

**CD 715 Clinical/Rehabilitative Experience In Schools
CD 725 STUDENT TEACHING WORKSHOP**

Spring 2008

Tues, 4 to 7:00

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Lecturer: Julie Oeser, M.A.MBA

Classroom: BH 160

Office:

Office Hrs: Tuesday, 2 to 4

I. COURSE DESCRIPTION AND PREREQUISITES

Prerequisite: Consent of adviser. Must be taken concurrently with CD 715.
Approaches to evaluation, therapy and guidance for language and speech disabled students in schools. Practical problems encountered in the clinical/rehabilitative experience.

II A. KNOWLEDGE BASE THEME

“Preparing reflective and innovative professionals as leaders who ensure the educational development of diverse populations within our dynamic educational context.”

II B. COURSE COMPETENCIES (Identification of Learning Outcomes)

Using a lecture, discussion and presentation format, students will acquire skills and knowledge of current issues and practices relating to managing school-based speech and language services.

III. CALENDAR (Meeting dates, Lectures, Required readings, Due dates, Exams)

Feb 12 Welcome, Paper work, Collaboration, Scheduling and beginning year challenges. Goal Setting/ Report write/ Lesson plans (preparation of site visits). Assignments (sign up for class presentations/ refreshments).

**March 11 Master clinicians invited to a discussion regarding “Alternative Assessment” light refreshments will be served.
Midterms due.**

April 22 Class presentations, Therapy Interventions, Exit Criteria, IDEA/AB1662/Ethics.

May 20 Guest speakers, Final paperwork

IV. TEXT MATERIALS:

ASHA Code of Ethics – see ASHA website or CD Clinicians’ Handbook
E.P. DODGE text (on reserve in materials room)

V. COURSE REQUIREMENTS & GRADING CRITERIA:

Attendance – 35%

Participation – 15%

Oral Presentation – 50%

VI. RECOMMENDED READINGS

Turnbull III, H. (1993). Free Appropriate Public Education: The Law and Children with Disabilities, 4th Edition. Love Pub.: Denver. (chapters 2, 4 and 7).

VII. CD 715 - PRACTICUM

ASHA STANDARD IV-G: The applicant for certification must complete a program of study that includes supervised clinical experiences sufficient in breadth and depth to achieve the following **skills outcomes** in the major categories of **EVALUATION, INTERVENTION, INTERACTION and PERSONAL QUALITIES.**

Clinical skills will be evaluated in the following areas:

Articulation

Fluency

Voice and resonance, including respiration and phonation

Receptive and expressive language (phonology, morphology, syntax, semantics and pragmatics) in speaking, listening, reading, writing and manual modalities.

Hearing, including impact on speech and language

Swallowing (oral pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction)

Cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning)

Social aspects of communication (challenging behavior, ineffective social skills, lack of communication opportunities)

Communication modalities (including oral, manual, augmentative and alternative communication techniques and assistive technologies)

EVALUATION (in one or more of the above nine areas)

VIII. SUMMARY OF SKILLS OUTCOMES

Conduct screening and prevention procedures.

Collect case history information and integrate information from clients/patients, family, caregivers, teachers, other informants and professionals.

Select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests and instrumental procedures.

Adapt evaluation procedures to meet client/patient needs.

Interpret, integrate and synthesize all information to develop diagnoses and make

appropriate recommendations for intervention.
Complete administrative and reporting functions necessary to support evaluation.
Refer clients/patients for appropriate services.

IX. INTERVENTION

Develop setting-appropriate intervention plans with measurable and achievable goals that meet client/patient needs.
Implement intervention plans. Involve clients/patients and relevant others in the intervention process.
Select or develop and use appropriate materials and instrumentation for prevention and intervention.
Measure and evaluate client/patient performance and progress.
Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.
Complete administrative and reporting functions necessary to support intervention.
Identify and refer clients/patients for appropriate services.

X. INTERACTION AND PERSONAL QUALITIES

Communicate effectively, recognizing the needs values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers and relevant others.
Collaborate with other professionals in case management
Provide counseling regarding communication and swallowing disorders to clients/patients and relevant others.
Adhere to ASHA Code of Ethics and behave professionally

XI. ACCOMMODATION STATEMENT

If you are a disabled student requiring special accommodation in this course, you must be registered with the Disability Resource Center (located in Student Services 110; 415.338.2472). Your counselor will give you a letter which you must deliver to the instructor in person, at which time an appointment will be arranged to discuss appropriate accommodation. This must be accomplished during the first three weeks of the semester.

XII. AURAL REHAB WORKSHOP SCHEDULE

The aural rehabilitation workshop will meet on alternate Tuesdays.