

EDSP 277 Advanced Practicum Speech Pathology Spring 2016

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Office Hours:	Mondays 1830 to 1930 and by appointment
Class Days/Time:	Mondays/ 1530 to 1830
Classroom:	Clinic SH 119
Prerequisites:	EDSP 177

Course Description

Supervised clinical experience at the Kay Armstead Center for Communicative Disorders (KACCD) with children with complex speech and language disorders, leading to independence in administering assessment and therapeutic services.

Course Learning Outcomes

CLO 1: The student shall demonstrate the ability to accurately observe and assess communicative behavior. (ASHA Standards: IV-C, IV-D, IV-E)

Specifically, the student shall demonstrate the ability to:

- Select appropriate diagnostic tools for each client.
- Administer and score test instruments used.
- Objectively and accurately observe client's behavior.
- Formulate appropriate recommendations based on assessment results.

CLO 2: The student shall demonstrate the ability to design a management program with appropriate criteria to measure progress of individually assigned clients within KACCD. (ASHA Standards: IV-C, IV-D, IV-E)

Specifically, the student shall demonstrate the ability to:

- Describe the theoretical constructs of the disorder(s).
- Plan appropriate therapeutic objectives for assigned clients.
- Plan appropriate meaningful procedures and techniques for assigned clients.
- Organize and structure objectives and procedures.

CLO 3: The student shall demonstrate the ability to conduct therapy of the assigned clients who exhibit language, phonological, fluency and/or voice disorders in the KACCD.

(ASHA Standards: IV-C, IV-D, IV-E)

Specifically, the student shall demonstrate the ability to:

- Establish and maintain a positive clinician/client interaction.
- Use therapeutic techniques and materials appropriate to the objectives.
- Select and use therapy materials and reinforcers that are motivating and stimulating to the client.

CLO 4: The student shall demonstrate the ability to evaluate stated objectives for the management program methods and materials. (ASHA Standards: IV-C, IV-D, IV-E)

Specifically, the student shall demonstrate the ability to:

- Objectively evaluate each session.
- Accurately evaluate progress of the clients according to the established behavioral objectives.
- Objectively evaluate skills of self in the therapeutic setting.
- Seek appropriate information/guidance.

CLO 5: The student will demonstrate the ability to evaluate and report the results of the objectives of the clinical management program. (ASHA Standards: IV-B, IV-C, IV-D, IV-E)

- Specifically, the student shall demonstrate the ability to:
- Write reports in accordance with appropriate standards.
- Conduct parent and staff conferences.
- Keep efficient clinical records in the clinic electronic record system and maintain the hardcopy files.

Library Liaisons

- Teresa Slobuski Teresa.slslobuski@sjsu.edu
- Emily Chan Emily.chan@sjsu.edu

<http://libguides.sjsu.edu/>

Course Requirements

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Note: [University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) 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[sic] maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading."

Requirement	Description	Rationale	Due
Students will evaluate and treat assigned clients.	Conduct individual treatment for a total of 10 to 12 hours of clinical experience.	Per ASHA standards on Clinic Rubric	One hour per week
Students will submit a lesson plan for each session.	Student clinicians will submit lesson plans in Egnyte. Use the lesson plan template. Write it within 24 hours of tx.	Per ASHA standards on Clinic Rubric	before 10 PM on Wednesdays

Students will submit: - semester goals in initial therapy report - SOAP notes - Final therapy report with progress statement	All soap notes will be written in Egnyte within 24 hours. Ideally, write the note as soon as possible after the session.	Per ASHA standards on Clinic Rubric	SOAPs within 24 hours of treatment; Goal statement by Feb 29; Final therapy report May 2
Students will complete two Self Reflections.	Students will record and watch an entire session and reflect on it in writing twice during the semester.	Per ASHA standards on Clinic Rubric	#1 March 7 #2 May 6
Clinical Communication	Each student 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.	Per ASHA standards on Clinic Rubric	Ongoing
Non-Clinic Activity	With each client one activity outside of clinic (such as a home or school observation). Send a written summary to supervisor regarding the experience.	Per ASHA standards on Clinic Rubric	May 2 or earlier
Client Presentations	Students will each present a brief history, presenting problem, initial diagnosis, goals and objectives, remediation techniques, non-clinic activity, and possible future recommendations.	Per ASHA standards on Clinic Rubric	Beginning April 18
Peer Review	Students will provide feedback to peers on treatment sessions and on each of their progress reports.	Per ASHA standards on Clinic Rubric	Ongoing

Additional Requirements:

1. Student clinicians will attend and participate in scheduled seminars.
2. If your client is absent, you are expected to join your supervisor for observation during that hour.
3. Students will participate in switch days, to be detailed by instructors.
4. Student clinicians are expected to strictly follow all rules of the KACCD.
 - a. Appropriate professional dress is required.
 - b. Refer to your all-clinic meeting notes for policies and procedures regarding student clinician absences.
 - c. Refer to your all-clinic meeting notes for policies and procedures regarding filing reports.
5. Students will participate in all mandatory All Clinic Meetings.

