

San José State University
Connie L. Lurie College of Education
Communicative Disorders & Sciences
Practicum in Speech Pathology, EDSP 276, Spring, 2018

Course and Contact Information

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Class Days/Time:	Tuesday 12:00PM-2:45PM
Classroom:	Sweeny Hall, KACCD

MYSJSU Messaging and Electronic Files

You are responsible for regularly checking your @sjsu.edu email and with the messaging system through [MySJSU](http://my.sjsu.edu) at <http://my.sjsu.edu> for clinic and course correspondence. We will be using the clinic's secure file sharing system, [Egnyte](https://mmccollum.egnyte.com), which can be accessed at <https://mmccollum.egnyte.com>. You will be provided a log in and password by the clinic director. Egnyte will be used to share Protected Health Information (PHI). We will also share non-PHI files through Google Drive.

Course Description

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 conferences, writing reports with recommendations, maintaining professionalism and ethics, and participating in group discussions and peer feedback to further knowledge and skills.

Learning Outcomes

Course Learning Outcomes (CLO)

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

1. Communicate and collaborate professionally with clients, their caregivers, professionals and peers while conducting clinical evaluations and presenting findings and recommendations as observed in written documents and by supervisor during assessment sessions.
2. Develop Assessment Plans and conduct evaluations which acknowledge, adapt, and understand the needs of diverse populations in relation to culture, background, ethnicity, sexual orientation, religion, social class, ability, political belief, and disabilities as observed by supervisor and documented in Assessment Plan document.
3. Gather relevant case history through review of records and interviews with relevant caregivers and professionals as observed by supervisor during assessment and reported in Assessment Report.
4. Select appropriate diagnostic tools (standardized and/or non-standardized) for the individual, demonstrating a clear understanding of the purpose of the instrument as established in Assessment Plan document.
5. Insure proper testing environment which includes but is not limited to: professional conduct, limiting distractions, explanation of purpose, efficient access and manipulation of materials, accommodations for disabilities, motivating tasks when appropriate, appropriate feedback, and encouraging atmosphere as observed by supervisor during assessment sessions.
6. Demonstrate the ability to accurately observe and assess communicative behaviors, adjusting as needed to meet the cognitive, linguistic, physical, and emotional requirements of the client as observed by supervisor during assessment sessions.
7. Administer, score, and interpret test instruments accurately as well as discuss the subjective accuracy and/or validity of the results due to various factors (i.e. attentive state of the client, non-standardized procedures if taken, environmental influences), as observed by supervisor and review of test protocols and Assessment Report.
8. Demonstrate the ability to make a differential diagnosis based on assessment findings as demonstrated during class discussions and as reported in Assessment Report.
9. Critically analyze gathered data and observations to determine how a client's profile may impact their daily functioning as evident in class discussions and recommendations included within Assessment Report.
10. Generate a professionally written Assessment Report which succinctly and accurately presents pertinent information gathered during the assessment process, discusses clinical findings, and provides functional recommendations based on data gathered and behavioral observations.
11. Complete and file clinical documentation in a timely and professional manner including clinic forms, documentation of sessions (SOAP and chronology forms), Assessment Reports as demonstrated by electronic and hard files in the designated clinic systems.

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) at <http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/> for further details.

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 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."
6. **Standard V-B:** "... completed a program of study that included experiences sufficient in breadth and depth to achieve the following skills outcomes:
 - a. Evaluation:
 - i. Conduct screening and prevention procedures (including prevention activities).
 - ii. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals.
 - iii. Select and administer appropriate evaluation procedures, such as behavioral observations, non-standardized and standardized tests, and instrumental procedures.
 - iv. Adapt evaluation procedures to meet client/patient needs.
 - v. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.
 - vi. Complete administrative and reporting functions necessary to support evaluation.
 - vii. Refer clients/patients for appropriate services.
 - 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.

7. **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."
8. **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.

