

San José State University
School of Education /Speech Pathology
EDSP 177, Clinical Practicum, Sec 01, Fall, 2016-17

Course and Contact Information

Instructor:	Audrey Ostrowski-Gallagher, MS, CCC-SLP
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Office Hours:	Tuesday 11:00 a.m.– noon; others by appointment
Class Days/Time:	Tuesday noon – 2:45 p.m.
Prerequisites:	EDSP 112, EDSP 120 and EDSP 125 or instructor consent.

Course Description

This course is designed to provide the student clinician with a supervised clinical experience by providing services to children and adults with speech and language disorders. This basic clinical experience is focused on developing beginning skills to provide therapeutic services to clients as well as becoming independent in the analysis of diagnostic and therapeutic services and evaluations. The knowledge base for EDSP 177 is multi-faceted, and includes theories as well as the use of assessment and remediation techniques of articulation and language disorders and learning.

Course Web Page and Messaging

You are responsible for regularly checking with the messaging system through MySJSUat <http://my.sjsu.edu> for clinic and course correspondence. We will be using the clinic's secure file sharing system, Egnyte, which can be accessed at <https://mmccollum.egnyte.com>. You will be provided a login and password by the clinic assistant. Egnyte will be used to share Protected Health Information (PHI). We will also share non PHI files through Google.

Course Goals

Course Learning Outcomes (CLO)

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

1. Maintain professionalism in spoken and written communications, collaboration, counseling, conduct, appearance, and demeanor (KACCD Clinic Handbook is available at <http://www.sjsu.edu/cds/docs/2016%20Clinic%20Handbook.pdf>, 2014 ASHA Standard for Certification V-B) and adhere to the ASHA Code of Ethics as observed by supervisor (Standard IV-E).
2. Utilize appropriate prevention and intervention strategies to manage behaviors and sustain clients' motivation, compliance, and participation as observed by supervisor.

3. Develop intervention plans with appropriate measurable and achievable goals which meet the client's needs based on theoretical knowledge, information gathered, data collected, and behavioral observations in collaboration clients/caregivers as demonstrated through documentation (ASHA Standards IV-C, IV-D, V-B).
4. Select or develop and utilize activities, intervention materials, and instruments that are appropriate for age and ability and motivating as observed by supervisor (ASHA Standard V-B).
5. Identify and implement appropriate evidence-based strategies and methodologies to target goals and objectives as observed by supervisor and documented (ASHA Standards IV-F, V-B).
6. Collect data, measure and evaluate clients' performance and progress as demonstrated in documentation (ASHA Standard V-B).
7. Based on client performance, modify plans, strategies, materials, and/or instrumentation as necessary to meet the needs of the client(s) (ASHA Standard V-B).
8. Acknowledge, adapt, and understand the needs of diverse populations in relation to culture, background, ethnicity, sexual orientation, religion, social class, ability, political belief, and disabilities as observed by supervisor (ASHA Standard V-F).
9. Provide professional documentation of treatment plans, services provided, session outcomes, and progress as demonstrated in documentation (ASHA Standard V-B).

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/>

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*, 4th edition, St. Louis, MO: Mosby (ISBN-10: 9780323071840).

Other Readings

Additional readings and documents may be required based on the needs of assigned clients needs. Documents will be available via a Google drive folder.

Other equipment / material

Access to computer, internet for electronic submission of assignments, SOAP notes, lesson plans, etc. In addition, 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.

Library Liaison

Geetali Basu, geetali.basu@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 Fall 2016 Policies and Procedures at <http://info.sjsu.edu/static/catalog/policies.html>

1. Attend and participate in Seminars. Seminars are designed to guide you through your clinical experience, to help you problem solve, and to expand your knowledge with practical applications. Depending on the need of the class, some Seminars will have pre-set topics and others will be open to topics brought by students. Questions and further discussion is highly encouraged.
2. Read and be prepared to discuss additional readings during Seminar as assigned throughout the semester. No greater than 8 additional readings will be assigned and you will be given a minimum of 5 days notice. Readings will be related to development of clinical skills, specific clients and/or professional development.
3. Submit Certificate of Clearance and proof of online HIPAA training.
4. Contact your client/person responsible for your client via phone to set up weekly therapy sessions.

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 it not limited to the following:

1. Attend All Clinic Meetings as noted in the clinic calendar.
2. ArCollect 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.
3. Provide weekly Lesson Plans and SOAP notes for each session to your supervisor via email at Egnyte in your "Submitted Documents" folder every Thursday by 10:00 p.m. Refer to the Clinic Handbook for guidelines. Lesson Plans and SOAP notes will be reviewed. If revisions are needed, the revised document is due at least 24 hours prior to the therapy session (Monday, noon). Upon approval, move the document into your client's permanent folder.
4. Arrive to class with all therapy materials ready including cut, laminated, sorted and glued.
5. Provide weekly, 50-minute speech and language services to your assigned client(s) under the guidance of your supervisor.
6. Self-Reflections and Peer Feedback should be submitted via email to your supervisor at at Egnyte in your "Submitted Documents" folder within 48 hours of completing your session. Please keep a copy for yourself to refer back to during midterm and final evaluations.
7. Design an initial therapy report with goals for your client(s) with guidance from your supervisor.
8. Correct/revise documentation per request of the supervisor within 36 hours of request.
9. Peer observation (one peer from your course section) is expected each week with the supervisor present to allow for live discussion of theories, techniques and strategies. Provide your observed peer with respectful feedback and observations. You may also point out activities and strategies you observed to be very successful and would like to put in your repertoire. Utilize peer feedback for self-growth.
10. Write and present to client/caregiver a Therapy Progress Report at the conclusion of the semester following guidelines provided in the Clinic Handbook and the template provided by supervisor. In addition to reporting case history, present levels and progress, the report will include recommendations for future therapy objectives and home and community carryover. Final draft to be submitted via Egnyte "submitted documents" folder no later than one week prior to last day of scheduled session/conference. Once approved by supervisor, an electronic copy should be included in client's Egnyte file as well as a signed hard copy in the client's file.

