

SPLH 571: Introduction to Speech-Language Pathology Spring 2019 Course Syllabus

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

Instructor: Julie Gatts, M.A., CCC-SLP

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Preferred Reference: Julie

Graduate Teaching Assistant: Kelley Nelson-Strouts

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appointment

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Mailbox: 2101 Haworth (In the clinic office by the
copier – please use this mailbox only)

Preferred Reference: Kelley

*****The instructors cell numbers are on here so that you can access them if something is time critical outside of office hours (weekends and between 5 and 9 pm daily). DO NOT TEXT AFTER 9 PM! While we want to be responsive to your needs, you need to be reasonable with your expectations. If you do not adhere to our request, we reserve the right to block your number and require you to contact us by email only. We will respond to emails sent during the day but you can contact us by cell phone in the evening and on weekends if there is something urgent that needs to be dealt with (quiz reset, a question that can't wait until the following day, etc...).**

*This course will be conducted in an atmosphere of mutual respect of all gender expressions and identities. Please address us as indicated by our preferred names and pronouns (as listed above). We were provided with a class roster with student names as they appear in enroll and pay. We will refer to you by your name and pronoun preferences identified through first day introductions.

Teaching Philosophy

I am a clinician by nature. I instruct from the perspective of a clinician who also loves teaching those without communication disorders. I believe that the best learning occurs from doing and through discussion. While the course has some lecture over reading content, most class time will be discussion and application of the readings. I encourage questions and discussion in class and outside of class. While my schedule outside of

class can be tight, I will always schedule time to meet with you as requested so please do not hesitate to request time to meet.

Course Description

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. Emphasis will be placed on the process of intervention planning in this course. Students will also gain an understanding of team membership and be introduced to the skills necessary for working on a team.

Learning Objectives

At the end of this course it is anticipated that students will be able to:

1. Have a sense of professional identity.
2. Be aware of the professional practices, issues, and responsibilities involved in the delivery of speech-language pathology services.
3. Understand the principles and practices of assessment in speech-language pathology.
4. Understand and apply the principles and practices of intervention in speech-language pathology when doing intervention planning.
5. Demonstrate a basic understanding of 5 major categories (child language, child speech disorders, adult language and cognition, motor speech disorders, and AAC) of communication disorders and be able to create an intervention plan (outcomes, goals, and teaching strategies) that is appropriate for each.

Service Learning:

This course offers an optional service learning component through volunteer opportunities in the Schiefelbusch Clinic, LAP, and organizations in the community which may apply toward Certification in Service Learning through the Center for Civic and Social Responsibility as well as fulfill the professional service requirement of this course. 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.

Course Format

Course content: Content material will be presented through assigned readings, lectures, class discussion, in-class application activities, 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. Lecture and class activities will compliment 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 and make an effort to apply them through class discussion.

Required readings: 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*.

Ebert, K., (2016). Perceptions of Racial Privilege in Prospective Speech-Language Pathologists and Audiologists. <http://sig14perspectives.pubs.asha.org/>

Gozdziewski, T., Fabus, R., Arroyo, C., Limowski, J., Yudes-Kuznetsov, J. (2019). Goal Writing for the Speech-Language Pathologist and Special Educator. Jones and Bartlett Learning. Burlington, MA. Chapters 1, 3, 4, 7, 8.

Haynes, W., Pindzola, R. (2012). *Diagnosis and Evaluation in Speech Pathology* Eighth Edition. Pearson. Upper Saddle River, NJ. Chapters 1, 2, 3.

Justice, L. M. and Redle, E. E., (2014). *Communication Sciences and Disorders: A Clinical Evidence-Based Approach, Third Edition*. New Jersey: Pearson Education. Chapters 1, 6, 7, 8, 9, 12

Kohnert, K (2016). One Insider's Reflections on White Privilege, Race and their Professional Relevance. <http://sig14perspectives.pubs.asha.org/>

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

Richard, J., (2015). Speech Assessment and Intervention Best Practices Guidelines for Articulation Disorders. San Diego Unified School District Phonology and Articulation Resource Center.

