

EDSP 269 - FIELD EXPERIENCE IN THE PUBLIC SCHOOLS

Fall Semester 2019

Sections 1, 2 & 3

I. COURSE INFORMATION

Instructors:	Wendy Quach, Ph.D., CCC-SLP	Carol Zepecki, Ed.D., CCC-SLP
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	Email is the best way to contact us.	
Office Hours:	By appointment only	Monday 11-12, Tuesday 3-4
Class Days/Times	School sites: Mondays through Fridays. SJSU Seminars: Please see calendar below.	

Pre-requisites	The following health and safety items are required for Student Teaching (EDSP 269) and Externship (EDSP 278):	
	<ol style="list-style-type: none">1. TB clearance within the past year (available at Health Services). Some sites require a 2-step test; they will let you know.2. Hepatitis B vaccine (it's ok if you haven't finished the series by the time you start)3. CPR certification4. Basic Physical Exam (available at Health Services).5. Supervisors expect you to have completed these items prior to starting.	

Course Format

This course involves daily attendance at an assigned school site, participation in seminars at San José State, and completion of all required activities. Laptop, Internet access and software are required to complete this course. See Student Technology Resources below for available computer/laptop/device on campus.

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on on Canvas Learning Management System course login website at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through MySJSU at <http://my.sjsu.edu> to learn of any updates

Course Description

This course is designed to provide the student with the opportunity to experience the delivery of clinical services in a public school setting. The student will be supervised by a licensed, certified speech-language pathologist in an itinerant and/or classroom setting with infants, toddlers, children and/or youth. The student will participate in school related activities, assist a master clinician in the diagnosis and treatment of communication disorders, attend meetings, participate in family and student counseling, complete documentation, assist with planning and experience all activities related to the effective management of a clinical caseload in a public school setting. The duration of the practicum is one semester (8/22/19 to

12/09/19) five days per week to obtain the full semester units. Two hundred clock hours minimum requirement for credential as speech, language and hearing specialist. Prerequisite: TB clearance, CPR, basic physical, Hep B

Course Learning Outcomes

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

1. Identify and demonstrate appropriate personal and ethical professional conduct, equity and social justice, reflective practice, and the unconscious expectation of academic excellence through professional presentation of self, honesty, fairness, responsibility, compassion, and valuing diversity, collaboration, and collegiality. (ASHA Standards IV-A-C, G)
2. Plan, conduct, and evaluate diagnostic procedures for speech-language disorders. (ASHA Standard IV-D)
3. Plan, conduct, and evaluate individual and group intervention procedures for speech-language disorders. (ASHA Standard IV-D)
4. Plan, conduct, and evaluate conferences that may include family members, teachers, and other professionals who are involved in the student's IFSP/IEP program. (ASHA Standards IV-E-G)
5. Write reports and individual education plans and document students' progress. (ASHA Standard V-A)
6. Understand and apply educational philosophy, structure, regulations, laws, and responsibilities. (ASHA Standards IV F-G, V-B)
7. Demonstrate the ability to administer and manage a speech-language program in a public school setting. (ASHA Standard IV-C-D, V-A)
8. Interact with other professionals in a collegial and productive manner. (ASHA Standards IV-D, V-A)
9. Accept responsibility to facilitate learning for all students. (ASHA Standard V-B)

ASHA STANDARDS

This course meets the following Standards for the Certification of Clinical Competence: (2016):

- **Standard IV-A:** The applicant must have demonstrated knowledge of the biological sciences, physical sciences, statistics, and the social/behavioral sciences. (CLO 1, 5)
- **Standard IV-B:** The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the lifespan. (CLO 1, 2)
- **Standard IV-C:** The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas of study ((1) articulation, (2) fluency, (3) voice and resonance, (4) receptive and expressive language in speaking, listening, reading and writing, (5) hearing and the impact on speech and language, (6) swallowing, (7) cognitive aspects of communication, (8) social aspects of communication, (augmentative and alternative communication modalities. (CLO 1, 7)
- **Standard IV-D:** For each of the areas specified in Standard IV-C, the applicant must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of

anatomical/physiological, psychological, developmental, and linguistic and cultural correlates. (CLO 2, 3, 4, 7, 8)

