

# San José State University

## Department of Communicative Disorders and Sciences

### EDSP 177.01-Undergraduate Practicum in Speech-Language Pathology Spring 2015

#### Course and Contact Information

<b>Instructor:</b>	Jill Potratz, M.S., CCC-SLP
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<b>Office Hours:</b>	Tuesday and Thursday 12-1pm
<b>Class Days/Time:</b>	Tues./Thurs. 4-7pm
<b>Classroom:</b>	SH 234

#### Course Description

Supervised clinical experience with individuals with articulation and/or language disorders and differences, leading to independence in providing assessment and intervention services. Students will be introduced to a variety of activities targeting skills in administering formal and information assessment, delivering individualized therapeutic plans, conducting individual and group sessions, providing client/family education, professional interaction, evidence-based practice and ethical conduct.

#### Learning Outcomes and Course Goals

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

##### Professional Behaviors and interaction

Adhere to the ASHA Code of Ethics and behave professionally.

Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client and relevant others.

Collaborate and interact with peers, supervisors and other professionals with respect in case management.

Provide counseling regarding speech-language disorders to clients and relevant others.

##### Intervention

Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients and relevant others in the planning process.

Implement intervention plans (involve clients and relevant others in the intervention process).

Select or develop and use appropriate materials and instrumentation for prevention and intervention.

Measure and evaluate clients' performance and progress.

Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients.

Complete administrative and reporting functions necessary to support intervention. Identify and refer clients/patients for services as appropriate. Generate professional therapy reports.

## **Summary of Skills Outcomes**

According to ASHA, the student must complete a program of study that includes supervised clinical experiences sufficient in breadth and depth to achieve the following skills outcomes:

### Standard V-B

The applicant for certification must have completed a program of study that included experiences sufficient in breadth and depth to achieve the following skills outcomes:

#### 1. Evaluation

- a. Conduct screening and prevention procedures (including prevention activities).
- b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals.
- c. Select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures.
- d. Adapt evaluation procedures to meet client/patient needs.
- e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.
- f. Complete administrative and reporting functions necessary to support evaluation.
- g. Refer clients/patients for appropriate services.

#### 2. Intervention

- a. 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.
- b. Implement intervention plans (involve clients/patients and relevant others in the intervention process).
- c. Select or develop and use appropriate materials and instrumentation for prevention and intervention.
- d. Measure and evaluate clients'/patients' performance and progress.
- e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.
- f. Complete administrative and reporting functions necessary to support intervention.
- g. Identify and refer clients/patients for services as appropriate.

#### 3. Interaction and Personal Qualities

- a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.
- b. Collaborate with other professionals in case management.
- c. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.
- d. Adhere to the ASHA Code of Ethics and behave professionally.

### Standard V-C

The applicant for certification in speech-language pathology must 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.

### 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.

### 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.

### Standard V-F

Supervised practicum must include experience with client/patient populations across the life span and from culturally/linguistically diverse backgrounds. Practicum must include experience with client/patient populations with various types and severities of communication and/or related disorders, differences, and disabilities.

## **Required Texts/Readings**

*Required readings and additional materials are listed on and accessible via course website on Canvas at <https://sjsu.instructure.com>*

## **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>.

## **Participation**

- **Therapy:** Student clinicians will complete sessions for assigned clients. If your client is absent, you are required to observe individual sessions or participate in the group session. (
- **Clinical meeting:** Student clinicians will attend scheduled clinic seminars and All Clinic Meetings (see clinic calendar for dates). (
- **Routine activity:** Student clinicians will participate in weekly seminar, briefing, case presentation and discussion, as well as self-evaluation and peer review activities. (
- **Client conference:** Student clinicians will conduct a client conference at the end of the semester to review therapy progress and state recommendations. **Client conferences within the semester must be**

**implemented only with the supervisor's approval. (**

- **Other professionals:** Student clinicians 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.

## **Reports (**

- **Intended therapy plans (ITP):** Must be submitted by **Friday at noon** prior to the next session. (
- **SOAP :** Must be submitted by **Friday at noon** for each session. (Clinic handbook Appendix D)(
- **Final therapy report (FTR):** Must be written in professional form and peer-reviewed as instructed. Due at end of semester. (Clinic handbook Appendix F-1 and F-2)

**Home program:** Each student clinician will design a home program for their client at the end of the semester. (Clinic handbook Appendix H)(

- **Self-evaluation:** Each student clinician will submit a self-evaluation profile at various points of the semester (e.g., mid-semester and at the end of the semester). This will be reviewed and discussed with supervisor. (Clinic handbook Appendix E)(
- **ASHA hours:** You are responsible for tracking your hours as per ASHA requirements. 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.

## **Rules: All rules of the center are to be adhered to strictly. (**

- **Dress code:** 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. (
  - **Absence:** Refer to your All Clinic Meeting notes for details. A student clinician absent from a therapy session must: (
- Call the client before therapy and cancel the appointment.
  - Call the center and inform the supervisor of the cancelled appointment.
  - Inform the supervisor when the client will not be attending therapy.
  - Plan make-up sessions for missed therapy. Be sure to consult with supervisor.
  - **Any unexcused/un-notified clinician absence is considered unprofessional.**

- Any excessive absences on the part of the client should be reported to the supervisor.

