

San Jose State University
Communicative Disorders and Sciences
EDSP 177-2
Practicum in Speech Pathology
Spring 2021

Course and Contact Information

Instructor:	Dr. Carol Zepecki, CCC-SLP License #4189 SLP, ASHA#0887992
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Office Hours:	Tuesday & Thursday 3-4 and by appointment
Class Days/Time:	Tuesday 12-2:45
Classroom:	Online through Zoom
Prerequisites:	EDSP 102, 112

Course Format:

This course involves students in direct therapy work with clients through Zoom and seminar and at home work to develop clinical skills.

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the [Canvas Learning Management System course login website](https://sjsu.instructure.com) at <https://sjsu.instructure.com>. Students are responsible for regularly checking with the messaging system through [MySJSU](http://my.sjsu.edu) at <http://my.sjsu.edu> (or other communication system as indicated by the instructor) to learn of any updates. [ClinicNote](https://dashboard.clinicnote.com/Home/SignIn) can be accessed at <https://dashboard.clinicnote.com/Home/SignIn>. ClinicNote will be used to share Protected Health Information (PHI) and non-PHI files will be shared through Google Drive.

Course Description

This course is designed to involve the student clinician in a supervised clinical experience at the Kay Armstead Center for Communicative Disorders (KACCD) by providing services to clients with language disabilities as a result of autism and/or other developmental delays. Each clinician will be assigned client/clients from whom they will write goals, reports and lesson plans. Some lessons will involve the clinician and their clients in a separate therapy setting. Other lessons may involve clinicians working together with their clients and/or entire group activities. Students will be involved in developing 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, developing telehealth skills, and participating in group discussions and peer feedback.

This course will be conducted in an online format and clinical services will be provided to clients via telehealth using Zoom for healthcare. Students should become independent in the analysis of these diagnostic and therapeutic services and dynamic evaluations.

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, CTC SLP Std 5)
2. Demonstrate an understanding of the ASHA Code of Ethics and adherence to these standards. (ASHA Standard IV-E, SLP Std 8)
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, SLP Std 5)
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, SLP Std 5)
 6. Work as part of a professional team by listening to the ideas of others, asking appropriate questions, 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, SLP Std 5)
 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, SLP Std 5)
 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, SLP Std 5)
 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, SLP Std 5)
 10. Utilize 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 IVB-D, V-B, SLP Std 5)
- *NOTE: "ASHA Standards" refer to the 2020 Standards for the Certificate of Clinical Competence in Speech- Language Pathology at: <https://www.asha.org/certification/2020-slp-certification-standards/#5>*

Library Liaison and Additional Support

Suzie Bahmanyar – suzie.bahmanyar@sjsu.edu

Required Text – None

The following are helpful resources:

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.

Other Readings

Articles and other documents which pertain to assigned clients may be used throughout the semester. They will be made available via Canvas and/or Google Drive.

Useful Resources

- [American Speech-Language-Hearing Association \(ASHA\) Evidence-Based Practice](http://www.asha.org/Members/ebp/intro.htm) (EPB) resources at <http://www.asha.org/Members/ebp/intro.htm>
- [ASHA's National Center for Evidence-Based Practice in Communication Disorders](http://www.asha.org/members/ebp/EBSRs/) (N-CEP) systematic reviews at <http://www.asha.org/members/ebp/EBSRs/>
- [ASHA's Practice Portal](http://www.asha.org/Practice-Portal/) at <http://www.asha.org/Practice-Portal/>
- American Psychological Association (APA, 6th Ed.) style: APA style is required for all written assignments. Look under "In-text Citation" and "Reference List" sections for guidelines on [Purdue Online Writing Lab \(OWL\)](http://owl.english.purdue.edu/owl/resource/560/01/) at <http://owl.english.purdue.edu/owl/resource/560/01/>

Other Equipment / Materials

Various materials will need to be created to meet the needs of your client. Many materials are on line and your instructor will assist you in locating them. *Your materials must be ready and available at the start of class.*

Additional Support

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

Course Requirements and Assignments

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction or preparation/studying or course related activities including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

More information can be found at:

- [University Syllabus Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) at <http://www.sjsu.edu/senate/docs/S16-9.pdf>.
- Office of Graduate and Undergraduate Programs at <http://www.sjsu.edu/gup/syllabusinfo/>

Attend and participate in seminars. Seminars are designed to guide students through their clinical experience, to help with problem solving, and to expand knowledge and practical applications of skills. Depending on the needs of the class, some seminars will have pre-set topics and others will be open to topics brought by students. Questions and further discussion are highly encouraged.