- **Standard IV-E:** The applicant must have demonstrated knowledge of standards of ethical conduct. (CLO 4)
- **Standard IV-F:** The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice. (CLO 4 -6)
- **Standard IV-G:** The applicant must have demonstrated knowledge of contemporary professional issues. (CLO 4,6)
- **Standard V-A:** The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice. (CLO 5, 7, 8)
- **Standard V-B:** The applicant for certification must have completed a program of study that includes experiences sufficient in breadth and depth to achieve the following skills outcomes; evaluation, intervention, interaction and personal qualities. (CLO 6, 9)

Required Texts/Readings

There is no textbook for this course. The following are *recommended* textbooks for the course.

- Kopel, L & Kilduff, E. (2016). *IEP goal writing for speech-language pathologists: Utilizing state standards*. Plural Publishing.
- Moore, B. & Montgomery, J. (2001). *Speech-language pathologists in public schools: Making a difference for America's children*. Pro-Ed.
- Pritchard Dodge, E. (1999). *Survival guide for school based speech language pathologists*. Cengage
- Schraeder, T. (2017). *A guide to school services in speech-language pathology*. Plural Publishing

Library Liaison and Additional Support

- Suzie Bahmanyar – suzie.bahmanyar@sjsu.edu

Useful Resources

- [American Speech-Language-Hearing Association \(ASHA\) Evidence-Based Practice \(EPB\)](http://www.asha.org/Members/ebp/intro.htm) resources at <http://www.asha.org/Members/ebp/intro.htm>
- [ASHA's National Center for Evidence-Based Practice in Communication Disorders \(N-CEP\)](http://www.asha.org/members/ebp/EBSRs/) 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 / Material

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

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>
- [Student Technology Resources](#): Computer labs for student use are available in the Academic Success Center 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

Course Requirements and Assignments

This is a full time (5 day) off-campus clinical practicum. You are required to accrue a minimum of 200 hours of direct contact time with clients at your site.

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' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

Assignments and Evaluation. See the attached Course Schedule for dates and Assignment Description for specific instructions/rubrics.

- Read the **School Practicum Handbook**.
- **Daily attendance and punctuality** at assigned schools. Permission is required from the SJSU supervisor *prior to* an absence. Excessive and/or repeated absences may result in a B- or lower for the practicum.
- **Attendance at and participation** in ALL seminars in Sweeney Hall. Please see calendar below for dates. Please arrive early to begin promptly at the designated times listed below.
- **Weekly reflections** submitted to your SJSU supervisor in Canvas summarizing activities of the week, questions, and other thoughts pertinent to your placement.
- **Reflections on Professional Issues videos.** Provide a brief summary of some points that you considered important and your view of this information for your internship placement and your future as a SLP in Canvas. See links and due dates in the course calendar. (1-2 pages in length)
- **Portfolio.** Students are required to produce a portfolio that includes the following:
 1. Resume/Vita
 2. Two letters of recommendation. Please include at least one letter of recommendation from a faculty member in CD&S who can speak to your academic skills and one from a clinical supervisor.
 3. Two sample lesson plan – Please remove names of clients.
 4. Sample IEP – **Please remove names of clients and all identifying information such as**

parents' names, addresses, etc.

5. Two sample speech and language reports – **Please remove names of clients and all identifying information such as parents' names, addresses, etc. Reports must have been generated during your student teaching experience.**
6. Three sample activities and/or materials. Provide a summary of how the activities were used and for what purpose(s). When possible, include a rationale with evidence to support your use of the materials/activities.
7. These indexed binders are **due on the day of the last meeting with the SJSU supervisor.** Material that is not presented in a professional manner will not be accepted and may result in an Incomplete until revised and submitted in a professional format.

