

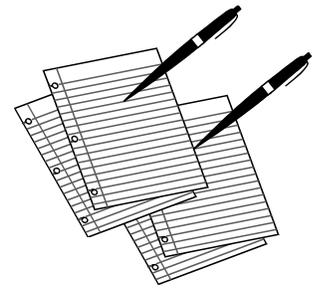
**CSD 360 Methods in Communication Disorders 3 credits**

Spring 2017 Monday 12:35-1:50 p.m. Room 018;  
Wednesday 12:35-1:50 p.m.

**Instructor:** Mary Day, M.S., CCC-SLP

**Office:** 42C CPS **Phone:** 346-3588 **Email:** mday@uwsp.edu

**Office Hours:** Please refer to my hours posted outside my door.



**Text:** Paul, R. (2014). *Introduction to Clinical Methods in Communication Disorders*. Baltimore: Paul H. Brookes Publishing.

**Course Description:** Principles of assessment and intervention methods for clinical management; interviewing techniques, and overview of practice settings and specialties; practice in writing and editing clinical diagnostic and therapy reports. Oral and written assignments address clinical discipline-specific communication skills.

**Course Objectives:**

1. Students will develop an understanding of the professions of speech-language pathology and audiology, including settings, scope of practice, certification, and ethics.
2. Students will develop critical clinical observation skills – continue ASHA’s clinical observation requirement.
3. Students will begin to develop an understanding of clinical skills important to the process of changing behavior.
4. Students will learning how to use resources to develop and maintain evidence based practice.
5. Students will develop critical clinical writing skills, including assessment reports, treatment plans, lesson plans, and progress reports.

**Student Expectations:**

- Complete assigned readings prior to class.
- Arrive to class on time, prepared to actively participate during discussions and in-class assignments.  
**If a student is tardy more than once and/or is not consistently ready to begin at 8 a.m., the student’s final grade may be lowered at the discretion of the instructor due to lack of professionalism.**
- Answer questions asked by the instructor.
- Ask the instructor for clarification when needed.
- Display appropriate respect and courtesy to other students, guest lecturers, and instructor. (This includes sleeping in class, texting, packing up early, etc.)
- Print power points and hand outs from D2L and take notes during class.
- Students are expected to be honest in completing their assignments and quizzes independently.

**Instructor Expectations:**

- Be prepared for class.
- Begin and end class on time.
- Announce any changes to the syllabus during the semester, including date changes, well in advance.
- Answer any student questions.
- Meet with students outside of class to discuss concerns or questions about the course requirements or the student’s performance.
- Treat all students with courtesy, have set office hours, provide constructive feedback, and return assignments in a timely fashion. If there is a change in office hours, students will be notified either via announcement in class or an email.



# Course Schedule

## Tentative Course Outline:

Date	Topics	Reading/Assignment
1/23-1/25	Introduction, syllabus, Scope of Practice	
1/30-2/1	Scope of practice; professional behavior and ethics, certification	Chapt 1 & 2; ASHA Code of Ethics
2/6-8	Writing skills; data collection, Interviewing, Diagnosis	Chapter 7 - <b>on line quiz</b>
2/13-15	Prognosis and Assessment	Chapter 4 <b>Observation Summary 1 (Due 2/15)</b>
2/20-22	Assessment; Test Interpretation Writing Assessment Reports	Chapter 5 <b>Protocol form &amp; summary due 2/22</b>
2/27-3/1	Oral Peripheral Examination	Pages 102-107 - <b>In-Class Oral exam (2/27)</b> <b>Write up due 3/3.</b>
3/6-8	Evidence Based Practice; How to read journal articles	Chapter 3 <b>Mandated Reporter and BBP Training; Observation Summary 2 (3/6)</b> <b>Assessment Report (3/8)</b>
3/13-15	Student-Supervisor Relationship; baselining and selecting targets; SOAP notes	D2L handouts <b>Journal Summary/Reflection (Due 3/15)</b>
3/20-3/24	<b>SPRING BREAK</b>	
3/27-29	Intervention	Chapter 6; Articles – D2L
4/3-5	Teaching Strategies/therapy plans Mrs. Reynolds – Clinic overview	Chapter 6 <b>On line quiz</b>
4/10-12	Changing Behaviors Clinical Settings	Chapter 9 <b>Due Therapy Plan (4/10); Observation Summary 3 (4/12)</b>
4/17-19	Public policy and HIPPA <b>Cultural Diversity</b>	Chapter 8, 10 <b>On-line quizzes for both Public Policy and Cultural Diversity</b>
4/24-26	Families and Behavior Management	Chapter 12 – <b>on line quiz</b>
5/1-3	Critical Thinking Skills	<b>Due Final Therapy Report/SOAP notes (5/3)</b>
5/8-10	Clinician Variables/Clinical Problem Solving	D2L Handouts <b>Therapy Activity presentations</b>
5/15	<b>Final Exam (10:15 a.m. -12:15 p.m.)</b>	<b>EBP Paper due</b>