Assignments.

1. **Goals and Objectives:** Students will administer informal and formal trials and tasks and develop baseline goals in the first two weeks of therapy and establish final goals and objectives for their clients by the fourth session of clinic. (CLO 1, 3, 5, 7, 8)
2. **SOAP Notes:** Students will submit SOAP notes into **ClinicNote by 9:00 on Wednesday evening** following therapy. SOAP notes will include an analysis of client progress and data on goals and objectives, an assessment of progress or lack thereof, and a plan for further refinement of skills. (CLO 5, 7, 9)
3. **Lesson Plans:** Students will submit individual lesson plans into **ClinicNote by 9:00 on Friday evening**.
Each student will facilitate at least two group therapy sessions involving the clinicians and clients (CLO 1, 4, 5, 6, 7, 9). Group lesson plans will be submitted into **ClinicNote on 9:00 on Wednesday evening** prior to the following Tuesday lesson.
4. **Treatment:** Students will treat clients 50-90 minutes per week based on student goals and will collect data during therapy. (CLO 4, 9)
5. **Reports:** Students will write both initial and final therapy reports and will utilize appropriate professional language and form. The initial report will include a research-based rationale for therapy and an explanation of the alignment with that rationale with the client's goals. (CLO 1, 5, 7)
6. **Reflections:** Students will include a reflection of their weekly therapy session in Canvas. The reflection will include a brief statement of what the student has learned either during class or during therapy. Reflections are due in Canvas on **Tuesday evening at 9:00** after the therapy session. (CLO 6, 7)
7. **Non-clinic Activity:** Students will engage with the client through a virtual link for one activity outside of the clinic and will submit a reflection of that interaction into Canvas. (

8. **Peer Review/Collaboration:** Students will observe other student colleagues, write comments regarding the therapy sessions of the other students, and participate in the therapy sessions of other clients when appropriate. (CLO 6)
9. **Seminars:** Students will participate in weekly seminars involving discussions of research, information about skill development, and other topics related to evaluation, intervention and treatment. (CLO 1-9)
10. **Management Tasks:** Students will contact their clients, collect and file appropriate forms, maintain confidentiality, discuss concerns with the clinic supervisor and follow all clinic rules. **(CLO 5)**

Additional Clinic Requirements

In addition to the course requirements, as a student clinician at the Kay Armstead Center for information privacy rules, and the ASHA code of ethics which includes but it not limited to the following:

1. Complete all medical, CPR, HIPAA, and clearance requirements prior to client contact.
2. Arrive on time and prepared.
3. Although you will be working on-line, be sure that your appearance is professional.
4. Other professionals: 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.
5. Clinician and Client absences: 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 solving, critical thinking, and active participation in class discussions.

If a clinician will not be able to attend a scheduled treatment/evaluation session for any reason, they are responsible for following the procedures outlined below:

- a. Notify your supervisor ASAP by phone, voicemail, email or message that you will not be able to attend the session. Typically, another clinician can include the client in their therapy session.
6. Electronic files: ClinicNote will be utilized to securely store and share all electronic files containing protected health information (PHI) such as Semester Treatment Plans, Lesson Plans, SOAPS, and Therapy.

ClinicNote – Clinicians will receive information about setting up a password in clinic note.

Do not share your password with anyone. Turn all your documents (lesson plans, SOAPS, Reports, other communications) into ClinicNote.

Do not e-mail plans, goals, SOAPS, reports or any other documents relating to your client, even to the client or their caregiver(s). If documents must be shared electronically with the client, it can be done through ClinicNote. If you need to e-mail your supervisor regarding your client, please use initials only. Files are to be named accordingly:

- a. Lesson Plan and SOAP: SPdate LPdate client initials
- b. Therapy Reports: ITR or FTR Semester and client initials
7. **Track 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.
8. **Demonstrate appropriate use of Universal Precautions and Procedures** to prevent the transmission of blood borne pathogens and the spread of communicable diseases and illnesses. Ensure before each session that you have what you need within your therapy room.

