

**San José State University**  
**College of Education**  
**Department of Communicative Disorders & Sciences**  
**EDSP 177 Sec 3**  
**Practicum in Speech Pathology**  
**Fall 2016**

## **Course and Contact Information**

Instructor:	Alissa M. Tone
Office Location:	Sweeney Hall 118E
Telephone:	(408) 314-7279 (may text or call)
Email:	alissa.tone@sjsu.edu
Office Hours:	By appointment only
Class Days/Time:	Thursdays 4:00 – 6:45 PM
Classroom:	Sweeney Hall 332
Prerequisites:	EDSP 112, EDSP 120 and EDSP 125 or instructor consent.

## **Course Description**

This course provides supervised clinical experience with children and adults who have speech and language disorders whom are clients of the Kay Armstead Center for Communicative Disorders (KACCD). It is intended to develop beginning clinical and professional skills including: developing goals and objectives, preparing lesson plans, developing and implementing therapy activities, collecting and analyzing data, completing documentation, conducting client conferences, writing reports with recommendations, maintaining professionalism and ethics, and participating in group discussions and peer feedback to further knowledge and skills.

## **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)(2016)

**Standard IV-A:** The applicant must have demonstrated knowledge of the

NOTE: "ASHA Standards" refer to the 2016 Standards for the Certificate of Clinical Competence in Speech-Language Pathology. The ASHA Certification Standards can be

found at:

<http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/>

## 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)

## **Required Texts/Readings**

### **Textbooks**

There are no required texts. Suggested texts include those from coursework which pertain to your client(s) and the following:

1. Roth, F. and Worthington, C. (2015), Treatment Resource Manual for Speech Language Pathology—5th edition, Clifton Park, NY: Cengage Learning (ISBN-10: 1-285-85115-3).
2. Shipley, K. and McAfee, J. (2015), Assessment in Speech-Language Pathology: A Resource Manual—5th edition, Clifton Park, NY: Delmar Cengage Learning (ISBN-10: 1-285-19805-0).
3. Paul, R. and Norbury, C. (2012), Language Disorders from Infancy through Adolescence: Listening, Speaking, Reading, Writing, and Communicating, 4e 4th edition, St. Louis, MO: Mosby (ISBN-10: 9780323071840).

### **Library Liaison and Additional Support**

Suzie Bahmanyar's email address: [suzie.bahmanyar@sjsu.edu](mailto: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>

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

Various materials will need to be obtained and/or created to meet the needs of your client. It is highly encouraged that you borrow from the clinic or peers before purchasing your own to ensure that it will be useful. It is not necessary to purchase expensive therapy materials. Many toys for typically developing children and items used for activities of daily living are as effective as marketed “therapy materials.” If you plan to borrow materials from the clinic, be sure to arrive with plenty of time to make adjustments in case the intended materials are not available. Your materials must be ready and available at the start of class.

## **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 clinicians will:

1. Provide diagnoses and remediation to assigned clients.
2. Attend scheduled seminars.
3. Submit Lesson Plans, SOAP notes and Self-Reflection to the supervisor **every Saturday** by 10:00 PM.
4. Collect and file all appropriate clinic forms.
5. Revise Lesson Plans and SOAP notes if they are not approved, and resubmit them to the supervisor **every Tuesday** by 5:00 p.m.
6. Conduct observations of all clients served by other clinicians in the same class and report on the observation in a designated Google Doc.
7. Complete comprehensive reports (Initial and Final Therapy Reports) written in a professional form.
8. Follow clinic rules.
9. Dress in professional attire.
10. Review and discuss clinician evaluations with the supervisor at mid-semester and at the end of the semester
11. Communicate with other professionals regarding the management of the client when necessary and/or appropriate. Before initiating a contact, the clinician must receive approval from the supervisor.
12. Design home activities for each of the clients to be given to the client or parent after each session.

13. Utilize a data management system for documentation.
14. Present one case to the class. Presentations will include brief history, presenting problem, initial diagnosis, goals and objectives, remediation techniques, and possible future recommendations.
15. Conduct a client conference at the end of the semester to review therapy progress.
16. Communicate all additional parent or professional contacts with the supervisor.
17. Track hours as per ASHA requirements and complete the *Summary of ASHA Hours* form at the end of the semester.
18. Complete all related paperwork required for the first clinic experience; fingerprinting, certification, **etc.**

**Additional Clinic Requirements** In addition to the course requirements, as a student clinician at the Kay Armstead Center for Communicative Disorders, you are required to follow the Clinic Handbook, protected health information privacy rules, and the ASHA code of ethics which includes but is not limited to the following:

1. Attend All Clinic Meetings as noted in the clinic calendar.
2. Arrive on time and prepared for each seminar and session. If coming into the observation room, do so quietly and respectfully. Materials should be ready to utilize before the course's scheduled start time even if your session starts at a later time.
3. Adhere to the dress code or you will be asked to return home to change. A missed session due to inappropriate attire will be required to be rescheduled. The dress code applies on all clinic days, even if your client cancelled with prior notice. On non-clinic days, be mindful of what you are wearing—you never know who you may bump into.
4. Client Confidentiality: 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. As a teaching clinic, KACCD has further guidelines. Refer to the Clinic Handbook for further information. Further information about HIPAA can be found at <http://www.asha.org/practice/reimbursement/hipaa/default/>
  - a. All clients have the right to confidentiality.