Grading Criteria

Your grade will be based on the quality and content of all of the written work you submit this semester--initial/final therapy reports and lesson plans and so on--and your performance in therapy with your client and/or the client's caregiver and your interactions with the instructor and your peers. Your awareness of your performance is also assessed during the two self-reflection exercises.

See the clinic rubric for specific criteria for grades. <https://sites.google.com/site/sjsucds/my-forms>

- **Lesson Plans**
 - Selection of appropriate objectives
 - Objective stated in measurable terms
 - Procedures and materials appropriate for attaining stated objectives
 - Establishing appropriate criterion
 - Promptness in submitting lesson plans
- **Observations**
 - Ability to perform in a professional manner
 - Ability to open and close sessions
 - 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 client
 - Overall attitude
 - 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
 - Ability to summarize clearly and concisely in written progress summaries
 - Rapport with client
- **Case Presentation**
 - Use professional jargon to describe your client
 - Use adequate public speaking skills
- **Self Reflection** (Successful completion of all objectives in the Student Clinician Evaluation.)
 - Ability to identify emerging skills
 - Ability to identify problem areas
 - Ability to make change in awareness and performance as needed

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

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.

Adding/Dropping

- 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 calendar](#) web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/.
- 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

You must obtain the instructor's permission audio/video recordings in seminars. 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.

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without 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 Dishonesty: Cheating, Plagiarism, Sanctions

At SJSU plagiarism is the act of representing the work of another as one's own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism at SJSU includes, but is not limited to:

- 1.2.1 The act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another's work, without giving appropriate credit, and representing the product as one's own work; and
- 1.2.2 Representing another's artistic/scholarly works such as musical compositions, computer programs, photographs, paintings, drawings, sculptures or similar works as one's own. <http://library.sjsu.edu/leap/plagiar.htm>

Campus policy in compliance with the Americans with Disabilities Act

- If you need course adaptations or accommodations because of a disability, or if you need 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 requires that students with disabilities register with the Disability

Resource Center (DRC) to establish a record of their disability. Accommodations of Students with Special Needs Students are referred to the [Disability Resource Center](#), Administration Building 110, (408) 924-6000 (voice), (408) 924-5990 (TDD). You may access their policies and services via the website at: <http://www.drc.sjsu.edu/policies/default.htm>.

Vision Statement

The Lurie College of Education is an inclusive, engaged, diverse, intellectual community where teacher-scholars inspire life-long learning and advocacy for excellence and equity in education.

Mission Statements

College of Education: The mission of the Lurie College of Education is to empower graduates with the skills, knowledge and dispositions that ensure access to excellence and equity in education for every student in our 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 professional infraction. *Serious and/or repeated violations will warrant referral to the Chair of the Communicative Disorders & Sciences Department for disciplinary action.*

Semester Schedule

Mondays 3:30 to 6:30pm

Feb 1	Pre-Practicum Meeting 1: <i>Syllabus review and client assignments</i> <i>Assignment #1: Read your client's file thoroughly and make a tentative lesson plan. Use the template. Call your client to introduce yourself and let them know the first day of therapy.</i>
Feb 8	Pre-Practicum Meeting 2 <i>Seminar: Therapy material review in the DC; baseline and assessment; lesson planning; goal and objective writing; writing SOAPs</i>

Assignment #2: Make any changes to your lesson plan and put a copy in Egnyte.

Feb 15

First client treatment day

*Seminar: Goal selection, severity levels, data collection, cuing and therapy ideas
Assignment #3: Write your SOAP and lesson plan.*

Feb 22

*Seminar: Goal selection and report writing
Assignment #4: Write your SOAP and lesson plan.*

Feb 29

*Seminar: Boundaries and basic counseling techniques
Assignment #5: Submit SOAP and lesson plan. Goal statement with rationales due.*

Mar 7

*Seminar: Self-reflection and self-improvement
Assignment #6: Self-reflection report #1, SOAP, and make next lesson plan.*

Mar 14

*Seminar: Therapy techniques that improve academic success
Assignment #7: Submit SOAP and lesson plan.*

Mar 21

*Seminar: Working with echolalia
Assignment #8: Submit SOAP and lesson plan. Submit self-reflection #1.*

Mar 28

Clinic is closed. Spring recess

Apr 4

*Seminar: Voice therapy
Assignment #10: Submit SOAP, lesson plan, self-reflection #2.*

Apr 11

*Seminar: Skilled versus non-skilled, AHSA code of ethics
Assignment #11: Submit SOAP and lesson plan.*

Apr 18

*Seminar: case history presentations (2/3)
Assignment #12: Submit SOAP and lesson plan. Send your draft progress report to your peers for review.*

Apr 25

*Seminar: case history presentations (2/3)
Assignment #13: Submit SOAP and lesson plan.
Make sure all assignments are in Egnyte.*

May 2

Non-clinic activity with client report due. Final therapy report due. Self-reflection report #2 is due by May 6.

May 9

Last day of clinic

May 16

Final evaluations