

San José State University
Department of Communicative Disorders & Sciences
EDSP 277, Advanced Clinical Practicum
Voice/Fluency, Section 05, Fall 2013

Instructor:	Pei-Tzu Tsai, Ph.D., CCC-SLP
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Office Hours:	Tuesdays and Thursdays 3:00 PM to 4:00 PM Or by appointment
Class Days/Time:	Mondays 2:00 PM to 7:00 PM
Seminar Location:	Sweeney Hall 234 and by announcement

Course Description

Supervised clinical experience with individuals with voice/fluency disorders and differences, leading to independence in providing assessment and intervention services. Students will be introduced to a variety of activities targeting skills in administering formal and information assessment, delivering individualized therapeutic plans, conducting individual and group sessions, providing client/family education, professional interaction, evidence-based practice and ethical conduct.

Student Learning Objectives

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

Professional Behaviors and interaction

- 1. Adhere to the ASHA Code of Ethics and behave professionally.**
2. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client and relevant others.
3. Collaborate and interact with peers, supervisors and other professionals with respect in case management.
4. Provide counseling regarding speech-language disorders to clients and relevant others.

Evaluation (as needed)

1. Conduct screening and prevention procedures (including prevention activities).

2. Collect case history information and integrate information from clients, relevant others, and other professionals.
3. Select and administer appropriate evaluation procedures, such as behavioral observations, non-standardized and standardized tests, and instrumental procedures.
4. Adapt evaluation procedures to meet client needs.
5. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.
6. Complete administrative and reporting functions necessary to support evaluation.
7. Refer clients for appropriate services.
8. Generate professional assessment reports

Intervention

1. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients and relevant others in the planning process.
2. Implement intervention plans (involve clients and relevant others in the intervention process).
3. Select or develop and use appropriate materials and instrumentation for prevention and intervention.
4. Measure and evaluate clients' performance and progress.
5. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients.
6. Complete administrative and reporting functions necessary to support intervention.
7. Identify and refer clients/patients for services as appropriate.
8. Generate professional therapy reports.

Required Readings

Required readings and additional materials are listed on and accessible via course website on Canvas, located at <https://sjsu.instructure.com>.

Course Requirements

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Participation

1. **Therapy:** Student clinicians will complete sessions for assigned clients. If your client is absent, you are required to observe individual sessions or participate in the group session.
2. **Clinical meeting:** Student clinicians will attend scheduled clinic seminars and All Clinic Meetings (see clinic calendar for dates).
3. **Routine activity:** Student clinicians will participate in weekly seminar, briefing, case presentation and discussion, as well as self-evaluation and peer review activities.
4. **Client conference:** Student clinicians will conduct a client conference at the end of the semester to review therapy progress and state recommendations. **Client conferences within the semester must be implemented only with the supervisor's approval.**
5. **Other professionals:** Student clinicians 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.

Reports

1. **Therapy plans:** Must be submitted by **Wednesday** prior to the next session.
2. **SOAP and action plan:** Must be submitted on **the same day** of each session.
3. **Progress/final report (FTR):** Must be written in professional form and peer-reviewed as instructed. Due by announcement.
4. **Self-evaluation:** Each student clinician will submit a self-evaluation profile at various points of the semester (e.g., mid-semester and at the end of the semester). This will be reviewed and discussed with supervisor.
5. **ASHA hours:** You are responsible for tracking your hours as per ASHA requirements. 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.

Rules: All rules of the center are to be adhered to strictly.

1. **Dress code:** 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.
2. **Absence:** Refer to your All Clinic Meeting notes for details. A student clinician absent from a therapy session must:
 - Call the client before therapy and cancel the appointment.
 - Call the center and inform the supervisor of the cancelled appointment.
 - Inform the supervisor when the client will not be attending therapy.
 - Plan make-up sessions for missed therapy. Be sure to consult with supervisor.
 - **Any unexcused/un-notified clinician absence is considered unprofessional.**
 - Any excessive absences on the part of the client should be reported to the supervisor. Two consecutive un-notified absences may lead to termination of therapy for that client.
3. **Report filing:** Refer to your All Clinic Meeting notes for policies and procedures for filing reports.

Rules specific to this clinic:

- Student clinicians should **take the initiative in discussing your learning style with the supervisor early in the semester** to optimize your clinical learning experience.
- Student clinicians are expected to **research their questions for discussions**, rather than asking directly for answers from the supervisor.
- Student clinicians are encouraged to **bring up ideas, questions and discussions in a professional and open manner**, and can expect the supervisor to do the same.

Grading Criteria

Refer to the Clinician Competencies evaluation form for detail. The form is downloadable from the clinic website. Grading is based on **lesson plans, SOAP notes, clinical performance in sessions, and overall learning, preparation and participation in seminars and meetings**. Breaches of confidentiality and unethical/unprofessional conducts will be considered grounds for failure of the clinic, regardless of merit.

The student clinician will receive feedback on lesson plans and therapy sessions. There will be formal evaluations at the middle and end points of the semester and discussed in an individual meeting with the supervisor. Additional evaluation conferences will be scheduled throughout the semester as necessary, and may be initiated by either the supervisor or student clinician.

University Policies

Academic integrity

Part of your training in CD&S involves understanding ethics and ethical behaviors in clinical practice and research. Academic honesty is the first step toward this goal.

Students should know that the University's [Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf](http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf). Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for [Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html).

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make 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. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

College and Departmental Policies

Vision Statement

The faculty of the College of Education at San Jose State University agrees that excellence and equity matter - 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 circumstances.

Mission Statements

College of Education: The mission of the Connie L. Lurie 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 students in a culturally diverse, technologically complex, global community. The policies and practices of the Connie L. Lurie College of Education at San José State University are based on the belief that teaching in a democracy requires and must ensure that: Students have access to an excellent and equitable education; educators at every level have knowledge of their subject matter and their students, value and engage in ethical practice and excellent pedagogy, and develop dispositions and habits of the mind that ensure that all students have equitable access to an excellent education; stakeholders be involved in the collegial community engaged in the professional conversation and decision making that delineate standards, assign resources, guide program design, and reward accomplishment in the College.

Department: The mission of the Department of Communicative Disorders and Sciences is to provide high-quality academic and clinical preparation to students seeking careers working with individuals who have speech, language and hearing disorders, and their families. Guided by principles of evidence-based practice and working in collaboration with other professionals, our graduates will adhere to the highest ethical standard in serving the needs of our diverse community.

HIPPA Policy

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.

Confidentiality

All clients have the right to confidentiality. Students are not to discuss cases outside of the Communicative Disorders & Sciences Clinic or in public access areas within CDS (e.g., restrooms, hallways, observation booths, etc.). Known violations of confidentiality will result in a stern reprimand. Serious and/or repeated violations will warrant referral to the Chair of the Communicative Disorders & Sciences Department for disciplinary action.