## Course Assignment Description:

**1. Written Assignments:** There will be five major writing assignments. These will be completed individually.

- a. **Assessment Process:** You will be given a case study of a child who has been evaluated for concerns in phonology/articulation or language. From the case history and test data, you will write an assessment summary and objectives using the format given in class. You will use the professional, clinical writing style as presented in class discussions and readings. (50 points)

- b. **Protocol forms:** You will analyze protocol forms and write a short summary of the interpretation (25 points).
  - c. **Treatment Plan:** You will develop a therapy plan based on a case study. You will use the format given in class and writing style as described above. You will support your therapy plan with research. (50 points)
  - d. **Final Therapy Report** You will write a final therapy report based on a case study. You will use the format given in class and writing style as described above. (35 points)
  - e. **SOAP notes/data/reflection:** You will write daily notes and take data using a client you have observed at least four times from the beginning of the semester until the end. The notes will follow the SOAP note format. In addition, you will include a “reflection” section describing five lessons you learned from observing this client/clinician pair. These can be aspects of the therapy you liked and/or components of programming you would do differently. (40 points)
  - f. **Evidence-Based Practice Paper:** You will write a five-page paper using APA format. You may select the topic and it must be approved by the instructor. You will find evidence-based support for two different interventions pertaining to a disorder/population of your choice. You will describe, compare, and contrast the approaches and then provide justification based in theory for the one you deem best practice. (75 points)  
You must submit the final draft to the Dropbox. If you do not, the paper is subject to a 15 point deduction.
2. **Oral Peripheral Examination:** You will perform a comprehensive oral-peripheral examination on a classmate. You will be given a form to complete with your observations and interpretation. (10 points)
  3. **Observations:** You will observe therapy; write an observation report each time per specific guidelines. (25 points each/ 75 total)
  4. **Journal summary:** You will write a summary of a journal article and a personal reflection. (25 points)
  5. **Public Policy Quiz:** You will take this quiz online to review public policy and HIPPA. (21 points)
  6. **Chapter quizzes:** You will take several quizzes online on content covered in the chapter or in lecture (~50 points, 10-20 points each) You are expected to complete these quizzes independently. Students will lose all points associated with the quiz if found violating this policy. Please be aware of the time the quiz is available as the quiz will not be reopened if you miss the cut off time.
  7. **Therapy Activity:** Each student is required to submit (typed format) one therapy activity. This may be taken from those observed during live observation in the clinical setting, one you read about or developed on your own. Please choose one that will work well with a child in the therapy setting. Include in the information the required materials, what skill can be taught using this activity, how to implement the activity and what age the activity is best suited for. Pick an activity that is creative, innovative and enjoyable. (No flashcards, please.) You will explain and present your activity to the class. (25 points)

Rubrics and forms may be found on the D2L site for this class. You must also complete the online Blood borne Pathogens Training and the Mandatory Reporter Training as part of this class.

Assignments must be turned in at the **beginning** of class on the date they are due. There will be no make-up opportunities for in class assignments unless a signed doctor’s excuse on letterhead is submitted.

**Note: You should keep copies of your assignments. You may consider using your assignments in your portfolio for meeting DPI teaching standards.**

**Observation Hours Forms.** ASHA requires that all undergraduate students complete 25 hours of observation before initiating clinical practicum. This course is the mechanism for completing that ASHA

requirement. Any student not submitting this form will not be allowed to enroll in practicum until the observations are done.

It is a department requirement that:

- at least five hours be in a setting outside of the UWSP Center for Com Disorders.
- at least one hour be of an audiological diagnostic.
- at least 15 hours be live (not taped).

**Grading.** Final grades will be based on the following:

Five Writing Assignments	275
Oral-Peripheral Exam	10 points
Observations	75 points (25 pts each)
Public Policy Quiz	21 points
On line chapter quizzes	~50 points (10-20 pts each)
Journal summary	25 points
Therapy Activity	25 points
<b>Total</b>	<b>~481 points</b>

**There may be additional in-class assignments, on line quizzes, etc. (10-20 points each) which will be given when appropriate.**

**Bonus Points:** Periodically throughout the semester, each student's activity on D2L will be monitored. Bonus points will be randomly assigned when students are found to be frequently utilizing the site and bringing power points/hand-outs to class. Bonus points will be added to the final point total at the end of the semester.

Grades will be based on a percentage of the total point accumulation for the semester. Grades will be given as follows:

A	95.5-100	C	74 -77.99
A-	91 -95.49	C-	71-73.99
B+	88 -90.99	D+	66.5-70.99
B	84 -87.99	D	61 -66.49
B-	81 -83.99	F	Below 61.0
C+	78 -80.99		

**OF THE TOTAL POSSIBLE POINTS**

It would be to your advantage to attend class and participate. If a final percentage has a decimal  $\geq 0.5$ , I will consider adjusting your final percentage IF you have attended class, and participated putting forward your best effort. I reserve the right not to change the grade if I feel that you have not adequately prepared for class or contributed.

