

Clinical Methods CSD 360, 3 credits
Syllabus – Spring 2024
In person – Tuesday & Thursday 8:00 a.m. - 9:15 a.m.
CPS 229

Important Note: This syllabus, along with course assignments and due dates, are subject to change. It is the student's responsibility to check Canvas for corrections or updates to the syllabus. Any changes will be clearly noted in a course announcement or through email.

Instructor Information:

Instructor: Sarah Reeve

Office: CPS 042D

Office Telephone: 715-346-4006

E-mail: sreeve@uwsp.edu

Textbook & Course Materials

Required Text: Paul, R. (2021). Introduction to Clinical Methods in Communication Disorders. FOURTH Edition. Paul H. Brookes Publishing.

****This textbook can be found at text rental.***

Required course material found online: American Speech-Language-Hearing Association. (2018). **Code of Ethics**. Available from www.asha.org/policy.

Required course material found online: American Speech-Language-Hearing Association. (2018). **Scope of Practice in Audiology (Scope of Practice)**. Available from www.asha.org/policy.

Required course material found online: American Speech-Language-Hearing Association. (2016). **Scope of Practice in Speech-Language Pathology (Scope of Practice)**. Available from www.asha.org/policy.

Communicating with your Instructor: I will have established weekly office hours and that is the best time to see me. My office hours will be posted on Canvas once my clinic schedule is established. If you want to meet and cannot meet during office hours, or you prefer a virtual meeting, please email me and we will set something up.

Regarding email, I will try to respond within 36 hours. If I have not responded in that timeframe, please send me a reminder email. I get a lot of emails and sometimes yours may get 'buried' in my inbox. I am a part-time employee, and my official workdays are Tuesdays, Wednesdays, and Thursdays. I may not respond to emails after 5 pm or on Friday/Saturday/Sunday.

Course Information: Course materials will be delivered through the course management system Canvas. You will use your UWSP account to login to the course from Canvas Login Page.

Course Description: This course prepares you for your undergraduate clinical experiences. To be a successful clinician you will need to know how to write, observe, think, learn, integrate information, and conduct yourself professionally. We will develop these skills through good old-fashioned practice. You will learn to write goals, therapy plans, SOAP notes, and a final therapy report. You will also develop your skills in proofreading and editing. Additionally, you will acquire the skills necessary to be a critical observer, a team player, and a lifelong learner.

We will also explore different types of practice settings for audiologists and SLPs.

You will complete your Mandated Reporter training and Universal Precautions training. Throughout the semester you will acquire hours towards your mandatory ASHA observation hours. Discussion of clinical ethics, licensure, and certification will also occur so that you may develop a well-rounded perspective of your future profession. This will be a practical, hands-on course, so get ready to jump in!

Credits: 3

Prerequisite: CSD 266 and CSD 345.

Expectations: Students will meet the outcomes listed above through a combination of the following activities in this course:

- Complete assigned readings
- Come to class promptly and prepared to actively participate in discussion and in-class assignments. *If you are tardy more than once and/or are not consistently ready to go at 8:00, your final grade may be lowered at the discretion of the instructor due to lack of professionalism.*
- Complete all required assignments.
- Display appropriate respect and courtesy to other students, guest lecturers, and instructor. (This includes sleeping in class, texting, packing up early)
- **If COVID restrictions arise, we may need to move class to a synchronous online platform.** Students will be expected to attend synchronous online classes promptly and prepared to actively participate in discussion and in-class assignments.
- Ask the instructor for clarification when needed.

Since we will be using Canvas as our course management system, students will also be expected to complete the following types of tasks.

- communicate via email
- complete basic internet searches
- download and upload documents to Canvas
- read documents online
- view online videos
- participate in online discussions
- complete quizzes/tests online
- upload documents to Canvas to submit an assignment
- Take a screen shot

The instructor is expected to:

- Be thoroughly prepared for class with handouts (online), questions, knowledge of assigned readings; have a solid rationale for why she is teaching the material.
- Begin and end class on time.
- Announce any changes to the syllabus during the semester, including date changes, well in advance.
- The instructor will attempt to respond to student emails within 36 hours (about 1 and a half days). If you have not received a reply from me within 36 hours, please resend your email.
- Answer any student questions. If I do not know the answer, I will find it out.
- I will try to grade written work within 72 hours (about 3 days) of the assignment due date, but longer assignments may take me longer to read and assess.

- Treat all students with courtesy, set office hours, provide constructive feedback and return assignments efficiently.

COVID policy: Facial coverings are encouraged, but not required, in class. If you are a close contact of someone with COVID, you should wear a mask for at least 10 days after an exposure and get tested after 5 days. If you test positive, you should isolate for 5 days and wear a mask for 10 days.

