussions.

Writing Requirements: Students should adhere to professional standards in all written work.

Consent for Recording of Class and Public Sharing of Instructor Material: 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.

Students are welcome to audiotape any class after first having announced that an audio recording is being made at the beginning of each class. Audio recordings are for a student's own private review. Students do not have the right to reproduce or distribute audio recordings without written permission from the instructor and every other student who was present when the audio recording was made. Course materials shared by the instructor are his intellectual property (unless otherwise designated) and cannot be shared publicly without his written permission. 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.

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/>

College and Department Policies

Vision Statement

The faculty of the College of Education at San José 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 circumstances.

Mission Statement - College of Education

The mission of the Connie L. Lurie College of Education at San José State University is to prepare educators who have the knowledge, skills, dispositions and ethics that ensure equity and excellence for students in a culturally 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 (CDS) 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.

HIPAA

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 Chair of the Communicative Disorders & Sciences Department for disciplinary action.**

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.

EDSP 277-Fall 2016, Course Schedule- Tuesday class

Schedule is tentative, and subject to change with advance notice in class and/or via course website.

	Date	Activity	Seminar Topics	Assignments
1	8/30	First day of class	Requirements of course Client /File review Lesson planning/materials, techniques	Think about goals Prepare lesson plan Ideas for lessons
2	9/6	Attend Seminar	Writing SOAP's Writing Goals Data Collection Set calendar for group lessons	Prepare SOAP/Lesson Plan Plan non-clinic visit
3	9/13	First Day of Clinic	Discuss <ul style="list-style-type: none"> • Preliminary Goals • Lesson Debrief • Assessing skills • Lesson ideas 	Work on goals SOAP/Lesson Plan
4	9/20	Therapy	Direct instruction Scaffolding	Finalize goals SOAP/Lesson Plan
5	9/27	Therapy	Data Collection - Rubrics Report Writing Rationales Final goals and objectives due	SOAP/Lesson Plan Finish ITR
6	10/4	Therapy	Teaching ideas ITR due	SOAP/Lesson Plan
7	10/11	Therapy	Social Skills	SOAP/Lesson Plan Self-rating on rubric
8	10/18	Therapy	Asperger Syndrome Mid-term review	SOAP/Lesson Plan
9	10/25	Therapy	Behavior Mapping	SOAP/Lesson Plan Write-up for non-clinic activity
10	11/1	Therapy	Social Thinking Perspective Taking Non-clinic activity write-up due	SOAP/Lesson Plan
11	11/8	Therapy	Thinking Maps Pragmatic Language	SOAP/Lesson Plan
12	11/15	Therapy	Discussion of data collection for final goals	SOAP/Lesson Plan
13	11/22	Therapy	Review of report Recommendations	SOAP/Lesson Plan Final Report
14	11/29	Therapy	Final Report due	SOAP/Lesson Plan
15	12/6	Therapy	Last Day of Clinic	Self-rating final review
16	Final	TBD	Final Clinical Competency Review	