

**SPLH 571: Introduction to Speech-Language Pathology
Spring 2017 Course Syllabus**

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Class Sessions: Monday and Wednesday: 2:00pm – 2:50 pm, Dole 2094

Lab Sessions: Friday 10:00 a.m. – 11:50 a.m., Schiefelbusch Clinic, Haworth Hall

Credit: 4 hours

INTRODUCTION

This course is designed to introduce the student to the clinical practice of speech-language pathology and to facilitate the transition from the classroom to the clinical setting. Students will study the principles of assessment, application of diagnostic information, intervention planning, and the intervention process. Students will also gain an understanding of team membership and be introduced to the skills necessary for working on a team.

COURSE OBJECTIVES

1. To obtain a sense of professional identity.
2. To become aware of the professional practices, issues, and responsibilities involved in the delivery of speech-language pathology services.
3. To review causal factors of communication disorders.
4. To understand the principles and practices of assessment in speech-language pathology.
5. To understand the principles and practices of intervention in speech-language pathology.
6. To develop beginning level skills in the areas of assessment, intervention, interpersonal relationships, and team building.

Service Learning: This course offers an optional service learning component by completing additional volunteer opportunities in the Schiefelbusch Clinic and other settings, which may apply toward Certification in Service Learning through the Center for Civic and Social Responsibility. Please see the course instructor if you are interested in pursuing the service learning option or if you are interested in volunteering in the clinic in any capacity.

TENTATIVE SCHEDULE OF TOPICS AND READINGS

<u>Date</u>	<u>Topic</u> (subject to change)	<u>Reading Due</u>	<u>Assignment Due</u>
1/18 (W)	Introduction to the class, K-TEAMS, Bb site, assignments.	<i>Syllabus</i>	
1/20 (F)	Review of the syllabus, team assignments. Turn in completed paperwork/forms (found on Bb), review of documentation requirements and clinic tours with GTA. <i>Meet in Dole 2096 this Friday only!</i>	<i>Course Blackboard site</i>	Completion of course documents including K-TEAM preference, mailbox request, and confidentiality forms. Syllabus Quiz due by 12:00 pm OSHA, HIPAA and TB documentation due to GTA mailbox by end of day to sign up for observations next week.
1/23 (M)	Communication: Fundamentals of Communication Sciences and Disorders	<i>Justice, Ch 1</i>	Reading Quiz 1 due by 8:00 am <i>Begin observations in clinic and LAP if approved by GTA!</i>
1/25 (W)	The Profession: Scope of Practice, Ethical Issues, Academic Preparation and Credentials, Professional Settings, ASHA	<i>ASHA website: History, Scope of Practice and Code of Ethics (see links below)</i>	
1/27 (F)	K-TEAM meetings (first meeting on 1st rotation)	<i>OSHA/HIPAA trainings</i>	<i>Meet in Schiefelbusch Clinic or LAP for this and all Friday sessions!</i>
1/30 (M)	Working with Families and Professionals	<i>Catlett and Halper, 1992 Duchan, 2003</i>	Reading Quiz 2 due by 8:00 am
2/1 (W)	Teaming		
2/3 (F)	K-TEAM meetings	<i>K-TEAM readings if applicable</i>	<i>Sign up for observations for next week.</i>
2/6 (M)	Assessment: Purpose, process, designing protocol, interviewing; “6 Steps to	<i>Justice, pp 167-186 Tomblin, pp 4-6</i>	<i>Continue observations this week.</i>

