

San José State University
Connie L. Lurie College of Education
Communicative Disorders & Sciences

EDSP 277-04 Advanced Practicum in Speech Pathology (AAC focus), Fall 2019

Course and Contact Information

Instructor:	Dr. Jennifer Venditti, Ph.D., M.A. CCC-SLP, CA Lic. # SP20566, ASHA #12129268
Office Location:	Sweeney Hall KACCD Cilker AAC Lab (SH 117N)
Telephone:	(408) 924-3688 (CDS main office)
Email:	jennifer.venditti@sjsu.edu
Office Hours:	By appointment only on Tuesdays during 4:00-4:30 or 7:15-7:45
Class Days/Time:	Tuesday 4:30 to 7:15 PM
Classroom:	Sweeney Hall 113, KACCD clinic rooms, AAC Lab (SH 117N)
Prerequisites:	Graduate standing and instructor consent

MYSJSU Messaging and Electronic Files

You are responsible for regularly checking your @sjsu.edu email for clinic and course correspondence. We will be using Egnyte, which can be accessed at <https://mmccollum.egnyte.com>, to securely submit and store client files with protected health information (PHI). Non-PHI files will be shared via Canvas or Google Drive.

Course Format: On-campus Clinical Practicum with direct supervision

Course Description

From the SJSU Course Catalog for EDSP 277: "Working with children, adult, and group clients within a clinical practicum setting including preparing lesson plans, analyzing assessment results, developing and implementing therapy activities, collecting data, conducting client conferences and writing reports and home programs."

This course provides supervised clinical experience with children and adults who have speech and language disorders whom are clients of the Kay Armstead Center for Communicative Disorders (KACCD). It is intended to develop 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/caregiver conferences, writing reports with recommendations, maintaining professionalism and ethics, and participating in group discussions and peer feedback to further knowledge and skills.

This particular section of EDSP 277 focuses on clients with severe communication disorders who use AAC (Augmentative and Alternative Communication) systems to communicate. To complement to the clinical and professional skills mentioned above, student clinicians will construct goals which incorporate all 4 domains of AAC competency, plan and execute weekly AAC intervention with an individual or group of clients with complex communication needs, discuss objectives and outcomes in SOAP formats, collect aided/unaided communication samples, engage in programming of AAC devices, provide caregiver education as applicable, and write a progress report (aka. Final Therapy Report) with recommendations for future treatment.

Course Learning Outcomes (CLO)

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

1. Determine appropriate objectives in each of the AAC competency domains: operational, strategic, linguistic, and social-functional as demonstrated in therapy treatment plans, weekly plans, SOAP documentation, and Final Therapy Report.
2. Demonstrate knowledge of the operation and programming of the AAC system(s) and accessories (switches, mounts, etc.) used by the person with complex communication needs (CCN) including use of aided language stimulation as observed by the supervisor in each therapy session.
3. Demonstrate the ability to accurately *observe* and *respond appropriately* to communicative behaviors which are aided or unaided, to make adjustments to access methods, and to adjust to client's dynamic sensory, motor, and attention needs as observed by the supervisor in each therapy session.
4. Demonstrate proficiency in oral and/or written explanations of intervention strategies, intervention targets/objectives, and device programming and maintenance to caregivers (and clients when appropriate) as observed by the supervisor in each therapy session and documents provided to clients (e.g. Final Therapy Report, 'How To' documents, homework requests, etc.).
5. Collect communication samples of aided/unaided communication during therapy sessions lead by peer clinicians, and analyze samples for form and function using the *Communication Sampling & Analysis* (CSA) tool.
6. Provide a professionally written, succinct and accurate Final Therapy Progress Report (FTR) which discusses current skills in each domain of AAC competency as well as progress towards goals. Recommendations for future services including goals which also cover the 4 domains will also be required.
7. Demonstrate the ability to conduct *therapy* of the assigned client(s) who exhibits complex communication needs in the Center including: establishing and maintaining a positive clinician/client interaction; writing session objectives which are performance and/or criterion based, using therapeutic techniques and materials appropriate to the objectives; selecting and using therapy materials and reinforcers that are motivating, age appropriate, and stimulating to the client.
8. Demonstrate appropriate use of *Universal Precautions* procedures to prevent the transmission of blood-borne pathogens during all clinical sessions.
9. Demonstrate an understanding of, and sensitivity to, *multicultural issues* when making decisions regarding speech-language/communication treatment in a diverse society during clinical sessions, during class and individual discussions with the supervisor, and as evidenced in the Final Therapy Report(s).
10. Demonstrate proficiency and efficiency in the completion and filing of all clinic documentation according to clinic procedures in a timely manner including: Treatment Plan including proposed goals, written Lesson Plans, Subjective observations, Objective data, outcome Assessment, and Plans for each session, clinic forms, Communication Sampling and Analysis (CSA) input, and concluding Final Therapy Report.
11. Objectively evaluate personal skills as a clinician.
12. Maintain professionalism in spoken and written communications, collaboration, caregiver counseling, conduct, appearance, and demeanor (KACCD Clinic Handbook, 2014 ASHA Standard for Certification V-B) and adhere to the ASHA Code of Ethics as observed by supervisor.

