

San José State University
Connie L. Lurie College of Education
Communicative Disorders & Sciences
Advanced Practicum in Speech Pathology, EDSP 277-05 -Fall 2017

Course and Contact Information

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Office Hours:	Tuesday 6:45-7:45 by appointment
Class Days/Time:	Tuesday 4:00-6:45 PM
Classroom:	234 Sweeny Hall, KACCD
Prerequisites:	EDSP 112, EDSP 120 and EDSP 125 or instructor consent.

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. You will also be participating in group discussions with peer feedback to further your knowledge and skills.

Learning Outcomes

Course Learning Outcomes (CLO)

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

1. Maintain professionalism in spoken and written communications, collaboration, 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 (Standard IV-E).
2. Utilize appropriate prevention and intervention strategies to manage behaviors and sustain clients' motivation, compliance, and participation as observed by supervisor.
3. Develop intervention plans with appropriate measureable and achievable goals which meet the client's needs based on theoretical knowledge, information gathered, data collected, and behavioral observations in collaboration clients/caregivers as demonstrated through documentation. (ASHA Standards IV-C, IV-D V-B)
4. Select or develop and utilize activities, intervention materials, and instruments which are appropriate for age and ability and motivating as observed by supervisor. (ASHA Standard V-B)
5. Identify and implement appropriate evidence-based strategies and methodologies to target goals and objectives as observed by supervisor and documented (ASHA Standards IV-F, V-B)
6. Collect data, measure and evaluate clients' performance and progress as demonstrated in documentation. (ASHA Standard V-B)
7. Based on client performance, modify plans, strategies, materials, and/or instrumentation as necessary to meet the needs of the client(s). (ASHA Standard V-B)
8. 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. (ASHA Standard V-F)
9. Provide professional documentation of treatment plans, services provided, session outcomes, and progress as demonstrated in documentation (ASHA Standard V-B)

NOTE: "ASHA Standards" refer to the 2014 Standards for the Certificate of Clinical Competence in Speech-Language Pathology. The [ASHA Certification Standards](http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/) can be found at:
<http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/>

Required Texts/Readings

Textbook

There are no required texts. Suggested texts include those from coursework which pertain to your client(s) and the following:

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)

Other Readings

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

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.*

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. 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 is highly encouraged.
2. Read and be prepared to discuss **additional readings** during Seminar as assigned throughout semester. No greater than 4 additional readings will be assigned over the semester. Readings will be provided a minimum of 5 days prior to Seminar discussion. Reading will be related to development of clinical skills, specific clients, and/or professional development.
3. Design a **semester treatment plan with goals, objectives and rationales for your client(s).** Consider the client’s recommended goals from the previous semester. If they do not have recommended goals or you would like to modify what was recommended, please seek supervisor guidance and approval. Provide a rationale for each objective from a source other than what was provided by the previous clinician.
4. **Collect and file all clinic forms** completed by your client(s)/caregiver(s). **Record each contact** (session, phone, email) with your client throughout the semester in the client file.
5. Provide **weekly Lesson Plans** no later than 72 hours (3 days) before your scheduled session. Refer to the Clinic Handbook for guidelines. Submit your Plan document on Egnyte in your “turn in” folder identified by your name. If you adjust your plan after submitting it, do so in Egnyte and alert your supervisor via e-mail.
6. **Arrive to class with all therapy materials ready** including materials that need to be cut, laminated, sorted and glued.
7. Provide **weekly, 50-minute speech and language services** to your assigned client(s) under the guidance of your supervisor.
8. Therapy Notes or **SOAP notes** are to be submitted within 24 hours of completing your session. Submit the document on Egnyte in your “turn in” folder.
9. **Correct/revise documentation** per request of the supervisor within 36 hours of request.

10. **Peer observation** (one peer from your course section) is expected each week with the supervisor to allow for live discussion of theories, techniques and strategies. Provide your observed peer with respectful feedback and observations on the Google Doc each week. You may also highlight activities and strategies you observed to be very successful and would like to put in your repertoire. Utilize peer feedback for self-growth.
11. Write and present to client/caregiver a **Therapy Progress Report** at the conclusion of the semester following guidelines provided in the Clinic Handbook and the template provided by supervisor. In addition to reporting case history, present levels and progress, the report will include recommendations for future therapy objectives and home and community carryover. Final draft to be submitted via Egnyte. Once approved by supervisor, an electronic copy should be included in client's Egnyte file as well as a signed hard copy in the client's file.
12. **Conduct initial interview** via phone prior to your first session and **final conference** in person (final 15 minutes of you last session) with client/caregiver with supervisor present. Refer to Clinic Handbook for guidelines.
13. **Provide 4 written self-reflections** to objectively evaluate personal skills as a clinician. Utilize the "What, Why, Next" format provided by your instructor. You may provide additional narrative reflection if you desire in addition to what you compose in the "What, Why, Next" template. Due dates are as provided on course calendar.
14. **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.
15. **See course calendar for Seminar and Therapy Session schedule and due dates. Calendar subject to change with fair notice.**

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 clients in the clinic office with a 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 your client 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 Semester Treatment Plans, Lesson Plans, SOAPS, and Therapy Progress Reports to maintain HIPAA compliance. Egnyte 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 of 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:

- Lesson Plan: client initials + LP + date of session (RA LP 6-12-16)
 - SOAP: client initials + SOAP + date of session + (RA SOAP 6-12-16)
 - Final Therapy Report: Client initials + FTR + semester & year. (RA FTR 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.

