

Clinical Methods CSD 360, 3 credits
Syllabus – Spring 2022
In person - Tuesday, Thursday, & Friday 8:00 a.m. - 8:50 a.m.
CPS 326

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). **Scope of Practice in Audiology (Scope of Practice)**. Available from www.asha.org/ploicy.

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 on Fridays from 9 a.m. - 11 a.m. in CPS 042. If you want to meet and cannot meet on Friday morning, or you prefer a virtual meeting, please email me and we will set something up.

Regarding email, I will try to respond within 24 hours. If I have not responded in that timeframe, please send me a reminder email. I get a lot of email and sometimes yours may get 'buried' in my inbox. I am a part-time employee, and my official workdays are Tuesdays, Thursdays, and Fridays. I do 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: The purpose of this course is to prepare 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 final therapy reports. 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, and various approaches to evaluating and treating different types of disorders.

You will complete your Mandated Reporter training and Universal Precautions training. Throughout the semester you will acquire several 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, CSD 345, and CSD 366 (or concurrent registration)

Course Learning Outcomes

1. Students will demonstrate an understanding of the scope and practice of the professions in communication sciences.
2. Students will demonstrate an understanding of ASHA's ethical standards.
3. Students will gain knowledge of clinical procedures.
4. Students will use resources to make evidence-based decisions.
5. Students will develop clinical writing skills.
6. Students will begin to develop an understanding of the clinical skills important to the process of changing behavior.
7. Students will develop clinical observation skills.
8. Students will develop oral communication skills as they pertain to clinical reporting.

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.*
- **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.
- 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)

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 24 hours. If you have not received a reply from me within 24 hours, please resend your email.
- Answer any student questions. If I do not know the answer, I will find it out.
- I will attempt to reply to and assess student discussion posts within 48 hours of discussions closing.
- I will attempt to grade written work within 72 hours, however longer written assignments may take me longer to read and assess.
- Treat all students with courtesy, set office hours, provide constructive feedback and return assignments efficiently.

Face Coverings:

At all UWSP campus locations, the wearing of face covering is mandatory in all buildings, including classrooms, laboratories, studies, and other instructional spaces. Any student with a condition that impacts their use of a face covering should contact the Disability and Assistive Technology Center to discuss accommodations in classes. Please note that by university policy unless everyone is wearing a face covering, in-person classes cannot take place. Failure to adhere to this requirement could result in formal withdrawal from the course.

Other guidance regarding COVID:

- Please monitor your own health each day using the COVID-19 screening tool. If you are not feeling well or believe you have been exposed to COVID-19, do not come to class; email your instructor and contact Student Health Services.
 - As with any type of absence, students are expected to communicate their need to be absent and complete the course requirement as outlined in the syllabus.
 - Maintain 6 feet of physical distance from others whenever possible.
 - Do not congregate in groups before or after class; stagger your arrival and departure from the classroom, lab, or meeting room.
 - Wash your hand or use appropriate hand sanitizer regularly and avoid touching your face.
 - Please keep this same healthy practice in mind outside the classroom.

Topic Outline/Schedule

Important Note: Refer to the Canvas course home page for pertinent information. Activity and assignment details 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.

<p>Throughout the semester you will complete four observations of a client who comes for speech/language services at UWSP-SLHC.</p> <p>After the second observation, you must reach out to the student clinician(s) and request an interview to discuss the client you have been observing. This will be part of your observation #3.</p> <p>You will write a final therapy report based on the client you observed over the course of the semester.</p>	<ol style="list-style-type: none"> 1. <i>Observation #1 Summary to be completed between weeks 2-4 of the semester. Due on February 18th.</i> 2. <i>Observations #2 Summary to be completes between weeks 5-7 of the semester. Due March 14th.</i> 3. <i>Observation #3 Summary to be completed between weeks 8-10 of the semester. Due April 8.</i> 4. <i>Observation #4 Summary to be completed between weeks 11-13. Due April 29.</i> 5. <i>Complete final therapy report with all edits made is due May 6.</i> 	
<p>Chapter 1</p>	<p>Syllabus, course overview, Introductions Discussion, getting into grad school, observations</p> <p>Chapter 1 "Introduction to Clinical Practice in Communication Disorders", the road to CCC</p>	<p><i>-Ch. 1, handouts, syllabus (can use laptop to view syllabus)</i></p> <p><i>-create a client, case history assignment</i></p>
<p>Chapter 2</p>	<p>Chapter 2 "Ethical Practice in Communication Disorders"</p>	<p>Code of Ethics (Ethics).</p> <p><i>Available from www.asha.org/policy.</i></p> <p><i>Ethics Scenarios assignment</i></p> <p><i>Ethics quiz (online)</i></p>
<p>Chapter 9</p>	<p>Chapter 9 "Clinical Service Delivery and Work Settings"</p>	<p><i>-Chapter outline/notes</i></p> <p><i>-Chpt. 9 assignment</i></p>
<p>Chapter 4 & Chapter 7 (pgs. 178-184)</p>	<p>Chapter 4 "Principles of Communication Assessment"</p> <p>Oral-Mechanism Examination (pgs. 100 –105 in text)</p> <p>Chapter 7 "Interviewing/Counseling" pgs. 178-184</p>	<p><i>-Chapter 4 outline/notes</i></p> <p><i>- Oral Mechanism Evaluation (discussion post)</i></p> <p><i>-Parent interview assignment</i></p>
<p>Chapter 5</p>	<p>Chapter 5 "Communication Sampling Procedures"</p>	<p><i>-Chapter 5 outline/notes</i></p> <p><i>-Assessment plan assignment</i></p>
<p>Chapter 7 (pgs. 188-195)</p>	<p>Chapter 7 Documenting Evaluations (pgs. 188-195)</p>	<p><i>-Outline/notes from pgs. 188-195</i></p> <p><i>-Practice writing test results</i></p>