	Clinical Problem Solving”		Reading Quiz 3 due by 8:00 am
2/8 (W)	Interview Project	<i>Shiple, Ch 3&4 Team Project #1 instructions</i>	In-class teamwork.
2/10 (F)	K-TEAM meetings	<i>K-TEAM readings if applicable</i>	<i>Sign up for observations! (LAP only for next week)</i>
2/13 (M)	Assessment: Considering preassessment information multicultural considerations, in-class peer review of project drafts.	<i>Shiple, Ch 2 (also Ch 17 & 18 for reference) Justice, Ch 5</i>	<i>Continue observations in LAP this week.</i>
2/15 (W)	Assessment: Procedures common to most assessments; delving into formal measures; applying the “6 steps”	<i>Shiple, Ch 5 Paul, Ch 5</i>	Reading Quiz 4 due by 8:00 am
2/17 (F)	K-TEAM meetings	<i>K-TEAM readings if applicable</i>	Team project #1 due by 5:00 pm. <i>Sign up for observations!</i>
2/20 (M)	Intervention: definition, purpose, models, formats, settings, teaching strategies; review Synthesis 1.	<i>Justice, pp 186- 197</i>	<i>Continue observations this week.</i>
2/22 (W)	Intervention: planning, goal development; Documentation: purposes and types	<i>Paul, Ch 6 Cornett and Chabon, pp 103- 109 only</i>	Reading Quiz 5 due by 8:00 am
2/24 (F)	K-TEAM meetings	<i>K-TEAM readings if applicable</i>	<i>Sign up for observations!</i>
2/27 (M)	Speech Sound Disorders: Assessment and intervention	<i>Justice, Ch 9 Shiple, Ch 6</i>	Reading Quiz 6 due by 8:00 am <i>Continue observations this week.</i>
3/1 (W)	Speech Sound Disorders: Assessment and Intervention		Synthesis 1 due by 5:00 pm
3/3 (F)	K-TEAM meetings	<i>K-TEAM readings if applicable</i>	<i>Sign up for observations!</i>
3/6 (M)	Assessment Project: review assessment instruments and	<i>Team Project #2 instructions</i>	In-class team work <i>Continue observations</i>

	project details		<i>this week.</i>
3/8 (W)	Motor Speech Disorders: Assessment and intervention	<i>Justice, Ch 12 Shipley, Ch 14</i>	Reading Quiz 7 due by 8:00 am
3/10 (F)	K-TEAM meetings (last meeting on 1st rotation)	<i>K-TEAM readings if applicable</i>	<i>Sign up for observations for after spring break!</i>
3/13 (M)	Motor Speech Disorders: assessment and intervention		<i>Continue observations this week.</i>
3/15 (W)	Child Language Disorders: Assessment and intervention; review Synthesis 2	<i>Justice, Ch 7 Shipley, Ch 7 & review Ch 9</i>	Reading Quiz 8 due by 8:00 am
3/17 (F)	K-TEAM meetings (first meeting on 2nd rotation)	<i>K-TEAM readings if applicable</i>	<i>Sign up for observations!</i> Observation hours for first half of the semester due by 5:00 pm
3/20-3/24	No class or meetings.		<i>Enjoy your spring break!</i>
3/27 (M)	Child Language Disorders: Assessment and Intervention		<i>Continue observations this week.</i>
3/29 (W)	Adult Language and Cognitive Disorders: Assessment and intervention	<i>Justice, Ch 8 Shipley, Ch 13</i>	Reading Quiz 9 due by 8:00 am Team Project #2 due by 5:00 pm.
3/31 (F)	K-TEAM meetings	<i>K-TEAM readings if applicable</i>	<i>Sign up for observations!</i>
4/3 (M)	Adult Language and Cognitive Disorders: assessment and intervention		<i>Continue observations this week</i>
4/5 (W)	Swallowing Disorders: pediatric and adult; characteristics, phases and assessment	<i>Justice, Ch 15 Shipley, Ch 15</i>	Reading Quiz 10 due by 8:00 am. Synthesis 2 due by 5:00 pm
4/7 (F)	K-TEAM meetings	<i>K-TEAM readings if applicable</i>	<i>Sign up for observations in LAP only next week!</i>
4/10 (M)	Swallowing Disorders: intervention (compensatory and restorative); correlation with voice		<i>Continue observations in LAP this week.</i>
4/12 (W)	Voice Disorders: definition,	<i>Justice, Ch 11</i>	Reading Quiz 11 due by

