

EDSP 277 - ADVANCED PRACTICUM IN SPEECH PATHOLOGY Child Specialty

GENERAL INFORMATION:

Clinic: Monday, 3:00-7:00 PM

Seminar: Wednesday, 3:00-7:00 PM, SH119

INSTRUCTOR:

Julie Manyak, M.S., CCC-SLP

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VISION STATEMENT

The faculty of the College of Education at San José 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 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 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.

I. COURSE DESCRIPTION

Supervised clinical experience with children with complex speech and language disorders, leading to independence in administering therapeutic services.

II. COURSE PREREQUISITES

Graduate standing or consent of instructor

III. KNOWLEDGE BASE

The knowledge base for EDSP 277 is multi-faceted, and includes the theories as well as the assessment and remediation techniques of phonological, language, fluency and voice disorders as well as methods of changing human behavior based on learning, psychodynamic, and neuropsychological models.

IV. COURSE OBJECTIVES

1) The student shall demonstrate the ability to design a management program with appropriate criteria to measure progress of individually assigned clients within the San Jose State University Kay Armstead Center for Communication Disorders. Specifically, the student shall:

- a) Demonstrate knowledge of theoretical constructs of the disorder(s).
- b) Demonstrate the ability to plan appropriate therapeutic objectives for assigned clients.
- c) Demonstrate the ability to plan appropriate meaningful procedures and techniques for assigned clients.
- d) Demonstrate the ability to organize and structure objectives and procedures.

2) The student shall demonstrate the ability to conduct therapy of the assigned clients who exhibit language, phonological, fluency and/or voice disorders in the Center.

Specifically, the student shall demonstrate:

- a) the ability to establish and maintain a positive clinician/client interaction.
- b) the ability to use therapeutic techniques and materials appropriate to the objectives.
- c) the ability to select and use therapy materials and reinforcers which are motivating and stimulating to the client.

3) The student shall demonstrate the ability to evaluate stated objectives for the management program methods and materials. Specifically, the student shall:

- a) Demonstrate the ability to objectively evaluate each session.
- b) Demonstrate the ability to accurately evaluate progress of the clients according to the established behavioral objectives.
- c) Demonstrate the ability to objectively evaluate skills of self in the therapeutic setting.
- d) Demonstrate the ability to seek appropriate information/guidance.

4) The student will demonstrate the ability to evaluate and report the results of the objectives of the clinical management program. Specifically, the student shall:

- a) Demonstrate the ability to write reports in accordance with appropriate standards.
- b) Demonstrate the ability to conduct parent and staff conferences.
- c) Demonstrate the ability to keep efficient clinical records.

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

6) The student will demonstrate an understanding of, and sensitivity to, multicultural issues when making decisions regarding speech-language diagnosis and treatment in a diverse society.

V. CREDENTIAL STANDARDS

This course satisfies several standards for the Clinical Rehabilitative Services Credential. Please refer to the clinic handbook for specific standards met.

VI. COURSE REQUIREMENTS

- Students will provide diagnosis and remediation to assigned clients accumulating a minimum of 20 hours clinical experience.
- Student clinicians will attend all scheduled seminars.
- Students will submit therapy plans and SOAP notes in a timely fashion.
- *Lesson Plans and SOAP notes* are to be submitted by 7PM on days noted on calendar at the end of this document.
- Students will submit semester goals and comprehensive reports. All submissions are to be written in professional form (see clinic website).
- *Case presentation:* You will frequently share case information with the class. Presentations will include brief history, presenting problem, initial diagnosis, goals/objectives, remediation techniques, and possible future recommendations.
- Students will complete peer review, and review of client's reports as detailed by instructors.
- If your client is absent, you are required to observe another student and write an analysis of the session, with positives, areas of improvement, and suggestions for future sessions.
- *Clinic absences:* If you will not be able to attend your scheduled treatment session for any reason, specifically if you are a clinic leader, you are responsible for following the procedures outlined below:
 - o Call your backup. It is your responsibility to make sure someone can cover your group.
 - o Let me know. You can reach me by phone or email. I will respond so you know that I received your message.
- All clinic standards must be followed. Refer to All Clinic Meeting notes for additional guidelines regarding absences, professionalism, and other administrative tasks.
- Appropriate professional dress is required.
- Each student clinician will submit a self-evaluation profile at mid-semester and at the end of the semester. This will be reviewed and discussed with the supervisor. Peer reviews will be submitted as detailed by the instructor.
- Each student clinician will conduct a parent/client conference to review therapy progress and state recommendations. Formal conferences throughout the semester must be implemented only with supervisor's approval.
- Each student clinician will be responsible for communicating with other professionals regarding the management of the client. Before initiating contact, the clinician must receive approval from the supervisor.