Required Texts/Readings

Textbook

There are no required texts.

Suggested Readings

Johnston, S., Reichle, J., Feeley, K. & Jones, E. (2012). AAC Strategies for Individuals with Moderate to Severe Disabilities. Baltimore, MD: Paul H. Brookes Co.

Soto, G. & Zangari, C. (2009). Practically Speaking: Language, Literacy, and Academic Development for Students with AAC Needs. Baltimore, MD: Paul H. Brookes Co.

Other Readings

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

Other technology requirements / 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 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.

Equipment necessary for AAC support will be made available in the AAC Lab in 117N or on loan from the applicable vendors. You will need personal computer access for the purpose of word processing for writing and completing necessary clinic paperwork.

Depending in which AAC system your assigned client uses, please download (as you are able) the following freely-available AAC device editing/programming software:

- Saltillo NOVA Chat users: Chat Editor 2.14.0 (or latest version):
https://saltillo.com/support/download_category/all-downloads-13
- Prentke Romich Accent users: NuVoice PASS:
<https://www.prentrom.com/support/PASS/downloads>
- Dynavox users: TBD

If you do not have access to a PC computer, there are PCs in the file room and AAC Lab which are available for your use to do editing tasks. (The AAC Lab PC is only available Tuesdays 4:30-7:15pm, please make arrangements with the supervisor.) The computer in the Sweeney Hall 4th floor student lounge also has this software installed, and can be used for short periods of time only.

Course Requirements and Assignments

1. **Seminars** are designed to help guide you through the clinical processes and to answer any questions or concerns that may arise. Questions and discussion are highly encouraged. Seminars will occur within the

course time period (6:45-7:15) after scheduled therapy sessions. Attendance is mandatory unless you have a valid reason such as illness.

