

San José State University
College of Education
Communicative Disorders and Sciences
EDSP 177-Undergraduate Practicum in Speech-Language Pathology
Fall 2013

GENERAL INFORMATION:

Seminar: Tuesday 4:00-7:00 p.m.

Clinic: Thursday 4:00-7:00 p.m.

INSTRUCTOR:

Denise Purvis, M.A., CCC-SLP

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(408) 710-5035

Office hours by appointment

VISION STATEMENT

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

MISSION STATEMENTS

College of Education: The mission of the College of Education at San José State University is to prepare educators who have the knowledge, skills, dispositions and ethics that ensure equity and excellence for all students in a culturally diverse, technologically complex, global community.

Department: The mission of Communication Disorders and Sciences is to provide a high quality program for speech-language pathologists to meet the communicative needs of our increasingly diverse multilingual/multicultural population. The program follows an academic and clinical curriculum based on a sound theoretical framework and research findings which promote competent practitioners who participate in life-long learning experiences. The program is enhanced through faculty, academic, and clinical expertise, transdisciplinary and family collaboration and technological advancements

COURSE DESCRIPTION

Supervised clinical experience with children and adults with speech and language disorders focused on developing the skills to ultimately provide assessment and therapeutic services to clients.

KNOWLEDGE BASE

The knowledge base for EDSP 177 is multi-faceted, and includes the theories as well as the assessment and remediation techniques of articulation and language disorders as well as methods of changing human behavior based on learning and neuropsychological models.

COMPETENCIES

The student shall demonstrate the ability to accurately observe and assess communicative behavior of their clients.

Specifically, the student shall:

1. Demonstrate the ability to select appropriate diagnostic tools for each client.
2. Demonstrate the ability to administer and score test instruments used.
3. Demonstrate the ability to objectively and accurately observe client's behavior.
4. Demonstrate the ability to formulate appropriate recommendations based on assessment results.

The student shall demonstrate the ability to design a service plan aligned with specific criteria to measure the progress of individually assigned clients within the SJSU Kay Armstead Center for Communicative Disorders.

Specifically, the student clinician shall:

1. Demonstrate knowledge of theoretical constructs of the disorder(s).
2. Demonstrate the ability to plan appropriate therapeutic objectives for assigned clients.
3. Demonstrate the ability to plan appropriate meaningful procedures and techniques for assigned clients.
4. Demonstrate the ability to organize and structure objectives and procedures.

The student shall demonstrate the ability to conduct therapy of the assigned clients who exhibit language and/or articulation disorders.

Specifically, the student shall:

1. Demonstrate the ability to establish and maintain a positive clinician/client interaction
2. Demonstrate the ability to write session objectives which are performance, condition and criterion based.
3. Demonstrate the ability to use therapeutic techniques and materials appropriate to the objectives.
4. Demonstrate the ability to select and use therapy materials and reinforcers, which are motivating and stimulating to the client.

The student shall demonstrate the ability to evaluate stated objectives for the service delivery program methods and materials.

Specifically, the student shall:

1. Demonstrate the ability to objectively evaluate each session.
2. Demonstrate the ability to accurately evaluate progress of the clients according to the established Behavioral objectives.
3. Demonstrate the ability to objectively evaluate skills of self in the therapeutic setting.
4. Demonstrate the ability to seek appropriate information/guidance.

The student will demonstrate the ability to evaluate and report the results of the objectives of the service delivery program.

Specifically, the student shall:

1. Demonstrate the ability to write reports in accordance with appropriate standards.
2. Demonstrate the ability to conduct parent and staff conferences.
3. Demonstrate the ability to keep efficient clinical records.

The student will demonstrate appropriate use of Universal Precautions procedures to prevent the transmission of blood borne pathogens.

The student will demonstrate an understanding of, and sensitivity to, multicultural issues when making decisions about speech and language therapy in a diverse society.

REQUIREMENTS

- a. Student clinicians will provide diagnosis and remediation to assigned clients.
- b. Student clinicians will attend scheduled seminars.
- c. Therapy plans must be submitted via Egnyte prior to the scheduled therapy session (Saturday 5 pm).

- d. SOAP notes must be submitted via Egnyte by Saturday 5 pm after the previous session. Lesson plans and soaps must be finalized (approved) by your supervisor by Monday 5:00 p.m. If they are not approved by Monday 5:00 p.m. you should plan on remaining after seminar to consult with your supervisor.
- e. Each clinician will present one case to the class. Presentations will include brief history, presenting problem, initial diagnosis, goals and objectives, remediation techniques, and possible future recommendations.
- f. A comprehensive report will be written at the end of the clinic and will be in a professional form.
- g. A reflective practice or self-evaluation profile will be completed. Feedback will be given.
Self-evaluation is an important part of the learning process. Taking a step back and reflecting on intervention helps us to better understand the practices that lead to successful learning and service delivery. It also allows us to rethink a session and apply that knowledge to a future session.
- g. A client/caregiver conference with or without the supervisor in attendance will be conducted at the end of the semester to review therapy progress and to make recommendations. Any additional client/caregiver conferences throughout the semester must be implemented only with the supervisor's approval.
- h. Communication with other professionals regarding the management of the client is appropriate and an important part of the service delivery process. Before initiating a contact, the clinician must receive approval from the supervisor. Please document all communication with other professionals in the client's file.
- i. Student clinicians are expected to strictly follow all rules of the center.
- Appropriate professional dress is required. Please dress in a professional manner for your sessions - no jeans, no jean-like 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 re-scheduling the session.
 - Please refer to your all-clinic meeting notes for policies and procedures regarding student clinician absences. Notify your client or caregiver of the cancellation. Make sure you have your client's home phone number so you can contact him/her if you must cancel a session on short notice. Please notify me ASAP. Contact by phone, voicemail, or email to make us aware that you have cancelled the session. If it's short notice, make sure you reach me.
 - Refer to all-clinic meeting notes for policies and procedures regarding filing reports.
- j. 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 will be helpful in completing the *Summary of ASHA Hours* form at the end of the semester.
- k. *Client confidentiality: Confidentiality is paramount!* It is permissible to talk in a clinic office, preferably with the door closed. It is permissible to share with peers as long as you don't disclose names or other identifying information, and if it is behind closed doors.
- Never discuss clients by name or in any way that identifies them.
 - Never discuss clients or cases outside the Center.
 - Use client initials in all communication with us.
 - If you meet a client in public, greet them as a friend, but never acknowledge that you know them as a client.
 - Client files must be kept within the CD&S Department.
 - Never leave identifying information from the client's session in the therapy room.
 - Shredding: Shred all documentation relating to your client that is not filed. There is a paper shredder in office. Throwing away legible identifying information about your client is the same as discussing the client by name in public.