Course Learning Outcomes (CLO) and Assessment Methods:

Course Learning Outcomes:

- CLO #1: Students will develop written communication skills for entry into professional practice
- CLO #2: Students will develop clinical skills in the formal and informal evaluation of clients with communication disorders
- CLO #3: Students will develop skills in providing intervention for communication disorders
- CLO #4: Students will develop oral communication skills sufficient for entry into professional practice.
- CLO #5: Students will apply material from ASHA to their career goals (ethical standards, evidence-based practice, public policies affecting clinical practice).

Important Note: Refer to the Canvas course home page for pertinent information. Activity and assignment details (including due dates) will be explained in detail within each week's corresponding Module. As tasks come due, they will appear in your "to do" list. If you have any questions, please contact your instructor.

The following is a table with readings and assignments. I am student-led in the classroom. We may deviate from this outline for a variety of reasons. This is an outline to guide class learning, but it is not "law". Check the Canvas page often for any changes to the course schedule and due dates. They will also be announced in class.

Brief description of module / Readings	Student Learning Outcomes	Assessment Method /Assignment & Points
Week 1: *Introductions, syllabus discussion * Chapter 2 "Ethical Practice in Communication Disorders"	CLO #5	1. Complete "Introductions - week one assignment" (8 points) 2. Complete "Ethics Project" (20 points) 3. Complete assigned week 1 readings.
Week 2: *Chapter 9 "Clinical Service Delivery and Work Settings" & "adopt a client"	CLO #2 CLO #4	1. Observation selection & supervisor signature (0 points) 2. Chapter 9 outline (0 points) 3. Chapter 9 assignment – questions for guest speakers (10 points) 4. Complete assigned week 2 readings.
Week 3: * Chapter 4: "Principles of Communication Assessment" *Guest speaker: Skilled Nursing Facility (SNF) SLP	CLO #1 CLO #2 CLO #3 CLO #4	1. Complete assigned week 3 readings. 2. Guest speaker discussion post (8 points) 3. Chapter 4 outline (0 points)
Week 4: *Chapter 4: Oral-Mechanism Examination *Oral-mech forms on Canvas *Clinical Writing Principles	CLO #2 CLO #1 CLO #3	1. Oral-Mech Exam assignment (21 points) <i>*Rewrite option</i> 2. Observation #1 (15 points)
Week 5: *Guest speaker: School Based SLP – GOAL writing & IEPs *Pages 250-252 (chapter 9) *Pages 195-202 (IEP writing) *Goal writing and obtaining baseline	CLO #2 CLO #1 CLO #4	1. Goal Writing / obtaining baseline Assignment (16 points)
Week 6: *WI-DPI Criterion-Referenced Assessment for Language *Chapter 5 "Communication Sampling Procedures"	CLO #1 CLO #2 CLO #3	1. Chapter 5 outline (0 points) 2. "Intelligibility" writing assignment. <i>Partner group</i> (18 points) <i>*Rewrite option</i>
Week 7: *Guest speaker: Medical based SLP – SOAP notes	CLO #1 CLO #2 CLO #3	1. "Teaching/Cueing * Behavior Management * Motivational Strategies" assignment. <i>Partner group</i> (26 points).

*Chapter 6 “Communication Intervention: Principles and Procedures”		2. Chapter 6 outline (0 points).
Week 8: Readings found on Canvas: *SOAP note explanation *Goal writing resources *Data Collection Ideas & Procedures for obtaining baseline *Teaching Strategies & Techniques	CLO #1 CLO #2 CLO #3	1. Angel’s SOAP note assignment. <i>Partner group</i> (23 points) <i>*Rewrite available</i> 2. Observation #2 – SOAP note – <i>Partner group</i> (23 points) <i>*Rewrite available</i>
Week 9: FTR (Status section) *Example FTRs found on Canvas *Read examples: “Status of Client at Beginning of Therapy”	CLO #1 CLO #3	1. <i>Write the first draft of the “Status of Client at Beginning of Therapy” section of your FTR. (Due following class period for in-class editing)</i> 2. “Status of Client at Beginning of Therapy”. <i>Projects Groups</i> (18 points) <i>*Rewrite available</i>
Week 10: *Reread pages 171-174, intervention procedures and intervention activities	CLO #1 CLO #3	1. “Lesson plan for Angel”. <i>Small group</i> (20 points) <i>*Rewrite available</i>
Week 11: FTR (Procedures section) *Reread pages 171-174, intervention procedures and intervention activities *Review “Intervention Procedures” pages found on Canvas *Read UWSP-SLHC example FTRs (procedures sections)	CLO #1 CLO #2 CLO #3	1. <i>Write the first draft of the “Procedures” section of your FTR. (Due following class period for in-class editing)</i> 2. “Procedures” section of your FTR. <i>Project Groups</i> (18 points) <i>*Rewrite available</i>
Week 12: *Chapter 3 “Evidence-Based Decision Making” *Guest speaker: PhDs / research / EBP	CLO #1 CLO #2 CLO #3 CLO #5	1. Chapter 3 outline (0 points) 2. Analyze research article using “Perusal” (0 points) 2. Chapter 3 quiz (36 points) <i>*6 of the 36 points gained from a reflection of the guest speaker’s presentation.</i> 3. Observation # 3 – final data observation. SOAP note (23 points) <i>*Project group - summative assignment, no rewrite available</i>
Week 13: *Read FTR examples on Canvas (“Summary & Impressions” and “Recommendations” sections”	CLO #1 CLO #4	1. “Summary & Impressions” AND “Recommendations” sections of your FTR. <i>Project group</i> (21 points) <i>*Rewrite available</i>