2. **Assisting peers** and providing support both in and out of sessions as needed is expected. Collaborative efforts will be considered at part of your professionalism grade.
3. **Collect and file a hardcopy of all clinic forms** completed by your client(s)/caregiver(s), including your Final Therapy Report. **Record each contact** (session, phone, email) with your client throughout the semester in the client file.
4. **Conduct 11 weekly 75-minute treatment sessions** with your client(s). This will yield 13.75 hours of direct contact with clients/caregivers. A minimum of 12 hours is expected for EDSP 277 clinics. Therapy sessions must include activities of your choosing which address goal targets, and can include collaborative social activities and short breaks from tasks. Some portion must include caregiver training and education.
5. **Arrive to class with all therapy materials ready** (i.e. sorted, laminated, cut, arranged, etc.).
6. **Treatment Plan:** Develop a Treatment Plan containing semester-long objectives/goals with rationales for your client(s). You can follow the client's recommended goals from the previous semester, or propose your own. The Plan must contain proposed goals for all four AAC competency areas (operational, strategic, linguistic, social-functional). However, you will choose only 3 of these areas to focus on in intervention across the semester (with data collection.)
7. **Weekly lesson plans** for the following week **due no later than the Sunday before your session at 5:00 PM via Egnyte**. You may use the provided template or an alternative formatting approved by the supervisor. Submit your Plan via Egnyte TURN-IN folder. If you adjust your plan after submitting it, do so in Egnyte and alert the supervisor via tagging the file.
8. **SOAP notes** must be submitted for each treatment session **due no later than the following Wednesday 11:59 PM via Egnyte**. See SOAP note template in client file, or alternative formatting approved by the supervisor.
9. **Communication Sampling and Analysis (CSA)** will be required 2 times during the semester (once before and once after midterm evals). This involves observing another clinician's client during his/her session and collecting a communication sample which is analyzed by form and function of communicative acts. The sample will be entered into the web-based CSA software per supervisor instructions. Entry of Sample #1 is required; entry of Sample #2 is optional. A sign-up sheet for observation times will be circulated. This observation time counts toward ASHA assessment hours (expect roughly ~1 hour total).
10. **Self-reflections:** During the semester, you will provide 2 self-reflections as part of your learning process. Self-evaluations will be due via your Egnyte TURN-IN folder as stated on the Clinic Schedule (below). Each reflection (~½-1 page) will comment on (1) What excited you about the session(s)? (2) What is something that didn't go well or as expected in your session? (3) Ideas on how to adapt, avoid, or seek assistance to enhance your experience in the future.
11. **Peer observation:** You will have multiple opportunities to observe your peers during their therapy sessions, in particular during the CSA data collection.
12. **Peer feedback:** Verbal peer feedback is expected throughout the semester primarily during Seminars.
13. **Final Therapy Report (FTR):** Write and present to client/caregiver a Final Therapy Report at the conclusion of the semester following the template provided by supervisor. In addition to reporting case history, present levels and progress, the report will include recommendations for future therapy objectives (with rationales) and home/community carryover. All areas of AAC competency must be addressed (operational, linguistic, strategic, social-functional). Submit draft and final version via Egnyte. Once approved by supervisor, a signed hard copy should be placed in the client's file (in file room). The supervisor will transfer the electronic copy of the FTR over to the client's Egnyte folder.
14. **Client/caregiver conferences and training:** You will conduct client/caregiver conferences and ongoing caregiver training throughout the semester. An initial introductory contact/interview with the client/caregiver is recommended (via phone prior to your first session). The final conference will involve

presenting your Final Therapy Report and recommendations during the final ~30 minutes of your last session.

15. Participate in **mid-term evaluation conference and final evaluation conference** with supervisor. Scheduled times will be provided. The department Clinical Practicum grading rubric can be found in CALIPSO and will be presented by the supervisor and discussed with the student.
16. **ASHA hours:** You are responsible for tracking your hours as per ASHA requirements. You may use the Clinician Hours Worksheet or a record-keeping system of your own, whichever will help you maintain accurate records. A good recording system maintained throughout the semester is critical. Hours will be logged into CALIPSO with the help of the supervisor during your final evaluation (logging of hours in CALIPSO can be confusing).

American Speech-Language and Hearing Association (ASHA) Standards

Please refer to the American Speech-Language and Hearing Association 2014 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology revised March 1, 2016 for further details.

Standards retrieved on 8/17/16 from:

<http://www.asha.org/certification/2014-speech-language-pathology-certification-standards/>.