Required Texts/Readings

Textbook

1. 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)

Other Readings

1. Articles and materials to support your performance will be available on the course web page.
2. [AHSA Practice Portal](http://www.asha.org/Practice-Portal/Speech-Language-Pathologists/) at <http://www.asha.org/Practice-Portal/Speech-Language-Pathologists/>

Other Technology Requirements / Equipment / Material

You are required to utilize the Egnyte electronic file management system for clinic documents. This is a secure site which KACCD utilizes to store and retrieve Protected Health Information (PHI) per Health Insurance Portability and Accountability Act (HIPAA). You are required to complete clinic documents utilizing a word processor and to submit them electronically via Egnyte. You may be required to submit other work electronically (e-mail, Canvas, and Google Drive, etc.) as instructed by the Supervisor.

You will be required to utilize various testing instruments which are provided in the Diagnostic Center (DC) of the KACCD. Refer to your clinic orientation materials and Handbook for use procedures. It is suggested that you obtain the materials you require in advance of your session to familiarize yourself as well as to ensure that it will be readily available for your scheduled session. Your client may also require additional materials to ensure motivation. Some materials (e.g. toys, books) are available in the clinic to borrow; however, do not rely on a particular item to be available when you attempt to retrieve it. *You are responsible for ensuring you have adequate time to collect and possibly revise your intended materials from the clinic.*

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details

about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

1. **Attend and participate in Seminars.** Seminars are designed to guide you through your clinical experience, to help you problem solve, and to expand your knowledge with practical applications. Some Seminars will have pre-set topics and others will be open to topics brought by students. Questions and further discussion is highly encouraged.
2. **Conduct assessments for a minimum of 2 clients.** Each client will be scheduled as instructed by the Supervisor (e.g., adults may only require one session, whereas children may perform better with two). If more time is required to complete a thorough assessment, please inform your supervisor. The following is expected of each assessment:
 - a. Assessment Plan: **Due one week prior to scheduled assessment via Egnyte**
 - b. Case History Review
 - c. Client/Caregiver interview
 - d. Diagnostic Testing
 - e. Trial therapy when appropriate
 - f. Written Assessment Report: **Due one week after final assessment session via Egnyte**
 - g. Counseling, client/parent education **2 weeks after your final assessment session**
 - h. Reflection: **Due within 72 hours of the follow-up conference.** Discusses personal strengths during the assessment process, areas of needed development, and reflection on how the individual's needs and preferences were met with consideration of background, culture, religion, beliefs, disabilities, age, gender, economic status or other relevant factors.
3. **Observe peers and participate in class discussions** of colleagues' assessments. You are expected to be present for the duration of class each week regardless of whether you have an assessment scheduled unless you have a valid excuse such as illness.
4. **Provide a self-evaluation of each assessment you complete within 72 hours of presenting your report** which discusses personal strengths during the assessment process, areas of needed development, and reflection on how the individual's needs and preferences were met with consideration of background, culture, religion, beliefs, disabilities, age, gender, economic status or other relevant factors.
5. Prepare and file professionally written clinic documents including:
 - a. **Clinic Intake forms day of initial contact in hard file at KACCD**
 - b. **SOAP or session note due 72 hours after session via Egnyte**
 - c. **Assessment Report due one week after final assessment session via Egnyte**
 - d. **Clinic Referral forms (if applicable) given to KACCD administrative assistant ASAP**
6. Revisions to documents requested by the supervisor should be completed within 48 hours unless otherwise stated by the supervisor.
7. **Administration Competence Demonstration:** A list of 10-12 standardized assessments frequently utilized in the field for adults and children will be provided. You will be required to administer one randomly chosen assessment to your supervisor at midterm and one at the end of the semester. You will be graded on your ability to accurately administer and score the assessment following standardization criteria.

8. **Participate in mid-term evaluation conference and final conference with supervisor.** Scheduled times to be provided. The department Clinical Practicum grading rubric will be presented by the supervisor and discussed with the student.