Clinical Teaching Strategies

Clinical teaching strategies will be aimed at helping you to develop critical thinking skills and the ability to seek out appropriate resources. You may need more direct guidance initially, but I expect that as you develop more competence that you will require less. Throughout the semester, clinical teaching strategies will include but not be limited to: spoken feedback during sessions, discussion and feedback during meetings, discussion and feedback via e-mail, posing questions for you to consider and answer immediately or later, handouts, demonstration, performance rubrics, self-evaluation, peer feedback, and electronic editing of written reports and plans. Whether provided verbally or in writing, you can expect feedback for each session you complete.

This experience is for you. Everyone has their own learning styles and perceived levels of competence. Please let me know if you need or would like more feedback, support, or guidance and in what form. Do realize that I may not provide you an answer, but will at the least help guide you towards the information you are seeking.

From me, you can expect honesty, willingness to try new things, flexibility, insight, guidance and respect. I expect that you too will be honest, flexible and willing to try new things. I encourage you to demonstrate what you know, to find answers to what you don't know, and to question what you are uncertain of. No one has all the answers, so I expect we will be seeking some answers together.

[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

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 provided as an addendum to this syllabus.
- **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.
- **Final evaluation:** A final individual conference will be held at the conclusion of the semester. The Clinical Practicum Grading 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.
- **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](http://www.sjsu.edu/senate/docs/F13-1.pdf) 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, treating 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 which 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: Emily Chan emily.chan@sjsu.edu 408-808-22044
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 277-05 / Adv. Practicum in Speech Pathology, Fall 2017, Course Schedule

This Schedule is subject to change with fair notice and how the notice will be made available.

All Therapy Notes (SOAPs) due within 24 hours of completing your session via Egnyte.
All Weekly Lesson Plans due 72 hours prior to your scheduled session via Egnyte.

Course Schedule

Week	Date	Seminars and Therapy Sessions	Assignments
1	8/29/2017	Seminar 4-6:45 Requirements of course Client /File review Identifying challenges/areas of need/goals	In-class Reflection 1 DRAFT: Semester Plan (Objectives & Rationales) Draft: Lesson Plan Week 1
2	9/5/2017	Seminar 4-6:45 Writing goals Writing lesson plans Writing SOAPs Materials Activity Ideas Data Collection- all factors	Semester Plan (Objectives & Rationales) <u>Exception: First Lesson Plan Due</u>
3	9/12/2017	First Clinic Sessions (4:00, 5:00) Session Debrief Refine goals Assessing skills/behavior Data collection Activity ideas Materials	First SOAP Second Lesson Plan
4	9/19/2017	Sessions (4:00, 5:00) Data Collection Report Writing Rationales	Finalize goals SOAP/Lesson Plan
5	9/26/2017	Sessions (4:00, 5:00) Instructional Control Direct instruction Scaffolding for success Play	Provide Draft of Final Therapy Report including background history, baselines, and final version of goals/objectives for the semester. SOAP/Lesson Plan
6	10/3/2017	Sessions (4:00, 5:00) TEACCH	SOAP/Lesson Plan

Week	Date	Seminars and Therapy Sessions	Assignments
7	10/10/2017	Sessions (4:00, 5:00) SCERTS	Reflections SOAP/Lesson Plan
8	10/17/2017	Sessions (4:00, 5:00) Mid-Term Evaluations	SOAP/Lesson Plan
9	10/24/2017	Sessions (4:00, 5:00) Discussion of data collection for final goals	SOAP/Lesson Plan
10	10/31/2017	Sessions (4:00, 5:00) Review of report Recommendations	SOAP/Lesson Plan
11	11/7/2017	Sessions (4:00, 5:00) Final Therapy Report Support	SOAP/Lesson Plan
12	11/14/2017	Sessions (4:00, 5:00) Final Therapy Report Support	SOAP/Lesson Plan Revision of Final Therapy Report Due
13	11/21/2017	Sessions (4:00, 5:00) FTR presentation discussion/role-play	Final Therapy Report with all revisions due SOAP/Lesson Plan
14	11/28/2017	Final Sessions (4:00, 5:00) Final Therapy Reports to clients Reflections	SOAP
15	12/5/2017	Final Conferences	Reflections