This course is intended to provide opportunity to demonstrate the following ASHA Standards (2014) to apply for Certification of Clinical Competence:

1. Standard IV-B: "...demonstrated knowledge of basic human communication and swallowing processes... ability to integrate information pertaining to normal and abnormal human development across the life span.
2. Standard IV-C: "...demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates..."
3. Standard IV-D: "...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."
4. Standard IV-E: "...demonstrated knowledge of standards of ethical conduct...the principles and rules of the current ASHA Code of Ethics."
5. Standard IV-F: "...demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice."
6. Standard V-A: "...demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice. ...demonstrated the ability to write and comprehend technical reports, diagnostic and treatment reports, treatment plans, and professional correspondence in English."
7. Standard V-B: "... completed a program of study that included experiences sufficient in breadth and depth to achieve the following skills outcomes:
 - a. Intervention
 - i. 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.
 - ii. Implement intervention plans (involve clients/patients and relevant others in the intervention process).
 - iii. Select or develop and use appropriate materials and instrumentation for prevention and intervention.
 - iv. Measure and evaluate clients'/patients' performance and progress.
 - v. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.
 - vi. Complete administrative and reporting functions necessary to support intervention.
 - vii. Identify and refer clients/patients for services as appropriate.

- b. Interaction and Personal Qualities
 - i. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.
 - ii. Collaborate with other professionals in case management.
 - iii. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.
 - iv. Adhere to the ASHA Code of Ethics and behave professionally.
8. Standard V-C: "...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."
9. 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."
10. 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.

Grading Information

- **On-Campus Clinical Evaluation Rubric:** The CALIPSO evaluation rubric will be utilized to evaluate course learning objectives. This evaluates competencies in evaluation skills (as applicable), treatment skills, and professional practice, interaction, and personal qualities. A grade of "B" or higher on the rubric is considered "passing." Line items in which there were insufficient opportunities to exhibit skills will not be included in the calculation and therefore not count against you. The Clinical Evaluation Rubric will be distributed the first day of class and is also on the department website.
- At midterm, if a line item on the CALIPSO evaluation rubric is 2 or lower, an action plan will be developed in conjunction with the student, supervisor, and department Chair. Failure to achieve the items on the action plan will result in a grade of B- or lower.
- Per the CALIPSO evaluation rubric, the following grades are applied to the defined rubric average scores:

A = 3.48-4.0	B+ = 3.1-3.19	repeat clinic = < 2.89
A- = 3.2-3.47	B = 2.9-3.09	
- **Remediation activities:** If student performance for one or more specific knowledge/skill area is below expectations, the supervisor/instructor may require remediation and implement strategies that may include, but are not limited to, the following: 1) Providing oral explanations of content material, 2) Redoing all or part of academic/clinical projects, 3) Completing directed readings, 4) Viewing supplemental videos, 5) Other targeted activities. *These additional remediation activities will not alter the grade earned on a particular examination or assignment;* however, they will ensure that each student has demonstrated acquisition of each of the knowledge and/or skill areas targeted in the course.
- **Extra credit is not offered.** With the assumption that most students have an end goal of ASHA certification, completing remediation activities which address skills required for ASHA certification are expected when requested as stated above without additional credit offered.
- **Attendance is required to meet clinical practicum expectations.** See Graduate Student Handbook (Part III: Clinical Policies) for further information.

- **Late or missing assignments** will be accounted for in the CALIPSO evaluation rubric in the Professional Practice section. As a clinician, it is expected that ALL clinical documentation is completed and filed electronically and/or in the client file, as applicable. Incomplete client files may result in course failure.
- **Participation** in class discussions is required to collaborate and to demonstrate professionalism as included in the CALIPSO evaluation rubric. Furthermore, via class and individual discussions, you will be demonstrating the theoretical knowledge to provide rationales for clinical decisions. Participation is reflected upon in the rubric in various line items.

Per [University Policy S16-9](#), “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, 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.”