Additional Clinic Requirements

In addition to the course requirements, as a student clinician at the Kay Armstead Center for Communicative Disorders, you are required to follow the Clinic Handbook, protected health information privacy rules, and the ASHA code of ethics which includes but it not limited to the following:

1. **Completion of all medical, CPR, HIPAA, and clearance requirements** prior to client contact.
2. **Arrive on time and prepared** for each seminar and session. If you need to enter or exit the observation room during observations, do so quietly and respectfully. *Materials should be ready to utilize before the course's scheduled start time even if your session starts at a later time.*
3. **Adhere to the dress code** or you will be asked to return home to change. A missed session due to inappropriate attire will be required to be rescheduled. The dress code applies on all clinic days, even if your client cancelled with prior notice. On non-clinic days, be mindful of what you are wearing—you never know who you may bump into.
4. **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 Clinic Handbook for further 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 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.
 - k. Nothing from the client file may be photo copied or scanned.
5. **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.

6. **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 home phone number and/or cellular 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 you have cancelled the session. You can call the clinic assistant as well, but you must reach your supervisor.
 - c. Be sure that your supervisor is aware of each client absence as well as the total absences as they occur each week.
 - d. Please log all absences in the client file.
 - e. 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 behavior.
7. **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 Assessment Plans, SOAPS, and Assessment Reports to maintain HIPAA compliance. [Egnyte](https://mmccollum.egnyte.com) can be accessed at <https://mmccollum.egnyte.com>. You will be provided a log in 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 edit feature in Egnyte when making any changes to files to avoid duplicate copies of your files. Files are to be named accordingly:
 - a. Assessment Plan: client initials + AP + date of session (RA AP 6-12-16)
 - b. SOAP: client initials + SOAP + date of session + (RA SOAP 6-12-16)
 - c. Assessment Report: Client initials + Ax + semester & year. (RA Ax SUM2016)
8. **Track your 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. You may also acquire up to 5 hours of observation credit.
9. **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. Refer to the Clinic Handbook for further information.

[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 maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

Grading Policy

Final Examination or Evaluation

A Midterm and Final Evaluation will be given in the form of a one-on-one conference and skills demonstration with the supervisor. The department Clinical Practicum grading rubric will be utilized as a tool to evaluate clinical performance and presented by the supervisor to the student. The midterm and final grading rubrics will be filed in the student’s records in the Communicative Disorders and Sciences Department for assumed application to ASHA for a Certificate of Clinical Competence. A copy of the Clinic Grading Rubric can be requested from your supervisor if you are not familiar with it.

Grading information:

- **Clinical Practicum Grading Rubric:** The Clinical Practicum Grading Rubric was developed for the department of Communication Disorders and Sciences will be utilized to evaluate course learning objectives. To pass this clinical course, you must have an average of “2” or higher in each of the 4 areas of the rubric (professionalism, intervention, writing conventions, and basic clinical competence). 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. Receiving a “1” in any line item at the end of the semester may be grounds for failure. The Clinical Practicum Rubric is available through CALIPSO.
- **Midterm evaluation:** An individual conference will be held between the supervisor and student clinician mid-term to discuss present strengths and areas to be addressed. The Clinical Practicum Grading Rubric will be utilized and submitted through CALIPSO.
- **Final evaluation:** A final individual conference will be held at the conclusion of the semester. The Clinical Practicum Grading Rubric will be utilized and submitted through CALIPSO. Both the supervisor and student clinician must sign the final rubric.
- **Late or missing assignments** will be accounted for in the Rubric in the Basic Clinician Competencies section. As a clinician, it is expected that ALL clinical documentation is completed and filed electronically and/or in the client file as applies. Incomplete client files may result in course failure.
- **Participation** in class discussions is required to collaborate and to demonstrate professionalism as included in the rubric. Furthermore, via class and individual discussions, you will be demonstrating the theoretical knowledge and to provide rationales for clinical decisions. Participation is reflected upon in the rubric in various line items.
- **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.
- **Attendance is required to meet clinical practicum expectations.** See Clinic Handbook for further information.