Senior Study Group in SDUSD. (2010). Placement Strategies for Later Developing Sounds. Phonology and Articulation Resource Center, San Diego Unified School District.

ShIPLEY, K., & McAfee, J. (2016). *Assessment of Speech-Language Pathology: A Resource Manual, 5th Edition*. Boston, MA: Cengage Learning. Chapter 5

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.

Recommended Texts (the required readings from each text are provided so that you do not need to purchase the texts): If you find the readings helpful you may want to purchase the entire text:

1. Gozdziwski, T., Fabus, R., Arroyo, C., Limowski, J., Yudes-Kuznetsov, J. (2019). Goal Writing for the Speech-Language Pathologist and Special Educator. Jones and Bartlett Learning. Burlington, MA.

2. Justice, L. M. and Redle, E. E., (2014). *Communication Sciences and Disorders: A Clinical Evidence-Based Approach, Third Edition*. New Jersey: Pearson Education.

3. Shipley, K., & McAfee, J. (2016). *Assessment of Speech-Language Pathology: A Resource Manual, 5th Edition*. Boston, MA: Cengage Learning.

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. This is an opportunity to observe the planning and learning that occurs as part of providing evidence-based service to consumers. Your participation in K-TEAM meetings is expected to be interactive to provide the best learning opportunity for you!

GRADING

Course Grade

The University has prescribed definitions for grades. The University Senate Rules and Regulations define grades in the following way

<http://policy.ku.edu/governance/USRR#art2sect2para3>:

2.2.1.1 The grade of A will be reported for achievement of outstanding quality

2.2.1.2 The grade of B will be reported for achievement of high quality

2.2.1.3 The grade of C will be reported for achievement of acceptable quality

2.2.1.4 The grade of D will be reported for achievement that is minimally passing but at less than acceptable quality

2.2.2 The letters F, U (unsatisfactory), and NC (no credit) shall indicate that the quality of work was such that, to obtain credit, the student must repeat the regular work of the course

In this course, quality of achievement will be evaluated through points earned on:

- Synthesis – 2 @ 45 points each (90 possible)
- On-line quizzes – 10 @ 10 points each (100 possible)
- Team projects – 2 @ 45 points each (90 possible)
- 3-2-1 journal entries – 3 @ 15 points each (45 possible),
- professional service – All or none (25 possible and obtained by volunteering at the Sertoma BBQ on 4/27 – a Saturday), and
- Completion of observation hours (must get 25 or you get an incomplete for the course). Points assigned for each requirement will be in-line with the scale described above (350 points total).

At the end of the semester, attendance points will be added to your earned points total (from assignments listed above). There will be 160 points possible points:

- 60 possible for team meeting attendance) and
- 100 possible points - 10 self-completed Participation Rubric's worth 10 points each. These will be handed out in class on random dates

The grading scale below only includes 140 attendance points in the final grade. This provides for an illness or emergency. The scale below reflects the letter grade obtained only on the assignments and activities (350 points total) with 140 points added to that number. For example, 229-350 points -> add 140 -> 469-490 is an A. This provides an opportunity for you to enhance your overall grade through increased attendance and negatively affect your overall grade with poor attendance. The relationship between total points accumulated and quality of achievement is as follows:

Total Course Points	Quality of Achievement	Final Letter Grade (GPA)
469-490	Outstanding	A (4.0)
455-468		A- (3.7)
441-454	High	B+ (3.3)
431-440		B (3.0)
420-430		B- (2.7)
406-419	Acceptable	C+ (2.3)
396-405		C (2.0)
385-395		C- (1.7)
371-384	Minimal	D+ (1.3)
361-370		D (1.0)
350-360		D- (0.7)
0-349	Inadequate	F (0.0)

Incomplete (I) will be assigned to any student who does not complete their 25 observation hours during the semester, regardless of grade achievement above.