Final Examination or Evaluation

- **Midterm evaluation:** An individual conference will be held between the supervisor and student clinician mid-semester (see Clinic Schedule below) to discuss present strengths and areas to be addressed. The CALIPSO On-Campus Clinical Evaluation Rubric will be utilized.
- **Final evaluation:** A final individual conference will be held at the conclusion of the semester. The CALIPSO On-Campus Clinical Evaluation Rubric will be utilized and turned in to the department to be placed in your student file. Both the supervisor and student clinician must sign the final rubric.

Additional Clinic Requirements and Protocol

In addition to the course requirements, as a student clinician at the Kay Armstead Center for Communicative Disorders, you are required to follow the Graduate Student Handbook (Part III: Clinical Policies), protected health information privacy rules, and the ASHA code of ethics which includes but is not limited to the following:

1. **Be respectful and use the Golden Rule** (respect others as you wish to be treated). This course is designed so that you can all learn from and support each other.
2. **Seek guidance/assistance** when necessary. Questions which demonstrate forethought are highly encouraged.
3. When attending seminar, providing treatment, or observing, **be professional:** be on time, be prepared, and excuse yourself and return quietly as needed. **Snacking** during seminar and in the observation room is permissible to maintain your comfort and therefore attentiveness given the lengthy practicum schedule. Take care that food and beverage is not near electronics or files.
4. Completion of all **medical, CPR, HIPAA, and clearance requirements** prior to client contact.
5. **Materials, equipment, and programming necessary for your session should be ready *prior to start of class*.** Let your supervisor know with sufficient notice if you need a specific piece of equipment so that she may attempt to locate one for you.
6. You may have your **phone** with you in the therapy room if used professionally. For example, if your supervisor is not directly observing you at the moment and your request for assistance via the observation cameras is not heard, you may text your supervisor versus looking out the door (remember you cannot leave your client unattended). Additionally, you may use it as a timer for timed trials. Do not use your phone as part of the therapy materials unless prior approval from your supervisor is granted. Personal or non-clinic related communication during therapy sessions via your phone is not permitted. Please silence your phone during sessions, seminar, and observations. Being distracted by your phone may impact your rubric scores for professionalism and active listening.
7. **Client Confidentiality:** Students will be considered members of the clinic workforce under regulations established by the Health Insurance Portability and Accountability Act (HIPAA). Students will receive instruction in following HIPAA policies and will be required to adhere to these policies. As a teaching clinic, KACCD has further guidelines.

Refer to the Graduate Student Handbook (Part III: Clinical Policies) for information. Further information about HIPAA can be found at: <http://www.asha.org/practice/reimbursement/hipaa/default/>.