Grading

Your letter grade is based on the following scale.

A+	100% to 98%	A	97% to 94%	A-	93% to 90%
B+	89% to 87%	B	86% to 84%	B-	83% to 80%
C+	79% to 77%	C	76% to 74%	C-	73% to 70%
D	69% to 60%	F	59% & below		

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 site 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. In clinic ones – makes sense here.

The evaluation for grading is based on the following: I would either revise or take this out.

1. Observations by the site supervisor (70%)
2. Observations by the university supervisor (5%)
3. Reports from other school personnel (principal, teachers, etc.) (5%)
4. Written reports and plans submitted (5%)
5. Participation at monthly seminars. (5%)
6. Weekly reflections (5%)
7. Submission of all paperwork in a timely fashion, according to the guidelines of the site and SJSU supervisor (5%)

Absences from your placement and/or seminar are permissible in cases of documented illnesses and/or emergencies. For illnesses, documentation must be in the form of a written note from your personal physician. For personal or family-related emergencies, an appropriate verification of the absence will be required. Documentation must be procured within one week of the missed session/seminar.

Grade Appeals: 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.

Incomplete Work: The symbol "I" (Incomplete Authorized) indicates that a portion of required course work has not been completed and evaluated in the prescribed time period due to unforeseen, but fully justified,

reasons and that there is still a possibility of earning credit. The student must not re-enroll in the course. It is the responsibility of the student to bring pertinent information to the instructor and to reach agreement on the means by which the remaining course requirements will be satisfied. A final grade is assigned when the work agreed upon has been completed and evaluated.

A notation of "Incomplete" may be given in lieu of a final grade to a student who has carried a passing grade for a significant part of the course but, because of illness or other unusual and substantiated cause beyond the student's control, has been unable to take or complete the final examination or some other *limited* amount of term work. An incomplete is not given unless the student can prove to the instructor that he/she was prevented from completing course requirements for just cause as indicated above, and is **not** assigned on the basis of poor academic performance.

Remediation: Please refer to the Handbook for this course regarding remediation procedures.

More guidelines on grading information and class attendance can be found from the following two university policies:

- University [Attendance and Participation policy F15-12](http://www.sjsu.edu/senate/docs/F15-12.pdf) (<http://www.sjsu.edu/senate/docs/F15-12.pdf>)

Dispositions for Student Teaching

Graduates from SJSU Communicative Disorders & Sciences Department will evidence a professional and personal commitment to ethical conduct, equity and social justice, reflective practice, and the "unconscious expectation of academic excellence." Professional dispositions are evidenced as follows:

- Commitment to ethical conduct: candidates demonstrate professional presentation of self, honesty, fairness, responsibility, compassion, collaboration, and collegiality.
- Commitment to equity and social justice: candidates recognize and oppose social injustice in themselves, their institutions and professional environment.
- Commitment to reflective practice: candidates systematically and regularly reflect on their practice with an aim to continuous improvement.
- Commitment to the belief that every person can learn to use his/her mind well: candidates value diversity and accept responsibility to facilitate learning for all students.

II. 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/> Make sure to review these university policies and resources.

III. COLLEGE AND DEPARTMENTAL POLICIES

COE Vision Statement

The Lurie College of Education at San José State University is a professional community of students, faculty, and staff engaged in supportive partnerships to serve a community of culturally diverse children, youth and families by pursuing scholarly and reflective inquiry, promoting, enhancing and increasing access to a quality, lifelong education. Faculty, staff, and graduates are compassionate professionals who interact in ethical ways and are mindful of our roles and responsibilities in a democratic society.

COE Mission Statements

The mission of the Lurie College of Education is to prepare educators who will enhance the quality of education for all students in our culturally diverse, technologically complex world.