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

Classroom and Clinic Protocol

In addition to the Course and Clinic Requirements listed above:

1. Be respectful. Treat others as you want to be treated. This course is designed so that you can all learn from and support each other.
2. Seek guidance and assistance when necessary. Questions that demonstrate forethought are highly encouraged.
3. When attending seminar or observing, excuse yourself and return quietly as needed.
4. 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 poking your head 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. Do not use your phone to video or audio record any part of your session. Personal or non-clinic related communication during therapy sessions via your phone is not permitted. Please silence your phone during seminar and observations. Being distracted by your phone may impact your rubric scores for professionalism and active listening.

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/>

Student Resources

King Library Services	http://libguides.sjsu.edu/CDS Liaison: Valeria Molteni 408-808-2023 or valeria.molteni@sjsu.edu
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 276-2 / Practicum in Assessment, Spring 2018, Course Schedule

This Schedule is subject to change with fair notice.

EDSP 276-04 assignment deadlines

- All Assessment Plans due 1 week before your scheduled assessment via Egnyte.
- All Assessment Reports due 1 week after final assessment session via Egnyte.
- All Self Reflections due 72 after Report submission via email.

The agenda is subject to change with advance notice in class and via e-mail.

Course Schedule

Week	Date	Ax	Counseling	Debrief/ Seminar	Readings/Assignments/Exams
1	1/30	Seminar		12:00-2:45	
2	2/6	Seminar		12:00-2:45	
3	2/13	<i>1</i> 12-1:15 <i>2</i> 12:30-1:45 <i>3</i> 1-2:15		2:15-2:45	
4	2/20	<i>4</i> 12-1:15 <i>5</i> 12:30-1:45 <i>6</i> 1-2:15 <i>7</i> 1-2:15		2:15-2:45	Presentations (<i>1</i> and <i>2</i>) 2:15-2:30 CELF 5 2:30-2:45 EVT & PPVT
5	2/27	<i>1</i> 12-1:15 <i>2</i> 12:30-1:45 <i>3</i> 1-2:15		2:15-2:45	Presentations (<i>3</i> and <i>4</i>) 2:15-2:30 GFTA 2:30-2:45 TOPS
6	3/6	<i>4</i> 12-1:15 <i>5</i> 12:30-1:45 <i>6</i> 1-2:15 <i>7</i> 1-2:15		2:15-2:45 <i>Sign-up for Midterm Evals</i>	Presentations (<i>5</i> and <i>6</i>) 2:15-2:30 WORD 2:30-2:45 RBANs

7	3/13		1 12:00 2 12:30 3 1:00		Presentations (7) 2:15-2:30 MMSE, MOCA
8	3/20		4 12:00 5 12:30 6 1:00 7 1:15	<i>Midterm Evals</i>	
9	3/27	Spring Break			
10	4/3	1 12-1:15 2 12:30-1:45 3 1-2:15		2:15-2:45	Presentations (1 and 2) 2:15-2:30 BDAE 3 2:30-2:45 CADL-2
11	4/10	4 12-1:15 5 12:30-1:45 6 1-2:15 7 1-2:15		2:15-2:45	Presentations (3 and 4) 2:15-2:30 WAB-R 2:30-2:45 CLQT
12	4/17	1 12-1:15 2 12:30-1:45 3 1-2:15		2:15-2:45	Presentations (5 and 6) 2:15-2:30 RIPA 2 2:30-2:45 RIPA G
13	4/24	4 12-1:15 5 12:30-1:45 6 1-2:15 7 1-2:15		2:15-2:45	Presentations (7) 2:15-2:30 SLUMS
14	5/1		1 12:00 2 12:30 3 1:00	2:15-2:45 <i>Wrap-up</i> <i>Sign-up for</i> <i>Finals Evals</i>	
15	5/8		4 12:00 5 12:30	<i>Final Evals</i>	

			6 1:00 7 1:15		
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