- a. All clients have the right to confidentiality.
 - b. Students are not to discuss cases outside of the Communicative Disorders & Sciences Clinic or in public access areas within CDS (e.g., restrooms, hallways, observation booths, etc.).
 - c. Known violations of confidentiality will result in a stern reprimand. Serious and/or repeated violations will warrant referral to the Clinic Coordinator and/or Chair of the Communicative Disorders & Sciences Department for disciplinary action.
 - d. It is okay to discuss in the clinic office with closed door if possible.
 - e. Do not use client names or identifying information when discussing a client.
 - f. Use client initials when communicating with your supervisor in text or verbally.
 - g. If you meet in public, greet as an acquaintance or friend but never refer to yourself as their clinician.
 - h. Client files must remain at the CD&S department. They are not to be taken outside of 113, 115, 117, 118 rooms unless you are with your supervisor. If leaving the file room, they must be signed out.
 - i. Don't leave identifying information in therapy rooms.
 - j. Shred all documents with identifying information. A shred container is located in SH115.
 - k. **Final Therapy Reports (FTRs) contain identifying information and thus must be written on Egnyte only. Do not write on your private computer. Instead, upload a skeleton of the report to your TURN-IN folder and then complete the report from within Egnyte via WedEditor.**
 - l. Nothing from the client file may be photographed, photo copied or scanned.
8. **Interactions with other professionals:** You will be responsible for communicating with other professionals regarding the management of the client, as appropriate. ***Before initiating a contact, the clinician must receive approval from the supervisor.*** Please document all communication with other professionals in the client's file.
9. **Electronic files:** (Subject to change with further instruction from Clinical Coordinator). Egnyte 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 Final Therapy Progress Reports to maintain HIPAA compliance. Egnyte can be accessed at <https://mmccollum.egnyte.com>. You will be provided a login and password by the clinic director. Do not share your password with anyone. Turn all documents in to the "turn in" file identified by your name in Egnyte. Once approved, **your supervisor** will move the file to the client's permanent Egnyte file. 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 you need to share PHI documents electronically with the client, you must request your supervisor to do so. **Do not password protect documents in Egnyte.** It is already secure. Non-PHI correspondences and files such as your self-reflections may be e-mailed. If you need to e-mail your supervisor regarding your client, please use initials only. Utilize the WebEdit feature in Egnyte when making any changes to files to avoid duplicate copies of your files. **Files must be named accordingly:**
- a. Lesson Plan: client initials + LP + date of session (e.g. RA LP 2-11-19)
 - b. SOAP: client initials + SOAP + date of session (e.g. RA SOAP 2-11-19)
 - c. CSA sample: client initials + CSA sample + date of sample (e.g. RA CSA sample 2-11-19)
 - d. Treatment Plan: client initials + TP + semester and year (e.g. RA TP Spring 2019)
 - e. Final Therapy Report: client initials + FTR + semester and year (e.g. RA FTR Spring 2019)
10. Student clinicians are expected to strictly follow all rules of the center.
- a. **Appropriate professional dress** is required. Please dress in a professional manner for your sessions - no jeans, no athletic 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 rescheduling the session.

- b. Please refer to your **Graduate Student Handbook (Part III: Clinical Policies)** for additional and more detailed policies and procedures regarding student clinician absences, documentation, universal precautions, etc.

11. Clinician and Client absences: If you will not be able to attend your scheduled treatment/evaluation session for any reason, you are responsible for following the procedures outlined below.

- a. Notify your client or caregiver of the cancellation. Make sure you have *access* to your client's phone number so you can contact him/her if you must cancel a session on short notice.
- b. Notify your supervisor ASAP by phone, voicemail, email or message that the session has been cancelled and the reason.
- c. Notify your supervisor once your client confirmed cancellation/was reached.
- d. Notify the supervisor of any client absences during our weekly meeting. Please log all absences.
- e. Per University policy, absences due to religious holidays are permitted. Such planned absences must be communicated to the supervisor at the beginning of the semester.

To read the entire Communicative Disorders & Sciences *Graduate Student Handbook* (incl. Clinic Policies), please visit: docs.google.com/document/d/1Z_7BYwXh_i7QjIKo_UVHCUvT0uK2cjUfMWiNzPgW2EI/edit#

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. is 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/>.

SJSU Student Resources

- **Writing Center:** <http://www.sjsu.edu/writingcenter/>
- **Counseling Services:** <http://www.sjsu.edu/counseling/>
- **Peer Connections:** http://peerconnections.sjsu.edu/about_us/
- **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.

EDSP 277-03 Advanced Practicum in Speech Pathology (AAC focus), Spring 2019

Course/Clinic Schedule

Schedule is subject to change with fair notice via e-mail.

Lesson plans for all therapy sessions due the Sunday preceding the session by 5:00 PM via Egnyte

SOAPs for all therapy sessions due the Wednesday following the session by 11:59 PM via Egnyte.

