

CSD 360 Clinical Procedures

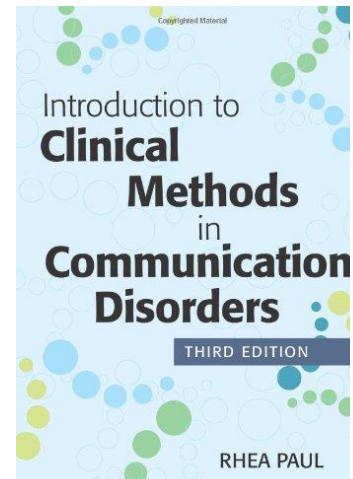
Fall 2017

Monday and Wednesday 8:00-9:15am

CPS 208

Instructor Information:

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Office Hours: Mon 2:30-4:30; Wed 10-12



We are all apprentices in a craft where no one ever becomes a master
- Ernest Hemingway

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. That means that you will be writing...a lot. You will learn to write goals, therapy plans, plans of care, 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 and various approaches to evaluating and treating different types of disorders. Additionally, you will complete your mandatory ASHA observation hours, Mandated Reporter training, and Universal Precautions training. Discussions 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 very practical, hands-on course, so get ready to jump in!

Don't fear making a mistake; fear failing to learn and move forward

- Philip Humbert

Quantity produces quality. If you only write a few things, you're doomed.

– Ray Bradbury

Big Ideas & Learning Outcomes

1. Being a professional speech-language pathologist or audiologist requires knowledge of scope of practice, ethics, licensure, certification, and professional behavior.
 - Develop an appreciation on the professions which includes understanding practice settings and scope of practice
 - Demonstrate understanding of ASHA's ethical standards through application to real-life scenarios
 - Explain the education, licensure, and certification process
 - Complete ASHA's clinical observation requirements
2. Learning how to use resources, read journal articles, and integrate information is crucial for the development and maintenance of sound evidence-based practice.
 - Demonstrate understanding of how clinical skills are important to the process of changing behavior
 - Use current technology and available resources to develop current assessment and treatment techniques
 - Summarize peer-reviewed journal articles
3. Strong clinical writing skills are an essential component of good practice.
 - Demonstrate evidence of critical thinking, integration of information, and clarity of thought in clinical

Expectations

Students are expected to:

- Complete assigned readings before class.
- 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.**
- 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.)
- Check UWSP email and D2L regularly

The instructor is expected to:

- Be thoroughly prepared for class with handouts, 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
- Answer any student questions. If I don't know the answer, I will find it out.
- 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 efficiently

Don't fear making a mistake; fear failing to learn and move forward

- Philip Humbert

Course Outline

(may be adjusted throughout the semester as need arises)

Week 1 9/6	Syllabus, course overview; the road to CCC; getting into grad school	Handouts
Week 2 9/11-13	Scope of Practice; Professional Behavior and Ethics No class 9/13—use this time to complete BBP and Mandated Reporter training due by 9/18	Ch.1 & 2 (including appendices); ASHA website
Week 3 9/18-20	Interviewing, Counseling, and Clinical Communication	Ch. 7
Week 4 9/25-27	Principles of Communication Assessment Observation Summary 1 (9/27)	Ch. 4; D2L
Week 5 10/2-4	Oral-Peripheral Examination (in class 10/2) Communication Sampling	Ch. 5
Week 6 10/9-11	Assessment Classwork (computer lab) Evidence-Based Decision Making; How to read journal articles (Assessment Draft 10/11—optional)	Ch. 3; Handouts
Week 7 10/16-18	Catch-Up Assessment Final (10/18); Observation Summary 2 (10/18)	D2L
Week 8 10/23-25	Intervention	Ch. 6
Week 9 10/30-11/1	The Student-Supervisor Relationship	D2L
Week 10 11/6-8	Public policy and HIPPA (online quiz) Mrs. Reynolds—clinic overview	Ch. 8
Week 11 11/13-15	Clinical Settings TX Plan Final (11/13); Observation Summary 3 (11/15)	Ch. 9
Week 12 11/20-22	Cultural Diversity	Ch. 10
Week 13 11/27-29	Families and Behavior Management	Ch. 12
Week 14 12/4-6	Critical Thinking Activities/ Catch-Up Final Therapy Report (12/4)	D2L
Week 15 12/11-13	Therapeutic Alliance Therapy Activity Presentations (12/13)	Articles-D2L
Mon. 12/18	FINAL EXAM 12:30-2:30; EBP Paper Due	

Just as I adhere to principles of client-led therapy in the clinic, 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 email and D2L often for any changes to the course schedule and due dates. They will also be announced in class.

