

SAN JOSÉ STATE UNIVERSITY
COLLEGE OF EDUCATION
COMMUNICATIVE DISORDERS AND SCIENCES
EDSP 277- Practicum in Speech-Language Pathology
Child Clinic Summer 2013

Instructor: Astrid Rieber M.A., CCC-SLP
Email: astrid.rieber@sjsu.edu
Clinic: M W 3:00-6:00 p.m

Office hours: By appointment
Phone: 650.868.7066
Seminar: 6:30-7:00 p.m.

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 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.

COURSE DESCRIPTION

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

KNOWLEDGE REQUIRED

The skills and knowledge required for EDSP 277 include theories and practice in techniques of phonological, language, fluency and voice disorders; as well as a basic understanding of human behavior based on learning, psychodynamic, and neuropsychological models.

COURSE OBJECTIVES

- 1) The student shall demonstrate the ability to accurately observe and assess communicative behavior by:
 - a) Selecting appropriate trials and tasks to establish baselines.
 - b) Interpreting the results of the baseline assessments.
 - c) Objectively and accurately observing and reporting client behavior.
 - d) Formulating appropriate therapy recommendations based on assessment results.

- 2) The student shall demonstrate the ability to design a program with appropriate criteria to measure progress of individually assigned clients within the San Jose State University Kay Armstead Center for Communicative Disorders by:
 - a) Demonstrating knowledge of theoretical constructs of the disorder(s).
 - b) Planning appropriate therapeutic goals and objectives for assigned clients.
 - c) Planning and implementing meaningful procedures and techniques for addressing goals and objectives.
 - d) Demonstrating the ability to organize and structure objectives and procedures.
- 3) The student shall demonstrate the ability to conduct therapy of assigned clients by:
 - a) Establishing and maintaining positive clinician/client interactions.
 - b) Using therapeutic techniques and materials appropriate to the objectives.
 - c) Selecting and using therapy materials, instructional strategies and reinforcements, that are motivating and stimulating to the client and aligned with the disorder.
- 4) The student shall demonstrate the ability to evaluate the objectives of the clinical programs and therapy sessions by:
 - a) Objectively evaluating each session.
 - b) Collecting data on client progress.
 - c) Reporting on and analyzing the data in written form and through conferences
 - d) Interpreting the results of the data for future planning.
- 6) The student will demonstrate the ability to report the results of the clinical management program by:
 - a) Writing reports in accordance with appropriate standards
 - b) Conducting client, parent and staff conferences
 - c) Demonstrating the ability to keep efficient clinical records.
- 7) The student will demonstrate appropriate use of Universal Precautions and procedures to prevent the transmission of blood borne pathogens.
- 8) The student will demonstrate an understanding of, and sensitivity to, multicultural issues when making decisions regarding speech-language diagnosis and treatment in a diverse setting.

COURSE REQUIREMENTS

- 1) Student clinicians will provide diagnosis and remediation to assigned clients.
- 2) Student clinicians will attend scheduled seminars.
- 3) **Lesson plans** for the following therapy session will be submitted via Egnyte prior to the scheduled session due **Sunday and Tuesday by NOON**.
- 4) **SOAP notes** will be completed and submitted via Egnyte by **Tuesday at NOON and Thursday at NOON**. Please include a reflection piece at the end of your SOAP note with any additional comments not included as part of the regular format.
- 5) A **therapy progress report** will be written at the end of the clinic and will be in a professional form and submitted via Egnyte. See course schedule for due date.
- 6) Two **case presentations** will be made throughout the semester.
- 7) A reflective practice or **self-evaluation profile** will be completed. 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.

8) A client/caregiver conference 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.

9) 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.

ADDITIONAL REQUIREMENTS

- 1) *Clinic absences. Notify me via e-mail or phone call if you will be absent.* It is your responsibility to call a peer to make sure someone can cover your group.
- 2) Student clinicians are expected to strictly follow all rules of the center.
- 3) Please dress in a professional manner for your sessions.

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 which will help you in complete the Summary of ASHA Hours form at the end of the semester.

GRADING CRITERIA

- 1) Lesson Plans and SOAP notes based upon:
 - appropriate objectives
 - objectives stated in measurable terms
 - procedures and materials appropriate for attaining stated objectives
 - appropriate criterion for progress
 - promptness in submitting lesson plans
- 2) Observations 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
 - Self-evaluation

- 3) Attendance at all mandatory clinic meetings and timely submission of the assignments.
- 4) Successful completion of all objectives in the Student Clinical Evaluation.
- 5) Breaches of confidentiality, or code of ethics will be considered grounds for failure of the clinic, regardless of merit.

CONFIDENTIALITY

All clients have the right to confidentiality. Students are not to discuss cases outside of the Communicative disorders and Sciences clinic or in public access areas within CDS. Known violations of confidentiality should be reported to the Clinic Director and/or Chair of communicative Disorders and Sciences Department.

HIPPA

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 HIPPA policies and will be required to adhere to these policies.

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.

CLASS SCHEDULE

Week	Date		Topic	Assignment Due
1	6/3	Seminar	Review syllabus; client assignments; review client files; develop case history	
	6/5	Seminar	Submit and present case history; call clients; lesson planning	Case history
2	6/10	Seminar	Review lesson plans; Review materials; call clients	First lesson plans due Sun 6/9 by Noon
	6/12	First day clinic	Open, based on student input and need	
3	6/17	Therapy	Open, based on student input and need	
	6/19	Therapy	Open, based on student input and need	
4	6/24	Therapy	Open, based on student input and need	Semester goals and objectives due 6/23 by Noon
	6/26	Therapy	Open, based on student input and need	
5	7/1	Therapy	Open, based on student input and need	
	7/3	Therapy	Case Presentation	Prepare for case presentation
6	7/8	Therapy	Midterm Evaluations	Self-evaluation
	7/10	Therapy	Midterm Evaluations	Self-evaluation
7	7/15	Therapy	Open, based on student input and need	
	7/17	Therapy	Open, based on student input and need	
8	7/22	Therapy	Open, based on student input and need	
	7/24	Therapy	Case presentation	Prepare for case presentation
9	7/29	Therapy	Open, final topics	1 st draft Final Therapy Report due and submitted via Egnyte
	7/31	Therapy	Open, Final topics	
10	8/5	Therapy	Final draft of therapy report due	Final Therapy Progress Report Due and submitted via Egnyte
	8/7	Last day clinic	Final Evaluations; client conferences, home program as needed	Prepare for client conference.