If you find that there is an obvious error on an assignment, I would be happy to discuss and modify your grade when appropriate. However, if you choose to argue a point, I will re-evaluate your ENTIRE assignment but you may be subjected to further point deductions if I find that I "missed" point deductions during the initial assessment of the assignment. I will need at least 24 hours for review time before making a decision to adjust the grade.

**Cell phones.** All cell phones should be turned off before attending class. Students are not to use their cell phones in class for any purpose (talking, text messaging, etc.). Students found in violation will be asked to leave for the remainder of the class period. Repeated violators will have their semester grade lowered.

**Laptops**

You will not be allowed to use laptops in the classroom unless indicated for certain in-class projects and activities. You may be exempt from this policy with proper documentation from Disability Services. You will be notified in advance if you may bring your laptop. This means that for class discussion you will either

need to print any articles and/or take very thorough notes prior to class. Be sure to bring the required texts to each class. For evidence-based documentation regarding this policy, refer to:

Fried, C. B., In-class laptop use and its effects on student learning, *Computers & Education* (2007), doi:10.1016/j.compedu.2006.09.006

Hembrooke, H. & Gay, G. (2003). The laptop and the lecture: The effects of multitasking in learning environments. *Journal of Computing in Higher Education*, 15 (1), 46-64.

doi: 10.1007/BF02940852

Turkle, S. (2011). *Alone together: why we expect more from technology and less from each other*. New York: Basic Books.

### **Policy for Late Assignments**

**All assignments are due at the beginning of class. Unexcused late assignments will receive a penalty of minus five percentage points for the first 24 hours the assignment is not submitted.. Unexcused assignments turned in the following day (and only due to extenuating circumstances) will receive a penalty of minus 10 percentage points. Assignments will not be accepted after the second day (48 hours after due date) and the student will receive a grade of zero. An excused absence only covers the day of the absence. The assignment is due the following day (within 24 hours).**

You become sick (extended illness), are in a car accident, etc. excused late assignments will be allowed (without penalty). **In order for a late assignment to be excused, you must discuss this with me BEFORE it is due.** Between email and my office phone, which are listed at the top of this syllabus, there is no reason that you should not be able to contact me. You will be asked to provide documentation for excused reasons.

I will accommodate religious beliefs according to UWS 22.03 if you notify me within the first three weeks of the semester regarding specific dates that you will need to change course requirements.

### **Disability Statement**

If you have a disability that requires accommodation so that you may fully participate in class activities or meet course requirements, please contact me within the first week of class.

Refer to <http://www.uwsp.edu/disability/Pages/toQualifyForDisabilityServices.aspx> for further assistance.

### **Academic Misconduct**

Please refer to <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf> for university policy regarding academic honesty and integrity.

### **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.
- g) Violates electronic communication policies or standards as agreed upon when logging on initially (See [uwsp.edu/it/policy](http://uwsp.edu/it/policy)).

(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.

### **Emergency Procedures**

*"In the event of a medical emergency, call 911 or use red emergency phone located in the hall. 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. Go to the center hall in the Center for Communicative Disorders. Avoid wide-span rooms and buildings.*

*In the event of a fire alarm, evacuate the building in a calm manner. Meet 200 yards away from building). 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](http://www.uwsp.edu/rmgt) for details on all emergency response at UW-Stevens Point."*

### **References**

- Fey, M.E. (1986). *Language intervention with young children*. Boston: Allyn and Bacon.
- Goldberg, S.A. (1997). *Clinical skills for speech-language pathologists*. San Diego: Singular Publishing Group.
- Haynes, W., Pindzola, R. & Emerick, L. (1992). *Diagnosis and evaluation in speech pathology*. (4<sup>th</sup> ed.). Englewood Cliffs, New Jersey: Prentice-Hall Inc.
- Hegde, M.N. (1994). *A coursebook on scientific and professional writing*. San Diego: Singular Publishing Group.
- Hegde, M. N. (1993) *Treatment procedures in communicative disorders*. (2<sup>nd</sup> ed.). Austin, TX: PRO-ED.
- Hegde, M.N. & Davis, D. (1999). *Clinical methods and practicum in speech-language pathology*. San Diego: Singular Publishing Group.
- Knepflar, K.J. & May, A.A. (1991). *Report writing in the field of communication disorders: A handbook for students and clinicians*. (2<sup>nd</sup> ed.). NSSLHA.
- Kohn, A. (2001). Five reasons to stop saying "good job!" *Young Children*, September, p. 24-28.
- Leith, W.R. (1993). *Clinical methods in communication disorders*. Austin, TX: PRO-ED.
- Meyer, S.M. (1998). *Survival guide for the beginning speech-language clinician*. Gaithersburg, MD: Aspen Publication.
- Paul, R. (2002). *Introduction to clinical methods in communication disorders*. Baltimore: Paul Brookes Publishing Co.
- Tomblin, J. B., Morris, H.L., & Spriestersbach, D.C. (2000). *Diagnosis in Speech-Language Pathology*. San Diego: Singular Publishing Group.