- b. 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.).
  - c. 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.
  - d. It is okay to discuss in the clinic office with closed door if possible.
  - e. Do not use client names or identifying information when discussing a client.
  - f. Use client initials when communicating with your supervisor in text or verbally.
  - g. If you meet in public, greet as an acquaintance or friend but never refer to yourself as their clinician.
  - h. Client files must remain at CD & S department. Unless with your supervisor, they should remain in the file room.
  - i. Don't leave identifying information in therapy rooms.
  - j. Shred all documents with identifying information.
  - k. Nothing from the client file may be photocopied or scanned.
5. 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.
6. 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 home phone number and/or cellular number so you can contact him/her if you must cancel a session on short notice.
  - b. Please notify me ASAP by phone, voicemail, email or message to make me aware that you have cancelled the session. You can call the clinic assistant as well, but you must reach me as your supervisor.
  - c. Be sure that I am aware of each client absence as well as the total absences as they occur each week.
  - d. Please log all absences in the client file.

- e. Planned time off by the student clinician is not permitted aside from religious holidays. Do not plan to be absent on clinic days or it will result in termination from the course per the Clinic Handbook based on unethical behavior.
7. Egnyte will be utilized to turn in final drafts of Initial Therapy Report, Lesson Plans, SOAPs, and Final Therapy Reports. Egnyte can be accessed at <https://mmccollum.egnyte.com>. You will be provided a login and password by the department. Place all final documents in your client's folder when approved by your supervisor. Do not share your password provided by the department.
8. Track your clinical hours for observation and direct contact per ASHA. You are responsible for maintaining a record in order to complete your Summary of ASHA Hours form at the end of the semester.
9. Demonstrate appropriate use of Universal Precautions and procedures to prevent the transmission of bloodborne pathogens and the spread of communicable diseases and illnesses. Ensure before each session that you have what you need within your therapy room.

Refer to the Clinic Handbook for further information at:  
<http://www.sjsu.edu/cds/docs/2016%20Clinic%20Handbook.pdf>

## **Evaluation**

1. A 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.
2. A 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.

## **Grading Information**

Student clinicians will be evaluated at the middle and end of the semester through an individual meeting with the supervisor and will include feedback regarding the student's performance relative to the course competencies.

- Lesson Plans and SOAP notes
  - Election of appropriate objectives
  - Objectives stated in measurable terms
  - Procedures and materials appropriate for attaining stated objectives
  - Establishing appropriate criterion for skill development
  - Promptness in submitting lesson plans
  - Demonstration of diagnostic skills regarding behavior, lesson plan changes etc.
  
- Observations of actual work with clients
  - Ability to perform in a professional manner
  - 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 and engage client
  - 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
  - Rapport with client
  
- Timely submission of the assignments
  
- Contributions to class discussions
  
- Breaches of confidentiality will be considered grounds for failure of the clinic, regardless of merit.

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 at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

## **Determination of Grades**

- Extra credit is not offered.
- Attendance is required to meet clinical practicum expectations. See Clinic Handbook for further information.
- The Clinical Practicum Grading Rubric will be utilized and turned in to the department to be placed in your student file.

## **Classroom and Clinic 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 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, at <http://info.sjsu.edu/webdbgen/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 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 at [http://www.sjsu.edu/provost/services/academic\\_calendars/](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.

Consent for Recording of Class and Public Sharing of Instructor Material University Policy S12-7, <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.”

### SCHEDULE EDSP 177 Sec. 3

Fall 2016

**TENTATIVE SCHEDULE: subject to change with fair notification**

#### Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	08/25/16	Introduction of instructor; students; Completion of contact info cards; Review of syllabus; Clinic Procedures; HIPAA; Client selection and process, Client Packet from Website; Confidentiality Statement
2	9/01/16	Materials and Clinic Tour, Reviewing client's file, Lesson Plan Format, Goal writing, SOAP notes, Self-Reflection, Google Docs, Egnyte, Initial Report Format, Supervised Clinical Experience & Peer Review
3	09/08/16	Clinic Session #1; Therapy observation & Peer Review; Therapy & Reflection; Initial Therapy Report format, Background History
4	09/15/16	Clinic Session #2; Therapy observation & Peer Review; Therapy & Reflection; Data Collection; Evidence Based Practices,
5	09/22/16	Clinic Session #3; Therapy observation & Peer Review; Therapy & Reflection; <b>Draft Initial Therapy Reports Due</b> ; Behavioral Concerns and Appropriate Responses
6	09/29/16	Clinic Session #4; Therapy observation & Peer Review; Therapy & Reflection; <b>Initial Therapy Reports Due</b> Oral-Motor, Articulation and Phonology Norms; Goal samples
7	10/06/16	Clinic Session #5; Therapy observation & Peer Review; Therapy & Reflection; Language Norms - Vocabulary, Syntax, Semantics, Pragmatics; Goal samples, Self-evaluation; Sign up for Mid-Term meetings
8	10/13/16	Clinic Session #6; Therapy observation & Peer Review; <b>Mid-Term meetings</b>
9	10/20/16	Clinic Session #7; Therapy observation & Peer Review; Therapy & Reflection;
10	10/27/16	Clinic Session #8; Therapy observation & Peer Review; Therapy & Reflection;
11	11/03/16	Clinic Session #9; Therapy observation & Peer Review; Therapy & Reflection; Final Therapy Report format
12	11/10/16	Clinic Session #10; Therapy observation & Peer Review; Therapy & Reflection; <b>Draft Final Therapy Report due</b> ; Case presentations

13	11/17/16	Clinic Session #11;Therapy observation & Peer Review; Therapy & Reflection; <b>Final Therapy Report Due</b>
14	11/24/16	Thanksgiving Holiday - Campus Closed
15	12/01/16	Final Clinic Session #13;Final Therapy Report presented to family; Sign up for Final Evaluation Meetings
16	12/06/16	<b>Final Evaluation Meetings</b>