		-Baseline assessment practice assignments (intelligibility, baseline probes)
Guest speaker	Guest speaker from skilled nursing facility (SNF)	-skilled nursing facility discussion post
Chapter 8 & Chapter 12 (Week 7)	Chapter 8 “Public Policies Affecting Clinical Practice” & Chapter 12 “Family-Centered Practice” & Guest speaker from Birth – Three setting (3/11/22)	-outline/notes from chapter 8 -outline/notes from chapter 12 -Guest Speaker discussion post
Chapter 3	Chapter 3 “Evidence-Based Decision Making in Communication Assessment and Intervention” & Guest speaker – Dr. Terrell	-Chapter 3 outline/notes -Chapter 3 quiz (online) -Guest Speaker discussion post
	SPRING BREAK – MARCH 21-26	
Chapter 7	Ch. 7 Clinical Documentation pgs. 184 – 207 & Guest panel of undergraduate clinicians	-Outline/notes from pgs. 184-207 -File review & supervisor meetings -Baseline assessment practice assignments (intelligibility, baseline probes) -Beginning of the semester lesson plan (baseline assessment)
Guest speaker	Guest speaker for a school setting; IEPs	-school setting discussion post
Chapter 6	Chapter 6 “Communication Intervention” & Clinical Documentation continued: Ch. 5 & 7; Data Collection	-chapter 6 outline/notes -Status of Client at Beginning of Therapy; assignment (for FRT) -Goals and Objectives assignment (for FTR)
Chapter 6	Pages 166-175; Goal attack strategies, treatment intensity, intervention context, intervention procedures, interventions activities & Behavior Management Strategies discussion	-Check in on observations -Procedures; assignment (for FTR)
Guest speaker	Guest Speaker: SLP from a medical setting; SOAPs	-Medical based SLP discussion post -SOAP note assignment (2)
Chapter 11 (Week 12)	Chapter 11 “Technology and Communication Disorders”	-chapter 11 outline/notes -chapter 11 quiz (online)

	Guest speaker from Talk to Me Technologies – SLP/AAC Consultant, Ms. Witt (4/22/22)	<i>-Guest Speaker discussion post</i>
Complete FTR	Catch up week – where are we on the FTR?	<i>-Results, Summary & Impressions, and Recommendations; assignment (for FTR)</i>
Chapter 10	Chapter 10 “Issues of Cultural and Linguistic Diversity”	<i>-chapter 10 outline/notes -chapter 10 quiz</i>
Tuesday 5/17/2022	Final Exam 10:15 a.m. - 12:15 a.m. CPS 326	<i>-Final exam – end of the semester “parent” meeting – an oral presentation of your FTR</i>

Technology Guidelines

Cell phone usage: Research supports 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.***

Attend all your classes regularly. We do not have a system of permitted "cuts."

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 to provide reasonable accommodations 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 still be deadlines for assignments, but if you are unable to meet those deadlines, please let me know **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 reasonably accommodate your sincerely held religious beliefs with respect to 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 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](#).

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 the event of a tornado warning, proceed to the lowest level interior room without window exposure which is the middle hallway in the 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. Follow instructions of emergency responders.

See UW-Stevens Point Emergency Management Plan at www.uwsp.edu/rmgt 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