	characteristics, assessment and intervention	<i>Shipley, Ch 12</i>	8:00 am
4/14 (F)	K-TEAM meetings (late start due to LAP & FACS team presentations in Dole 2096)	<i>K-TEAM readings if applicable</i>	<i>Sign up for observations!</i>
4/17 (M)	Intervention Project	<i>Team Project #3 instructions</i>	In-class team work <i>Continue observations this week.</i>
4/19 (W)	Fluency Disorders: assessment and intervention	<i>Justice, Ch 10</i> <i>Shipley, Ch 11</i>	Reading Quiz 12 due by 8:00 am
4/21 (F)	K-TEAM meetings (last meeting on 2nd rotation)	<i>K-TEAM readings if applicable</i>	<i>Sign up for observations!</i>
4/24 (M)	Intervention Project		Team Project #3 Intervention Plan draft due for peer feedback <i>Complete observations this week.</i>
4/26 (W)	AAC: Overview	<i>Justice, Ch 4</i> <i>Shipley, Ch 10</i>	Reading Quiz 13 due by 8:00 am
4/28 (F)	K-TEAM Celebration! <i>Meet in LAP with all class students and student clinicians.</i>		Observation hours for second half of the semester due. Team Project #3 due by 5:00 pm.
5/1 (M)	Observation and Service Learning Sharing Opportunity Session		Open sharing session for observation experiences Synthesis 3 due by 5:00 pm
5/3 (W)	Final Class Session		*Complete ASHA observation forms, instructor and GTA course evaluation forms.
*5/6 (Sat)	SERTOMA BBQ		Roughly 9:30 am-2:30 pm with exact times and assignments TBA

** There will be no final examination for this class. Instead, you will participate in 4-6 hours of professional service; please inform the instructor immediately if you have a conflict on this set date/time and need to complete an alternate experience.*

COURSE FORMAT

Course content: Content material will be presented through assigned readings, lectures, class discussion, clinical observations, as well as individual and team projects based on clinical team assignment. The course material is organized into three primary components:

- 1: The Profession of Speech-Language Pathology and Teaming
- 2: Diagnosis and Intervention: General Principles and Strategies
- 3: Application of Assessment and Intervention Principles to Specific Disorders

Readings and Lessons: You are expected to have read the assigned material **prior** to class meetings. Lesson material will compliment and apply readings, not replace them. All projects and assignments for this course rely heavily on understanding and being able to apply information that is presented in the readings. In order to be successful in this course you will need to regularly complete the assigned readings.

Required Texts:

1. Justice, L. M. and Redle, E. E., (2014). *Communication Sciences and Disorders: A Clinical Evidence-Based Approach, Third Edition*. New Jersey: Pearson Education.
2. Shipley, K., & McAfee, J. (2016). *Assessment of Speech-Language Pathology: A Resource Manual, 5th Edition*. Boston, MA: Cengage Learning.

Additional required readings: Additional readings are available as PDF files or links here and on Blackboard under course readings.

ASHA history at <http://www.asha.org/about/history/>

ASHA Code of Ethics (2010) at <http://www.asha.org/policy/ET2010-00309/>

ASHA Scope of Practice (2007) at <http://www.asha.org/policy/SP2007-00283.htm>

Catlett, C., & Halper, A. (1992). Team Approaches: Working Together to Improve Quality. Originally published by ASHA in the Summer, 1992; *Quality Improvement Digest*.

Cornett, B. & Chabon, S. (1988). *The Clinical Practice of Speech-Language Pathology*, pp. 103-109. Columbus, OH: Merrill.

Duchan, J. F., (2003). *The Golden Rule as a Clinical Practice Guide*.

Paul, R. (2002). *Introduction to Clinical Methods in Communication Disorders*. Baltimore, MD: Brookes Publishing. Chapters 5, 6.

Tomblin, J.B., Morris, H.L., & Spriestersbach, D.C., (2000). *Diagnosis in Speech-Language Pathology 2nd Edition*; pp 4, 5, 6; Singular Publishing Group, Inc.

Lab: For the lab portion of this course, you are required to attend K-TEAM meetings in the Schiefelbusch Speech-Language-Hearing Clinic during the designated time. You will be assigned to a clinical team for each half of the semester and will attend the meeting each week for that specific team. Clinical teams consist of graduate and undergraduate clinicians enrolled in clinical practicum for the semester, a clinical faculty member, and students from this class assigned to that team. Your participation in K-TEAM meetings is expected to be interactive to provide the best learning opportunity for you!