DATE	Seminar	#	Clinics	Assignments listed are due by 11:59 PM*
8/27/19	4:30-7:15 Syllabus & Semester Planning AAC overview	--	(none)	DO BEFORE 9/3/19 CLASS: <ul style="list-style-type: none"> ○ Read the syllabus in its entirety ○ Review FTR from last semester ○ Call client's caregiver to confirm therapy time, etc. ○ Review client's CSA samples, if available (don't worry about the CSA coding now) ○ Review client notes file ○ Review client's goal history file, highlight the target skill in each ○ Review client surveys in their folder
9/3/19	4:30-7:15 Semester Planning AAC overview CSA assessment tool (intro)	--	(none)	DO BEFORE 9/10/19 CLASS: <ul style="list-style-type: none"> ○ Read over CSA samples again, with attention to coding this time ○ Install MS Word and WebEdit ○ Read over CALIPSO grading rubric. DUE in class 9/10/19 (TUES): <ul style="list-style-type: none"> ○ Brainstorm 2+ ideas for possible first-day therapy activities (not collected; will discuss in seminar)
9/10/19	4:30-7:15 4:30-5:30 = PRC device demo 5:45-7:15 Planning wrap-up -Lesson Plan expectations -goal ideas	--	(none)	
9/17/19	6:45-7:15 -review SOAP expectations -review TP expectations -discuss self-reflection assignment	1	Tx 4:30-6:45	Lesson Plan / SOAP DUE 9/20/19 (FRI): <ul style="list-style-type: none"> ○ Treatment Plan DRAFT -- after one session with the client (incl. goals, rationales, attempt baseline) ○ Learn 'Track Changes' procedure in MS Word

				DUE 9/20/19 (FRI): Self-reflection on first tx session
9/24/19	6:45-7:15 -review CSA obs/coding	2	Tx 4:30-6:45 Probe skills for Treatment Plan baselines	Lesson Plan / SOAP DUE 9/27/19 (FRI): ○ Treatment Plan FINAL -- after second session including probes
10/1/19	6:45-7:15	3	Tx 4:30-6:45 CSA obs sample #1	Lesson Plan / SOAP
10/8/19	6:45-7:15	4	Tx 4:30-6:45 CSA obs sample #1	Lesson Plan / SOAP
10/15/19	6:45-7:15	5	Tx 4:30-6:45 CSA obs sample #1	Lesson Plan / SOAP DUE 10/18/19 (FRI): ○ CSA web data entry (sample #1) (but it's best to enter the data right after you observe) DUE 10/20/19 (SUN): ○ Self-reflection on tx so far
10/22/19	Midterm eval conferences schedule TBD during 6:45-7:15	6	Tx 4:30-6:45 Midterm eval conf schedule TBD while you are not in tx	Lesson Plan / SOAP
10/29/19	6:45-7:15 -CSA feedback	7	Tx 4:30-6:45	Lesson Plan / SOAP
11/5/19	6:45-7:15 -review FTR expectations -review 'Track Changes' procedure in MS Word	8	Tx 4:30-6:45 CSA obs sample #2	Lesson Plan / SOAP
11/12/19	6:45-7:15	9	Tx 4:30-6:45 CSA obs sample #2	Lesson Plan / SOAP DUE 11/15/19 (FRI): ○ FTR DRAFT, write everything up to goal progress

11/19/19	6:45-7:15 -review caregiver conference expectations	10	Tx 4:30-6:45 CSA obs sample #2	Lesson Plan / SOAP DUE 11/21/19 (THURS): ○ FTR best DRAFT, including goal progress and recommendations DUE 11/25/19 (MON): ○ FTR final REVISIONS
11/26/19	6:45-7:15	11	Tx 4:30-6:45 Therapy + Final conference (FTR) with caregiver	Lesson Plan / SOAP
12/3/19 (FLEX)	(reserve 4:30-7:15 for Final semester eval conferences, TBD based on whether there is make-up tx)	--	Tx: (reserve 4:30-6:45 for any make-up or missed sessions)	(Lesson Plan / SOAP) if applicable
finals week	Conferences TBD if needed during university-scheduled final exam time: Friday Dec 12, 2:45-5:00		(none)	