Mid-term Exam

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

Final Exam

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

Grading Information: Determination of Grades

The final grade is reflected in a numerical and letter grade on the Calipso review document. Student clinicians will be evaluated at the middle and end of the semester through an individual meeting with the supervisor. This meeting will include feedback regarding the student's performance relative to the course competencies in the clinical competency rubric. Competency ratings will be based on student work with a focus on the timely submission of the assignments, selection of appropriate objectives stated in measurable terms, use of procedures and materials appropriate for attaining stated objectives, choice of therapy materials, rapport with clients, data collection, and other indicators in the rubric.

Grade Appeals

The instructor welcomes appeals to any grade. Grade appeals must be a written argument substantiated with evidence and citations (if necessary). Grade appeals are due one week from when the assignment is returned. Note that "All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades." See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

Classroom Protocol

Students are expected to complete all assignments on time unless they have spoken to the instructor and a new date has been established. Students must have cell phones turned off during class and clinic sessions.

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

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

Writing Requirements: Students should adhere to the APA (American Psychological Association) Manual. Primary cites should be used; a secondary source is allowed when the primary source is not available or written in a non-English language. The APA Manual is available in the King library.

Consent for Recording of Class and Public Sharing of Instructor Material: Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.

Students are welcome to audiotape any class after first having announced that an audio recording is being made at the beginning of each class. Audio recordings are for a student's own private review. Students do not have the right to reproduce or distribute audio recordings without written permission from the instructor and every other student who was present when the audio recording was made. Course materials shared by the instructor are his intellectual property (unless otherwise designated) and cannot be shared publicly without his written permission. You may not publicly share or upload instructor-generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

Recording Zoom Classes: The seminars or portions of the seminars (i.e., lectures, discussions, student presentations) may be recorded for instructional or educational purposes. The recordings will only be shared with students enrolled in the class through Canvas. The recordings will be deleted at the end of the semester. If, however, you would prefer to remain anonymous during these recordings, then please speak with the instructor about possible accommodations (e.g., temporarily turning off identifying information from the Zoom session, including student name and picture, prior to recording). Students are not allowed to record without instructor permission.

Students are prohibited from recording class activities (including class lectures, office hours, advising sessions, etc.), distributing class recordings, or posting class recordings. Materials created by the instructor for the course (syllabi, lectures and lecture notes, presentations, etc.) are copyrighted by the instructor. This university policy (S12-7) is in place to protect the privacy of students in the course, as well as to maintain academic integrity through reducing the instances of cheating. Students who record, distribute, or post these

materials will be referred to the Student Conduct and Ethical Development office. Unauthorized recording may violate university and state law. It is the responsibility of students that require special accommodations or assistive technology due to a disability to notify the instructor.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>"

College and Department policies

COE Vision Statement: The faculty of the College of Education at San José State University agrees that excellence and equity matter - that each is necessary, and neither is sufficient in the absence of the other. We envision ourselves as a learning community of practitioner/scholars in continuous development, dialogue, and inquiry that enable us to revisit, review and revise our practice in an ongoing response to circumstances.

Mission Statement - College of Education: The mission of the Connie L. Lurie College of Education at San José State University is to prepare educators who have the knowledge, skills, dispositions and ethics that ensure equity and excellence for students in a culturally diverse, technologically complex, global community. The policies and practices of the Connie L. Lurie College of Education at San José State University are based on the belief that teaching in a democracy requires and must ensure that: • Students have access to an excellent and equitable education; • Educators at every level have knowledge of their subject matter and their students, value and engage in ethical practice and excellent pedagogy, and develop dispositions and habits of the mind that ensure that all students have equitable access to an excellent education; • Stakeholders be involved in the collegial community engaged in the professional conversation and decision making that delineate standards, assign resources, guide program design, and reward accomplishment in the College.