GRADING

Your course grade will be determined by an accumulation of points for attendance, quizzes, observations, syntheses, professional service, and team projects. All work will be evaluated on completeness, organization, clarity of information, and the integration and application of the material. The grading scale for the final class grade is as follows:

A 93.50% and above	C 73.50–76.49%
A– 90.00–93.49%	C– 70.00–73.49%
B+ 86.50–89.99%	D+ 66.50–69.99%
B 83.50–86.49%	D 63.50–66.49%
B– 80.00–83.49%	D– 60.00–63.49%
C+ 76.50–79.99%	F 59.99% and below

Class Attendance and Participation (out of 100 points): Attendance in class will not be taken regularly but will be taken intermittently for credit. Participation in class is important to developing the knowledge and skills required for completion of assignments and fulfilling your learning experience. Class participation consists of engagement in class sessions which will be monitored through participation in sessions geared towards team project work as well as presenting information learned through observation experiences with the class. Four class sessions have been designated as team project work or draft-presentation sessions (marked in green on the schedule grid); you will receive 10 points for each session in which you participate, for a total of 40 points. There will also be a participation opportunity at the end of the semester (see syllabus) in class and attendance and participation will count for 10 points. You will be encouraged to verbally present information about interesting, surprising, or notable interactions that you have observed during clinical sessions or team meetings, which may be relevant to course topics during the semester. Information should be shared in an informal manner, without client-identifying information and must be reflective of the insight gained. Be sure to state your name and team placement for tracking your participation. An additional 5 class sessions will have attendance taken for points during the semester intermittently for a total of 50 points. *There will be no make-up points for missed project work sessions or attendance.*

K-TEAM Meetings (out of 60 points): There are 12 clinical team meeting sessions during the fall semester, which you will attend as the lab portion of this course. At every clinical team meeting you attend on Friday mornings, you will complete a TEAM MEETING AGENDA and

turn it in immediately after the meeting to the GTA or instructor mailbox. Each team agenda form, turned in by 5 pm that day, is worth 5 points; ***there will be no make-up opportunities for missed meeting attendance.*** Instead, you will also be granted 5 points for attending the final team celebration on the last Friday of the semester, which could grant you 5 extra credit points if you attend all team meetings throughout the semester.

Reading Quizzes (120 points): There will be 13 quizzes worth up to 10 points each, to be taken on Blackboard during assigned periods, and your top 12 scores will be included in your final grade. The quizzes cover the materials in the readings and will be multiple choice and true/false. You are expected to work independently. You must take the quizzes in one sitting but have as much time as you need within that opportunity. You may use your readings during each quiz. The quizzes will be scored online and your grades recorded in Blackboard.

- **Quiz Resets:** If you have any computer problems that prevent you from completing the quiz (e.g., internet disconnects), please notify the GTA by email as soon as possible. ***One quiz reset*** by the GTA will be allowed. ***Quizzes started the morning they are due will not be reset.*** On-campus libraries, such as Anschutz and Watson, will be the most reliable places to take a quiz. Blackboard works best when using Firefox on a standard desktop or laptop computer with many problems reported when tried on tablets.
- **Make-up Quizzes:** ***There will be no make-up quizzes.*** Students have been provided with quiz due dates in advance and will be responsible for completing quizzes in a timely manner according to the dates listed on the course schedule.

Syntheses (90 points): There will be three take-home syntheses given throughout the semester, **to be completed independently.** Each will be worth up to 30 points and will consist of application of the material from readings and lecture. The format will be short answer and essay. The goal of the synthesis is to provide the student with the opportunity to demonstrate his/her knowledge and understanding of the information and concepts presented in an applied manner. Grading rubrics are provided for all syntheses. Each answer should be typed underneath the corresponding question. **Synthesis papers will be submitted through Safe Assign on the Blackboard site for this class.** ***Synthesis assignments submitted after the due date/time will be penalized 5 points per day late, beginning that evening, with assignments submitted more than five days late worth a maximum of 5 points.***

Team Projects (75 points): You will be assigned to a team with several other students for the semester. There are 3 projects that your team will do together, each worth up to 25 points, to be assigned uniformly to each member of the team based on the grade of the overall project. Grading rubrics are also provided for all team projects. **Team projects will be submitted through Safe Assign on the Blackboard site for this class.** Supporting documentation will be placed in the instructor's or GTA's mailbox, labeled with the team number. ***Team projects submitted after the due date/time will be penalized 5 points per day late, beginning that evening, with assignments submitted more than four days late worth a maximum of 5 points.***

***Professional Service (25 points):** As a future professional you are encouraged to contribute your time and energy to projects that promote the profession. Each student will be expected to serve at the Sertoma BBQ, which benefits the clinic and the clients we serve. Your obligation will be between **9a-3p on Saturday, May 6, 2016**. Participation in this activity is meant to expose students to supportive opportunities in our profession and is a great way to *celebrate* the end of the semester!