11. Conduct initial interview and final conference with client/caregiver with supervisor present. Refer to Clinic Handbook for guidelines.
12. Participate in mid-term evaluation conference and final conference with supervisor. Scheduled times to be provided. The department Clinical Practicum grading rubric will be presented by the supervisor and discussed with the student.
13. See course calendar for Seminar and Therapy Session schedule and due dates. Calendar subject to change with fair notice.
14. 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.
15. 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.
16. 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.

17. 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.
18. 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:
- 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.
 - 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.
 - Be sure that I am aware of each client absence as well as the total absences as they occur each week.
 - Please log all absences in the client file.
 - 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.
19. Egnyte will be utilized to turn in Semester Treatment Plans, Lesson Plans, SOAPs, and Therapy Progress 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.
20. 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.
21. 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>

University policy F69-24 at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states, "Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading."

Grading Policy

Student clinicians will be evaluated at the middle and end of the semester through an individual meeting with the supervisor and will include feedback regarding the student's performance relative to the course competencies. The Clinical Practicum Grading Rubric was developed for the Department of Communication Disorders and sciences will be utilized to evaluate course learning objectives. Although the rubric provides a letter grade based on a point system, this course is taken for pass/fail credit. 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 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 will be shared with students prior to the midterm and final evaluation conferences. Both the supervisor and student clinician must sign the final rubric.

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 accurately, reliably and timely
- Maintains and establishes rapport with client
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- Initial Therapy and Final Progress reports
 - Written report in proper professional format
 - Ability to write appropriate description of assessed and observed skills, progress and therapy techniques/strategies
 - Insight to create thoughtful recommendations for next steps
- Timely submission of the assignments
- Participation in seminar and contributions to class discussions
 - One case presentation, weekly therapy reflection and weekly in review of peer therapy sessions on rubric provided.
- 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.

Breaches of confidentiality will be considered grounds for failure of the clinic, regardless of merit.

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 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

Per University Policy S16-9, you may find all syllabus related University Policies and resources information listed on GUP’s [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
 - It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
 - 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.
- “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.”
- Permission to record will not be permitted for EDSP 177 Fall, 2016 unless there are extenuating circumstances.

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

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.

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 Clinic Coordinator and/or Chair of the Communicative Disorders & Sciences Department for disciplinary action.

Client confidentiality: Confidentiality is paramount!

It is permissible to talk in a clinic office, preferably with the door closed. It is permissible to share with peers as long as you don't disclose names or other identifying information, and if it is behind closed doors.

- Never discuss clients by name or in any way that identifies them.
- Never discuss clients or cases outside the Center.
- Use client initials in all communication with us.
- If you meet a client in public, greet them as a friend, but never acknowledge that you know them as a client.
- Client files must be kept within the CD&S Department.
- Never leave identifying information from the client's session in the therapy room.

Shredding: Shred all documentation relating to your client that is not filed. There is a paper shredder in office. Throwing away legible identifying information about your client is the same as discussing the client by name in public.

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List the agenda for the semester including when and where the final exam will be held. Indicate the schedule is subject to change with fair notice and how the notice will be made available.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	08/30/16	Introduction of instructor; students; Completion of contact info cards; Review of syllabus, Clinic Procedures PP, HIPAA PP, Client selection and process, Client Packet from Website; Confidentiality Statement
2	9/06/16	Lesson Plan Format, SMART goals, SOAP notes, Egnyte, Materials and Clinic Tour, Treatment Reports, Supervised Clinical Experience
3	09/13/16	Clinic Session #1; Therapy observation & Peer Review; Therapy & Reflection; Initial Therapy Reports, Background History,
4	09/20/16	Clinic Session #2; Therapy observation & Peer Review; Therapy & Reflection; Data Collection; Evidence Based Practices,
5	09/27/16	Clinic Session #3; Therapy observation & Peer Review; Therapy & Reflection; Initial Therapy Reports Due including background history, baselines and final version of goals/objectives for the semester; Behavioral Concerns and Appropriate Responses
6	10/04/16	Clinic Session #4; Therapy observation & Peer Review; Therapy & Reflection; Oral-Motor and Articulation Norms; Goal samples
7	10/11/16	Clinic Session #5; Therapy observation & Peer Review; Therapy & Reflection; Language Norms - Vocabulary, Syntax, Semantics, Pragmatics
8	10/18/16	Clinic Session #6; Therapy observation & Peer Review; Therapy & Reflection; Mid-Term meeting
9	10/25/16	Clinic Session #7; Therapy observation & Peer Review; Therapy & Reflection;
10	11/01/16	Clinic Session #8; Therapy observation & Peer Review; Therapy & Reflection;
11	11/08/16	Clinic Session #9; Therapy observation & Peer Review; Therapy & Reflection; Final Progress Reports
12	11/15/16	Clinic Session #10; Therapy observation & Peer Review; Therapy & Reflection;
13	11/22/16	Clinic Session #11; Therapy observation & Peer Review; Therapy & Reflection; Draft FPR; Case presentations
14	11/29/16	Clinic Session #12; Therapy observation & Peer Review; Therapy & Reflection; Final Report Due
15	12/06/16	Final Clinic Session #13; Therapy Progress report presented to family
16	12.13.16	Study Conference Day
Final Exam	12/20/16	Final Evaluation Conference