CD&S Department Mission Statement: The Mission of the Department of Communicative Disorders and Sciences is to provide rigorous academic and clinical preparation to students seeking careers working with individuals with communication disorders, and their families. We are guided by a commitment to scholarly research and principles of evidence-based practice. Our graduates will adhere to the highest ethical standards in serving the needs of our culturally and linguistically diverse community.

HIPAA/FERPA Policy

Students will receive instruction in 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 or visit <http://www.asha.org/practice/reimbursement/hipaa/default/a>.

Confidentiality - All clients have the right to confidentiality:

- Students are not to discuss cases outside of the course in any way. 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 names or identifying information should not be used. Client initials need to be used when communicating with a supervisor in text or verbally.
- If you meet a client in public, greet them as an acquaintance or friend but never refer to yourself as their clinician.
- Client files must remain in ClinicNote and may not be downloaded to your computer desktop
- Nothing from the client file may be photo copied or scanned.

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 \(AEC\)](http://www.sjsu.edu/aec) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Grievances

When a dispute arises between a student and faculty member regarding a grade, academic honesty, Further information may be found on the [ASHA website](http://www.asha.org) (www.asha.org) under the ASHA Procedures of Complaints against Graduate Education Programs document. Chapter 4 includes specific information regarding academic grievance. academic freedom, mistreatment, or another matter, the student's first responsibility is to arrange an appointment with the faculty member to discuss the issue. If mutual satisfaction is not reached in this manner, the next step is to arrange an appointment with the CD&S Department Chair who will work to resolve the dispute. Should the Department Chair be unsuccessful in attempts to mediate, a set of policies and procedures have been implemented by the Lurie College of Education (LCOE) to successfully resolve such issues. These [student dispute policies](http://www.sjsu.edu/education/docs/StudentDisputes.pdf) are available on the LCOE website: <http://www.sjsu.edu/education/docs/StudentDisputes.pdf>.

The Department of Communicative Disorders and Sciences at SJSU expects students to follow the grievance policies and procedures of the Department, LCOE, and SJSU. If concerns still exist, students may contact the Council on Academic Accreditation at the ASHA Action Center (1-800-498-2071) native Schedule – Subject to minor changes

Tentative Schedule - Spring 2021 177-2

Week 1	2/2	Class content – Course Syllabus and requirements ClinicNote Client /file review SOAP/Lesson Plan introduction Homework – Read student file – Review ClinicNote training
Week 2	2/9	Class content – Goal and report writing 5 step lesson plan Lesson plan ideas Materials Homework – Write goal for client, prepare ideas for lesson plan, call client
Week 3	2/16	Class content — Writing a lesson plan Introduction - client meeting Simucase Homework - Submit SOAP/Lesson Plan in ClinicNote
Week 4	2/23	Class content — First clinic day Scaffolding Final goals Homework - Submit SOAP/Lesson Plan in ClinicNote
Week 5	3/2	Class content — Initial Therapy Reports (ITR) Rationales Short term objectives Data Collection – general Homework: Submit SOAP/Lesson Plan in ClinicNote
Week 6	3/9	Class content – Data collection for clients Calipso rubric Homework: Submit SOAP/Lesson Plan in ClinicNote; short term goals also due
Week 7	3/16	Class content – Mid-term review Homework: Submit SOAP/Lesson Plan in Clinic/Note and ITR
Week 8	3/23	Class content – Strategy instruction Homework: Submit SOAP/Lesson Plan in Clinic/Note
	3/30	Spring Break
Week 9	4/6	Class content – Working with disabled adults Homework: Submit SOAP/Lesson Plan in Clinic/Note
Week 10	4/13	Class content – Final Data collection Homework: Submit SOAP/Lesson Plan in Clinic/Note
Week 11	4/20	Class content – Final therapy reporting Submit SOAP/Lesson Plan in Clinic/Note
Week 12	4/27	Class content – Client and parent interview/conferencing Homework: Submit SOAP/Lesson Plan in Clinic/Note and final therapy report
Week 13	5/4	Class content – Group lesson dynamics Homework – Submit SOAP/Lesson Plan in Clinic/Note
Week 14	5/11	Last clinic class Discuss final therapy report with client Homework – none
Week 15	TBD	Final Exam