Extra Credit Opportunities (0-30 points): At times I find video's or activities that I feel will enrich your learning and offer those for extra credit. They will be announced as an announcement on Blackboard if they arise.

Therapy Observations: Completion of 25 hours of observation is an ASHA requirement.

- All students enrolled in SPLH 571 must provide the required documentation of having completed 25 hours of clinical observation by the end of the semester. *If you fail to meet this requirement, you will receive an 'Incomplete' in the course.* (Note: prior hours are subject to instructor review for acceptance.)
- Students should strive to gain exposure to a wide variety of populations by observing assessment and/or intervention in several of the nine areas for children and adults.
- On Fridays of each week a list of all clients in the Schiefelbusch Clinic and their therapy times and disorders, as well as LAP, will be posted on Blackboard. You need to sign up for observations on the lines provided and save it to Blackboard.
- **You must fill out an observation sheet for each therapy session you observe.** These forms should be turned in to the **GTA at midterm** and at the end of the semester with a Record of Clinical Observation Hours form that is posted on Blackboard under Observation Documents.
- It is your responsibility to keep track of your hours. At the end of the semester you will transfer your hours to the ASHA Observation Hours sheet, summarizing your total hours. These hours must match your observation sheets, and will be checked by the GTA/instructor prior to signing the ASHA formal document. You will complete two originals of the final ASHA formal document so that you and the department will each have an original on file.
- Keep a copy of all your observation sheets for your own files prior to submitting them, and hold onto them until the formal ASHA document is completed and signed.
- Please be aware that usually only one to two students (depending on the room) can observe any given session and that no food or drink is allowed in the observation rooms.
- Please see the handout regarding guidelines for observations in your packet.
- You may complete a maximum of five hours of observation at another site for this requirement, with the treating SLP's signature and ASHA number submitted on a separate ASHA observation form.
- **Suggestion: Obtain at least one-half of your needed observation hours during each half of the semester!**

TB Test, HIPAA tutorial, and OSHA in-servicing: Each student will be required to show proof of a negative TB test within the past two years before they can participate in clinic observations and activities. This can be obtained from Watkins Health Center on campus, Douglas County Health Department, or through your private physician. Students must also complete the HIPAA tutorial which may be accessed via web by using the instructions on Blackboard. OSHA in-servicing should be completed via the power-point under course information on Blackboard. Certificates of completion should be printed and turned in to the GTA by the date on the schedule above. *Students must have proof of completion of each of these prior to attending any clinical observations in the Clinic.*

Academic Misconduct: It is expected that all students in this course will complete quizzes and synthesis assignments individually and submit their own, original work to be graded. Team assignments should reflect a collaborative effort by the team members with all members of the team in agreement with the final product as an original and complete document prior to submission for grading. If concerns of academic misconduct arise in this course, they will be handled according to the policies set forth by the University (<https://policy.drupal.ku.edu/governance/USRR#art2sect6>) as well as the College of Liberal Arts and Sciences (<http://www.clas.ku.edu/sites/clas.drupal.ku.edu/files/docs/SAS/Forms/Academic%20Misconduct%20Policies%20and%20Procedures%20student.pdf>). Please review the provided links for more information.

Cell Phones & Wireless Devices: Cell phones should be turned off before class and team meeting sessions. Cell phones and other wireless devices should not be used for phone calls, texting, or playing games at any time during observations of therapy sessions in the clinic. If you need to answer or make a phone call during an observation, please step out of the observation room to do so.

Accommodations: The Academic Achievement and Access Center (AAAC) coordinates academic accommodations and services for all eligible KU students with disabilities. If you have a disability for which you wish to request accommodations and have not contacted the AAAC, please do so as soon as possible. They are located in 22 Strong Hall and can be reached at 785-864-4064 (V/TTY). Information about their services can be found at <http://www.access.ku.edu>. Please contact me privately in regard to your needs in this course.

If a scheduled lecture or class activity is in conflict with a mandated religious observance, you must notify the instructor via email within one week of receiving this syllabus so that an alternative arrangement can be made in advance of the scheduled requirement.