Course Assignments

1. **Written Projects:** There will be 4 larger writing assignments. These will be completed individually.
 - a) **Assessment Process:** You will be presented with a case study of a child who has been evaluated for concerns in phonology/language. This case study will include a partially completed test protocol form. You will complete the form and interpret the data. 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. (75 points)
 - b) **Treatment Plan:** You will individually develop a well-rounded therapy plan based on your diagnostic report. You will use the format given in class and writing style as described above. You will support your therapy plan with research. (50 points)
 - c) **Final Therapy Report/Reflection:** You will write daily notes and a progress report using a client you have observed at least 4 times from the beginning of the semester until the end. The notes will follow the SOAP note format and a sample monthly summary will be provided for the progress report. In addition, you will include a “reflection” section describing five lessons you learned from observing this client/clinician pair. These can be things you liked and/or things you would do differently. (75 points)
 - d) **Evidence-Based Practice Paper:** You will write a 5-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 three different interventions pertaining to a disorder/population of your choice. You will describe, compare, and contrast the approaches and then provide justification grounded in theory for the one you deem best practice. (75 points)
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 and submit via D2L dropbox. (25 points each/ 75 total)
4. **Public Policy Quiz:** You will take this quiz online to review public policy and HIPPA. (21 points)
5. **Therapy Activity:** You are required to submit one typed therapy activity. It may be one you have observed, read about, or developed on your own. Please choose one that will work well with a child in a therapy setting. Your write-up should include the following information: required materials, skills addressed, age level, instructions. Choose an activity that is creative, innovative, and enjoyable, but nothing that uses flashcards! 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 Bloodborne Pathogens Training and the Mandatory Reporter Training as part of this class.

Note: If I get a sense that students aren't reading and/or aren't prepared for class, then pop quizzes made be added for up to a total of 25 points.

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 I receive a signed doctor's excuse on letterhead. If you are unable to take an exam on the scheduled date for a valid reason, you must let me know

Observation Hour 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 5 hours will be in a setting outside of the UWSP Clinic
- At least one hour be of an audiologic diagnostic.
- At least 15 hours be live (not videotaped)

Class Points:

4 Writing Assignments	275 points
Oral-Peripheral Exam	10 points
Observations	75 points (25 pts ea)
Public Policy Quiz	21 points
Therapy Activity	25 points
Total	~406 points

Grading Scale

A: 95-100% A-: 92-94% B+ 88-91% B 84-87% B- 80-83% C+ 77-79%
 C: 74-76% C-: 70-73% D+ 67-69% D 64-66% D- 60-63% <60% = F

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.

Laptop Policy

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. You sure 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 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.

Emergencies

In the event of a **medical emergency**, call 911 or use red phones in clinic hallways. Offer assistance if trained and willing. Guide emergency responders to the victim. In the event of a **fire alarm**, evacuate the building in a cal manner. Meet in front of the HEC 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 UWSP Emergency Management Plan at www.uwsp.edu/rmgt for more details.

Policy for Late Assignments

All assignments are due at the beginning of class. Unexcused late assignments turned by 5 p.m. on the due date will receive a penalty of minus 5 percentage points. 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 and the student will receive a grade of zero.

I realize that life goes on while you are in school. You get sick, car accidents occur, etc. Excused late assignments will be allowed (without penalty) for illness, emergency, funerals, etc. **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, as well as my cell phone (715-572-2548) there is no reason that you should not be able to contact me. You may be asked to provide documentation of excused reasons.

I will accommodate religious beliefs according to UWS 22.03 if you notify me within the first 3 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).
- (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.

We cannot create observers by saying "observe," but by giving them the power and the means for this observation and these means are procured through education of the senses.

- Maria Montessori

Other “good to know” tidbits:

- I would be happy to write a recommendation letter for you as you apply to graduate school and for various scholarships. However, I will only agree to write you a positive letter if I have a good impression of you as a student. This can be accomplished by attending and actively participating in class, submitting your best work as directed on the syllabus, and showing me your personality and enthusiasm for the professions.
- Contacting the instructor: I will have established weekly office hours and that is the best time to see me. You don't have to make an appointment for office hours. You can just drop in. If those hours don't work with your schedule, then you may email or call for an appointment. I also enjoy it when students drop by for a brief visit. You don't need to have a problem to justify a visit to my office—I enjoy getting to know you better! However, if my door is closed, then I am unavailable. Regarding email, I will try to respond within 24 hours. If I haven't 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 don't respond to emails after 5:00 pm or on the weekends.
- Writing is hard. Practice makes perfect. I am here to help you and am happy to read drafts and discuss your writing outside of class.

WE CAN'T HELP
EVERYONE, BUT
EVERYONE CAN HELP
SOMEONE.

- RONALD REAGAN

I notice that you use plain, simple language, short words and brief sentences. That is the way to write English--it is the modern way and the best way. Stick to it; don't let fluff and flowers and verbosity creep in. When you catch an adjective, kill it. No, I don't mean utterly, but kill most of them--then the rest will be valuable. They weaken when they are close together. They give strength when they are wide apart. An adjective habit, or a wordy, diffuse, flowery habit, once fastened upon a person, is as hard to get rid of as any other vice.

~Mark Twain