Two consecutive un-notified absences may lead to termination of therapy for that client.

**Report filing:** Refer to your All Clinic Meeting notes for policies and procedures for filing reports.

### **Rules specific to this clinic:**

- Student clinicians should **take the initiative in discussing your learning style with the supervisor early in the semester** to optimize your clinical learning experience. (
- Student clinicians are expected to **research their questions for discussions**, rather than asking directly for answers from the supervisor. (
- Student clinicians are encouraged to **bring up ideas, questions and discussions in a professional and open manner**, and can expect the supervisor to do the same.

### **Grading Policy**

Refer to the Clinician Competencies evaluation form for detail. The form is downloadable from the clinic website. Grading is based on **lesson plans, SOAP notes, clinical performance in sessions, and overall learning, preparation and participation in seminars and meetings**. Breaches of confidentiality and unethical/unprofessional conducts will be considered grounds for failure of the clinic, regardless of merit. The student clinician will receive written/oral feedback on lesson plans and therapy sessions. There will be formal evaluations at the middle and end points of the semester and discussed in an individual meeting with the supervisor. Additional evaluation conferences will be scheduled throughout the semester as necessary, and may be initiated by either the supervisor or student clinician.

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.

## **College and Departmental 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 circumstances.

### **Mission Statements**

*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 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.

## **HIPPA Policy**

Students will be considered members of the clinic workforce under regulations established by the Health Insurance Portability and Accountability Act (HIPAA). Students will receive instruction in following HIPAA policies and will be required to adhere to these policies.

## **Confidentiality**

All clients have the right to confidentiality. Students are not to discuss cases outside of the Communicative Disorders & Sciences Clinic or in public access areas within CDS (e.g., restrooms, hallways, observation booths, etc.). Known violations of confidentiality will result in a stern reprimand. Serious and/or repeated violations will warrant referral to the Chair of the Communicative Disorders & Sciences Department for disciplinary action.

## **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/web-dbgen/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.

Information about the latest changes and news is available at the Advising Hub at <http://www.sjsu.edu/advising/>.

## **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.”

## **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](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.

## **Accommodation to Students' Religious Holidays**

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

## **Student Technology Resources**

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the

Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

### **SJSU Peer Connections**

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10<sup>th</sup> and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

### **SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to



scan this code.)

### **SJSU Counseling Services**

The SJSU Counseling Services is located on the corner of 7<sup>th</sup> Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

# EDSP 177.01-Undergraduate Practicum in Speech-Language Pathology Spring 2015

## Course Schedule

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

Week	Tuesday	Thursday	Assignments Due	Activity/Meeting Topics
1	x	1/22		Syllabus Review Clinic Procedures/Documents Grading Client file review
2	1/27	1/29	Client file review due 1/29	Initial session prep Intended Therapy Plan SOAP notes Parent interview guidelines Child history form Receiving supervisor feedback Tour clinic
3	2/3	2/5	<b>ITP due Friday at noon Call parent to confirm</b>	Planning for first session
4	2/10	2/12	Parent interviews completed this week via phone or in person; include results in SOAP notes <b>ITP and SOAPs due Friday at noon</b>	<b>First Day of Clinic</b> Establish rapport and begin informal assessment, if needed Student clinical reflections Initial client impressions
5	2/17	2/19	<b>ITP and SOAPs due Friday at noon</b>	Writing goals and objectives for Proposed Semester Objectives
6	2/24	2/26	<b>ITP and SOAPs due Friday at noon</b>	Therapy strategies Data collection
7	3/3	3/5 No Clinic-CSHA	Proposed Semester's Objectives due 3/3 <b>ITP and SOAPs due Friday at noon</b>	Background sections of final therapy report Therapy tips
8	3/10	3/12	Proposed Semester's Objectives revisions due 3/10 Background sections of final therapy report due 3/12 <b>ITP and SOAPs due Friday at noon</b>	Mid-semester parent conference guidelines
9	3/17	3/19	Mid-semester parent conference results included in SOAP notes <b>ITP and SOAPs due Friday at noon</b>	Mid-semester parent conferences completed this week Clinician Reflections
10	Spring Break	Spring Break	Break!	Clinic closed
11	Cesar Chavez Day 3/31 <b>Clinic closed</b>	4/2- <b>NO CLINIC</b>	Clinician Reflections due at evaluation conference	<b>Mid-term evaluations</b>
12	4/7	4/9	<b>ITP and SOAPs due Friday at noon</b>	Home carryover programs Final therapy reports
13	4/14	4/16	<b>ITP and SOAPs due Friday at noon</b>	
14	4/21	4/23	Home Carryover Program due 4/23 <b>ITP and SOAPs due Friday at noon</b>	End of semester forms
15	4/28	4/30	Home Carryover Program revisions due 4/30 Final Therapy Report due 4/28 <b>ITP and SOAPs due Friday at noon</b>	Final parent conference guidelines
16	5/5	5/7	Final Therapy Report revisions due 5/7 <b>ITP and SOAPs due Friday at noon</b>	<b>Last day of clinic</b> Complete Home carry over programs with clients  End-of-semester parent conferences completed this week in person

17	5/12		Clinician Reflections due at evaluation conference End of semester forms	<b>Final evaluations</b>
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