*Read Chapter 7, pages 178-184 “Counseling in Communication Disorders”		2. Counseling practice (0 points) <i>CLO #4: Students will develop oral communication skills sufficient for entry into professional practice</i>
Week 14: *Roads to clinic, grad school, and professional certification *Medical Audiologist guest speaker	CLO #5	1. “Medical audiologist reflection & opinion paragraph”. (10 points)
Week 15: *Example FTR’s found on Canvas *Ideas of End of the Semester Meetings”	CLO #1 CLO #2 CLO #3 CLO #4	1. Final Therapy Report (31 points) <i>*Summative assignment, no rewrite available</i> 2. Oral presentation of FTR - “Parent meeting” (30 points)
Week 16: *CSD 360 Final Exam	CLO #1 CLO #2 CLO #3 CLO #4	Monday, 12/18/2023 12:30-2:30 pm CPS 228 1. Oral presentation of FTR (30 points) <i>*Summative</i>

Safeguarding Client Welfare: *Mandated Reporter Training *Blood Borne Pathogen Training *Observation Hours	CLO #1 CLO #2 CLO #3 CLO #4 CLO #5	1. Submit on CSD 360 Canvas by end of the semester OR to Mrs. Reynold’s before starting undergraduate clinic semester. *Mandated Reporter documentation *Blood Borne Pathogen documentation *Observation Hours documentation
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Technology Guidelines

Cell phone usage: Research supports the idea that having visual access to a cell phone diminishes our ability to learn. Checking social media, texts, emails, and messages is unprofessional and disrespectful to our class community. Please turn off your phone during class; I will do so as well. If I notice that you are using your phone during class, I will ask you to put it away. Thank you for following these guidelines as they help create a positive learning community.

Online Tools:

This course requires posting of work online that is viewable only by you, the graduate assistant and the professor. None of the work submitted online will be shared publicly. Confidentiality of student work is imperative, so you should not share the work of your peers publicly without their permission.

Inclusivity Statement

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

Grading Scale

A: 93-100% A-: 90-92 B+: 87-89 B: 83-86 B-: 80-82 C+: 77-79 C: 73-76 C-: 70-72
D+: 67-69 D: 63-66 D-: 60-62 F: 0-59

If a percentage has a decimal (0.45), then I will round up IF you have attended class, participated in discussion, and put forth your best effort in class. I reserve the right not to round up if I feel that you have not actively prepared for and contributed to the class.

Attendance: Attending class will likely be the single most important factor in determining your performance and grade in the course, so plan to attend every class. In most class meetings you will have at least one project, exercise, test, and/or discussion that will impact your grade. The relationship between attendance and achievement in education has been extensively documented in peer-reviewed research. *I am not able to re-teach the material to you in the event that you are absent, but you can ask a classmate to share notes.*

Attendance in class can affect your grade, especially on days of application activities. However, life events (family illness, births, transportation problems, etc.) happen. While I will be tracking attendance, your absence will not affect your grade if you let me know prior to class that you will not be in attendance and you make-up the work. I am happy to work with you on extensions and a make-up plan. If it is an emergency and you cannot notify me prior to class, let me know as soon as possible. If you miss class due to illness, I do not need a doctor's excuse.

If you decide to drop a class, please do so using myPoint or visit the Enrollment Services Center. Changes in class enrollment will impact your tuition and fee balance, financial aid award and veterans' educational benefit.

During the first eight days of the regular 16-week term, your instructor will take attendance. If you are not in attendance, you may be dropped from the class. You are responsible for dropping any of your enrolled classes.