VII. METHOD(S) OF EVALUATION

- Each student clinician will receive feedback regarding performance in therapy sessions.
- Each student clinician will receive evaluations of weekly lesson plans.
- Each student clinician will be formally evaluated at the middle and end points of the

semester. The evaluation will be conducted at an individual meeting with the supervisor, and will include feedback regarding the student's performance relative to the course objectives.

- Additional evaluation conferences will be scheduled throughout the semester as necessary, and may be initiated by either the supervisor or student clinician.

VIII. METHOD OF GRADING

- Lesson Plans-based upon:
 - o selection of appropriate objectives
 - o objective stated in measurable terms
 - o procedures and materials appropriate for attaining stated objectives
 - o establishing appropriate criterion
 - o promptness in submitting lesson plans/soaps
- Observations-based upon:
 - o ability to perform in a professional manner
 - o ability to open and close sessions
 - o ability to use therapy materials effectively
 - o ability to effectively utilize allotted time
 - o ability to use behavior controls during therapy sessions
 - o ability to apply theoretical knowledge to individual client's needs
 - o ability to motivate client
 - o ability to implement supervisor suggestions
 - o overall attitude
 - o 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
 - o ability to collect data
 - o rapport with client
- Case Presentation
- Successful completion of all objectives in the Student Clinical Evaluation.
- Breaches of confidentiality, or code of ethics will be considered grounds for failure of the clinic, regardless of merit.

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 will be helpful in completing the Summary of ASHA Hours form at the end of the semester.

Clinical Teaching Strategies

There are many clinical teaching strategies, just as there are many teaching strategies that you are learning to use with your clients. My goal for you during this clinical experience is to develop your critical thinking skills as it applies to working with individuals who have communication disorders. Therefore, some of the clinical teaching strategies I will use include: demonstration, spoken feedback during sessions,

discussion and feedback during meetings, posing questions for you to consider and answer immediately or later, role-playing, information and resources, handouts, performance rubrics, self-evaluation, email, written observations, electronic editing on reports and SOAP notes. At the beginning of the semester, I expect that you will need a fair amount of direction, guidance and supervision. Therefore, I will observe fairly frequently and engage in clinical teaching, as I deem necessary and appropriate. Towards the end of the semester, I expect you to gain more independence with your client. I expect however, that you will be independent from the start when it comes to setting meeting agendas, following up on feedback and asking questions or asking for help when necessary. You are responsible for your own learning.

Consent for Recording of Class/Public Sharing of Instructor Material

We are participating in a shared educational experience. However, please respect the privacy of other students in your class. You must obtain the instructor's permission to make audio or video recordings. 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 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. Please do not knowingly pass off instructor or peer ideas as your own. This is a violation of the ASHA Code of Ethics and SJSU policy.

Adding/Dropping

You are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. found at http://sa.sjsu.edu/student_conduct. You should be aware of the new deadlines and penalties for adding and dropping classes. HIPAA 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, main office, etc.). Known violations of confidentiality should be reported to the Clinic Director and/or Chair of the Communicative Disorders & Sciences Department.