GRADING CRITERIA

This is a credit/no credit course. Credit is awarded for A or B equivalents.

- Lesson Plans and SOAP notes (30%) - based upon:

- selection of appropriate objectives
- objective stated in measurable terms
- procedures and materials appropriate for attaining stated objectives
- establishing appropriate criterion
- promptness in submitting lesson plans
- Observations of actual work with clients (50%) - based upon:
 - ability to perform in a professional manner
 - ability to open and close sessions
 - ability to use therapy materials effectively
 - ability to effectively utilize allotted time
 - ability to use behavior controls during therapy sessions
 - ability to apply theoretical knowledge to individual client's needs
 - ability to motivate client
 - overall attitude
 - personal characteristics such as professionalism, timeliness, honesty, communication skills, willingness to take input, willingness to work as a team, ability to work well with fellow colleagues, being proactive.
 - ability to collect data
 - rapport with client
- Case Presentation (10%)
- Final Report (10%)
- Attendance at all mandatory clinic meetings and timely submission of the assignments.
- Breaches of confidentiality will be considered grounds for failure of the clinic, regardless of merit.

GRIEVANCE PROCEDURE

Students dissatisfied with course policies or grading practices should refer to grievance policy procedures on file in the Special Education and Rehabilitative Services (SERS) office in Sweeney Hall 204.

ACADEMIC DISHONESTY: CHEATING, PLAGIARISM, SANCTIONS

At SJSU plagiarism is the act of representing the work of another as one's own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism at SJSU includes, but is not limited to:

1.2.1 The act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another's work, without giving appropriate credit, and representing the product as one's own work; and

1.2.2 Representing another's artistic/scholarly works such as musical compositions, computer programs, photographs, paintings, drawings, sculptures or similar works as one's own.

<http://library.sjsu.edu/leap/plagiar.htm>

ACCOMODATIONS

If you need course adaptations, because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours.

CONSENT FOR RECORDING OF CLASS / PUBLIC SHARING OF INSTRUCTOR MATERIAL

Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings

are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material. If you wish to record seminars, ask permission orally prior to each class. In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

CALENDAR/SYLLABUS

DATE	SESSION TYPE	TOPIC
8/22	SEMINAR	Overview of class requirements Assign clients/ review of files/ use of Egnyte
8/27	SEMINAR	Lesson planning/materials/ goal writing/SOAPs Data collection
8/29	SEMINAR	Field trip to Hayes Elementary School/materials Draft of lp due
9/3	SEMINAR	Development of a lesson/R and R/Phonology (chart) Review of lessons for first day of therapy
9/5	FIRST DAY OF CLINIC	Debrief first therapy session
9/10	SEMINAR	Review Initial Therapy Report (ITR) Goal writing, goals vs. objectives
9/12	THERAPY	Debrief
9/17	SEMINAR	Background Due/Review SOAPs/Possible goals Rationale Statements (bring computers) Semantic Development (chart)
9/19	THERAPY	Debrief
9/24	SEMINAR	Semester Goals share/discuss Syntax/Morphology Development (chart) Behavior management/Brainstorm R and R
9/26	THERAPY	Debrief
10/1	SEMINAR	Preliminary ITR due to instructor Materials/lesson ideas/strategies Review expectations/Mid-term eval
10/3	THERAPY	Debrief
10/8	SEMINAR	ITR's due/semester goals/self-evaluation/draw lots Pragmatics and social skills (chart)
10/10	THERAPY	Debrief
10/15	SEMINAR	IEP Process – Timelines and Legalities Mid-term evaluations – individual appts.
10/17	THERAPY	Debrief
10/22	SEMINAR	IEP Process Santa Clara County Use of commercial games for therapy
10/24	THERAPY	Debrief
10/29	SEMINAR	Review FTR/Case Presentation format Commercial Game Week/Therapy Bags

10/31	THERAPY	Debrief
11/5	SEMINAR	Behavior Strategies/Letters to next clinician Share Therapy Bags Case Presentations
11/7	THERAPY	Debrief
11/12	SEMINAR	Case Presentations FTR due to instructor (bring laptops)
11/14	THERAPY	Debrief
11/19	SEMINAR	Case Presentations FTR due on Egnyte (bring laptops)
11/21	THERAPY	Last Day of Therapy-Parent Conferences
11/26	SEMINAR	Letters due to instructor Putting it all together (chart) Draw lots for final eval.
11/28 12/3	THANKSGIVING SEMINAR	Final Evaluations – Individual Appts.