- If you must be absent during the term, tell your instructor prior to the class you will miss. If you cannot reach your instructor(s) in an emergency, contact the Dean of Students Office at 715-346-2611 or DOS@uwsp.edu.
- If you are dropped from a class due to non-attendance, you may only be reinstated to the class section using the class add process. Reinstatement to the same section or course is not guaranteed. Your instructors will explain their specific attendance policies to be followed at the beginning of each course.
- If you take part in an off-campus trip by an authorized university group such as an athletic team, musical or dramatic organization, or a class, make appropriate arrangements in advance with the instructor of each class you will miss. If you are absent from classes because of emergencies, off-campus trips, illness, or the like, your instructors will give you a reasonable amount of help in making up the work you have missed.
- If you enroll in a course and cannot begin attending until after classes have already started, you must first get permission from the department offering the course. Otherwise, you may be required to drop the course.
- If you do not make satisfactory arrangements with your instructors regarding excessive absences, you may be dismissed. If you are dismissed from a class, you will receive an F in that course. If you are dismissed from the University, you will receive an F in all enrolled courses.

Absences due to Military Service

You will not be penalized for class absence due to unavoidable or legitimate required military obligations, or medical appointments at a VA facility, not to exceed two (2) weeks unless special permission is granted by the instructor. You are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the Office of the Dean of Students to verify the reason for the absence. The faculty member is responsible for providing reasonable accommodation or opportunities to make up exams or other course assignments that have an impact on the course grade. For absences due to being deployed for active duty, please refer to the [Military Call-Up Instructions for Students](#).

Late Policy

There will be assignment deadlines, but if you cannot meet them, please tell me before the due date (if possible) and we will work out a plan together. I want to be mindful of different working conditions/environments, illness, caregiving, mental health, technology issues, and other potential variables during this stressful time.

Religious Beliefs Accommodation

It is UW System policy to accommodate your sincerely held religious beliefs about all examinations and other academic requirements.

You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:

- There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and
- You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an examination or academic requirement.
- Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
- Your instructor will schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement.
- You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office.

Equal Access for Students with Disabilities

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such an evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the Disability and Assistive Technology Center to complete an Accommodations Request form. Phone: 346-3365 or Room 609 Albertson Hall.

UWSP Service Desk

The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at techhelp@uwsp.edu or at (715) 346-4357 (HELP) or visit this [link for more information](#).

The Tutoring-Learning Center (TLC) helps students in all disciplines become more effective, confident learners. We believe all learners benefit from sharing work with knowledgeable, attentive peer tutors. The TLC offers four tutoring services:

- **Academic Coaching:** Build skills in studying, time management, test-taking, online learning, and more.
- **Course Content:** Practice problems, deepen understanding, and prepare for exams in natural resources, STEM, World Languages, and more.
- **Reading/Writing:** Brainstorm and refine papers, essays, lab reports, citations, résumés, scholarship applications, personal writing, and more.
- **Tech Essentials:** Develop computer literacy and learn to use UWSP-related applications such as Canvas, Microsoft 365, and Zoom.

To **make an appointment**, students can self-schedule using Navigate, contact us at tlctutor@uwsp.edu or 715-346-3568, or stop into CCC 234.

Academic Honesty

UWSP 14.01 Statement of principles

The board of regents, administrators, faculty, academic staff and students of the University of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the University of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors.

UWSP 14.03 Academic misconduct subject to disciplinary action.

(1) Academic misconduct is an act in which a student:

- (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
- (b) Uses unauthorized materials or fabricated data in any academic exercise;
- (c) Forges or falsifies academic documents or records;
- (d) Intentionally impedes or damages the academic work of others;
- (e) Engages in conduct aimed at making false representation of a student's academic performance; or
- (f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to:

- Cheating on an examination
- Collaborating with others in work to be presented, contrary to the stated rules of the course
- Submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another
- Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
- Stealing examinations or course materials
- Submitting, if contrary to the rules of a course, work previously presented in another course
- Tampering with the laboratory experiment or computer program of another student
- Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Students suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in the [University System Administrative Code, Chapter 14](#).

Confidentiality

Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them.

Safety Information

In the event of a medical emergency, call 911 or use red emergency phone located in the middle hallway in the department. Offer assistance if trained and willing to do so. Guide emergency responders to victim.

In case of a tornado warning, proceed to the lowest-level interior room without window exposure, the middle hallway in the CSD department. Avoid wide-span rooms and buildings.

In the event of a fire alarm, evacuate the building in a calm manner. Meet at the College of Professional Studies Sign on the Fourth Avenue. Notify instructor or emergency command personnel of any missing individuals.

Active Shooter – Run/Escape, Hide, Fight. If trapped hide, lock doors, turn off lights, spread out and remain quiet. Call 9-1-1 when it is safe to do so. Follow instructions of emergency responders.

See UW-Stevens Point Emergency Procedures at [Emergency Procedures - Emergency Management | UWSP](#) for details on all emergency response at UW-Stevens Point.

Help Resources

Tutoring	Advising	Safety and General Support	Health
Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. 018 Albertson Hall, ext 3568	Academic and Career Advising Center, 320 Albertson Hall, ext 3226	Dean of Students Office, 212 Old Main, ext. 2611	Counseling Center, Delzell Hall, ext. 3553. Health Care, Delzell Hall, ext. 4646