Grievances

When a dispute arises between a student and faculty member regarding a grade, academic honesty, academic freedom, mistreatment, or another matter, the student's

first responsibility is to arrange an appointment with the faculty member to discuss the issue. If mutual satisfaction is not reached in this manner, the next step is to arrange an appointment with the CD&S Department Chair who will work to resolve the dispute. Should the Department Chair be unsuccessful in attempts to mediate, a set of policies and procedures have been implemented by the Lurie College of Education to successfully resolve such issues. These policies are available upon request. The Department of Communicative Disorders and Sciences at SJSU expects students to follow the grievance policies and procedures of the Department, Lurie College of Education, and SJSU. If concerns still exist, students may contact the Council on Academic Accreditation at the ASHA Action Center (1-800-498-2071). Further information may be found on the ASHA website (www.asha.org) under the ASHA Procedures of Complaints against Graduate Education Programs document. Chapter 4 includes specific information regarding academic grievance.

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>

ACCOMMODATIONS

If you need course adaptations because of a disability, if you have emergency medical information to share with me, or if you need to discuss issues that are negatively affecting your ability to participate fully in this class, please make an appointment with me as soon as possible, or see me before or after the Wednesday seminar.

Special thanks to Carol Zepecki for providing a template for this document.

LESSON PLANS WILL BE DUE THURSDAY PRIOR TO MONDAY SESSION & TUESDAY PRIOR TO WEDNESDAY SESSION, VIA EGNYTE.

FIRST LESSON PLAN WILL DE DUE ON 6/9/13 BY 5pm

SOAP NOTES WILL BE DUE BY 7PM THE TUESDAY & THURSDAY AFTER THERAPY SESSIONS, VIA EGNYTE.

FIRST SOAP NOTE WILL BE DUE ON 6/13/13 BY 7PM

Week			Assignment	Topic
1	6/3	First day of class	Review Materials/Files	Requirements of Course Client Overview
	6/5	Seminar	Review Materials/Files	File reviews Lesson Planning
2	6/10	Seminar	Review files Calling clients First Lesson Plan due 6/9 by 5PM	Writing Goals-SOAP
	6/12	First day of Therapy/ Seminar	Prepare First Lesson First SOAP note due 6/13 by 7PM	Lesson Review Client paperwork
3	6/17	Therapy/ Seminar	Write SOAP after each session	Child language strategies Discuss groups
	6/19	Therapy/ Seminar	Prepare Lesson	Discuss groups
4	6/24	Therapy/ Seminar	Prepare Lesson	Present Therapy Materials

Week			Assignment	Topic
	6/26	Therapy/ Seminar	Prepare Lesson Groups Begin	Present Therapy Materials
5	7/1	Therapy/ Seminar	Prepare Lesson	Group Therapy
	7/3	Therapy/ Seminar	Client 1 Background/Goals due on 7/5 5pm	
6	7/8	Therapy/ Seminar	Prepare Lesson	Midterm Evaluations
	7/10	Therapy/ Seminar	Prepare Lesson Client 2 Background/Goals due on 7/12 5pm	Data Keeping
7	7/15	Therapy/ Seminar	Prepare Lesson	TBD
	7/17	Therapy/ Seminar	Prepare Lesson Client 3 Background/Goals due on 7/19 5pm	Behavior Management
8	7/22	Therapy/ Seminar	Prepare Lesson First Draft of Final Therapy Report Due 7/23 5pm	TBD
	7/24	Therapy/ Seminar	Peer Review of FTR Draft Prepare Lesson	TBD
9	7/29	Therapy/ Seminar	Prepare Lesson	TBD

Week			Assignment	Topic
	7/31	Therapy/ Seminar	Prepare Lesson Final Therapy Report Due- Bring to class for signature	TBD
	8/5	Last Day of Clinic	Parent Conferences	TBD
10	8/7	Final evaluation		