Our basic values:

- Respect and appreciation for diversity
- Promotion of equity and access to quality education
- Excellence through scholarly activity and reflective professional practice
- Continual professional and personal growth
- Ethical, collegial, and humane interpersonal relationships as a basis for community

CD&S Department Vision Statement

Utilizing faculty expertise, the Department of Communicative Disorders and Sciences will be known for its rigorous education, innovative models of clinical preparation, scientific contributions, and a resource for professional development in service to our increasingly diverse community.

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.

HIPPA / FERPA Policy

Students will be considered members of the clinic / school workforce under regulations established by the Health Insurance Portability and Accountability Act (HIPAA) and Family Educational Rights and Privacy Act (FERPA). Students will adhere to these policies in all situations.

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 CD&S (e.g., restrooms, hallways, observation booths, elevators, teachers' lounges, 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.*

Grievances

When a dispute arises between a student and faculty member regarding a grade, academic honesty, 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](#) 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). 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.

FALL 2019 CALENDAR

Subject to change with appropriate notice.

Date	Room	Subject	Assignments
Tuesday, August 19 5-6PM	TBA	Seminar topic – Professional Issues	Watch and summarize <ul style="list-style-type: none"> • Collaboration with SLP and School Psych: https://youtu.be/HAg-w1oLCs • Jennifer Oien and Teresa Elliott Due – Friday 8/30 by 5:00PM
Wednesday, September 18 5-6PM	Zoom Meeting	Seminar topic - IEP Process in Public Schools	Watch and summarize <ul style="list-style-type: none"> • Public Schools Part I: https://youtu.be/mqEs24R1hN8 • IEP etc. Carol Zepecki Due – Friday 9/13 by 5:00PM Zoom link: https://sjsu.zoom.us/j/655446017?pwd=VUZWWkl6aWsxMUMwVExBLzQydjF0UT09
Wednesday, October 16 5-6PM	Zoom Meeting	Seminar Topic – Articulation	Watch and summarize <ul style="list-style-type: none"> • Common Core State Standards with Ann England: https://youtu.be/VVe9MISp74 • Information about interprofessional focus. Also talks about autism Due – Friday 10/11 by 5:00PM Zoom link: https://sjsu.zoom.us/j/587202208
Wednesday, November 13 5-6PM	TBA	Seminar Topic – Sharing Materials	Watch and Summarize <ul style="list-style-type: none"> • Day in Life of SLP in Schools: https://youtu.be/aw6bSggS400 • Lisa D’Angelo Due – Friday 11/1 by 5:00PM
Week of December 9		Individual meetings with SJSU supervisor to submit all paperwork for course. Portfolios and paperwork due at that time.	

FORMS TO COMPLETE FOR SCHOOL PRACTICUM

All forms are included in the School Practicum Handbook. Electronic versions of forms are also available.

Form	To be completed by	Submit to	Submit on
Initial Meeting Form	Student	Site Supervisor	During initial meeting
Practicum Commitment Form	Student & Site Supervisor	SJSU Supervisor	Two weeks after start date
Work Schedule and Information Form	Student	SJSU Supervisor	Two weeks after start date
Clinical Hours Tracking Form	Student	SJSU Supervisor after Site Supervisor endorsement	Within 1 week of completing practicum
Record of Supervised Clinical Experience	Student	SJSU Supervisor after Site Supervisor endorsement	Within 1 week of completing practicum
Clinician Competencies Form	Site Supervisor	SJSU Supervisor after student endorsement	Within 1 week of completing practicum
Semester Self-Rating of Practicum Form	Student	Site Supervisor SJSU Supervisor	At final meeting Within 1 week of completing practicum
Student Evaluation of Site/Supervisor Form	Student	SJSU Supervisor	Within 1 week of completing practicum
Site Supervisor/Student Evaluation of SJSU Supervisor Form	Student & Site Supervisor	SJSU Supervisor	Within 1 week of completing practicum
Practicum Remediation Plan	Student, Site Supervisor, SJSU Supervisor	SJSU Supervisor	As agreed upon