Class Attendance and Participation (100 points – 10 points per Participation Rubric completed when the instructor passes them out): As a professional, attendance and dependability are key in effective service provision. Your learning in this course will be dependent on your presence for and processing of concepts and application that is presented during discussion in class and team meetings. Intermittently I will pass out Participation Rubric's for each student to complete. The rubrics allow each student the opportunity to self-evaluate their level of participation. Points will be assigned only for completion of the rubric, not for the quality of participation on that day. The intent is for the rubric to provide the opportunity for self-reflection related to participation with the goal of improving overall participation as judged by the student's assessment of themselves. 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 discussion, team project work, as well as presenting information learned through observation experiences with the class and team. ***There will be no make-up points for missed attendance/completion of the participation rubric and the rubric MUST be turned in prior to leaving class. There will be no excused absences since there is the opportunity to earn more than the required number of attendance points.***

K-TEAM Meetings (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 to the GTA after the meeting to either their clinic mailbox or by email. 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 (100 points): There will be 10 quizzes worth up to 10 points each, to be taken on Blackboard during assigned periods. 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** necessitated by technical difficulties 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 x2 (90 points – 45 for each synthesis): There will be two take-home syntheses given throughout the semester, **to be completed independently.** Each will be worth 45 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 x2 (90 points – 45 each project): You will be assigned to a team with several other students for the semester. There are 2 projects that your team will do together, each worth up to 45 points, to be assigned to each member of the team based on the grade of the overall project. Grading rubrics are also provided for all team projects. **Team plans and subsequent 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 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.**

3-2-1 Journal Assignments x3: (45 possible – 15 per entry): Each student will be expected to complete a monthly journal assignment (Blackboard Journal that is confidential and viewed only by the instructor and/or GTA). The purpose of the journal is to encourage each student to reflect on the learning opportunities that occur within this course. Students are encouraged to reflect on learning and experiences with critical thinking, problem solving, and creative thinking to describe experiences and identify possible solutions for problems they observe. A rubric is available. Each journal will describe **3 teaching strategies observed in various sessions throughout the month, 2 sets of data that you took as you observed sessions and what they told you in relation to the goal they were addressing, and 1 thing you learned in a clinic team meeting on Friday mornings and how you will apply that information.**

***Professional Service (25 points – all or none):** 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 volunteer at the Sertoma 48 BBQ on April 27, 2019. The BBQ raises funds for the Sertoma-Schiefelbusch Communication Camp that takes place each June. The BBQ is held in Broken Arrow Park in Lawrence. Typically, students are required to volunteer from 9:30-2:30 but the exact times will be provided closer to the date of the event.

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 on Blackboard as they arise.

Therapy Observations: Completion of 25 hours of observation is an ASHA (and course) 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. The GTA will then return the Record of Clinical Observation back to you with corrected hours at midterm so that you can

complete it with your observation hours from the second half of the semester and turn it back in.

- **It is your responsibility to keep track of your hours.** At the end of the semester, once the GTA has approved your hours on the record form, 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. At the final class session you will bring both copies of the ASHA Observation Hours sheet and your approved Record of Clinical Observation form to the instructor to be signed. One of the copies will be returned to you and one will be kept in the department.
- **Keep a copy of all your observation sheets for your own files prior to and after submitting them to the GTA and hold onto them until the formal ASHA document is completed and signed (at the end of the semester).**
- 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.**

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.

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.***

TENTATIVE SCHEDULE OF TOPICS AND READINGS

<u>Date</u>	<u>Topic</u> (subject to change)	<u>Reading Due</u>	<u>Assignment Due</u>
1/23 (W)	Introduction: Introduction to the class, individuals, K-TEAM's, Bb site and completion of forms.	<i>Syllabus</i>	
1/25 (F)	K-TEAM meetings Review of the syllabus, assignments, Bb site, team placements and clinic tour. <i>Meet in 2094 this Friday only!!!</i>	<i>Course Blackboard site OSHA/HIPAA trainings</i>	Syllabus Quiz due by 2:00 pm Completion of documents including K-TEAM preference, mailbox request, and confidentiality forms. OSHA and HIPAA and TB documentation due to GTA mailbox by end of day. <i>Sign up for observations for next week. (Begin observation Mon if required documentation is in)</i>
1/28 (M)	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>	<i>Continue observations this week.</i>
1/30 (W)	Communication: Fundamentals of Communication Sciences and Disorders	<i>Justice, Ch 1</i>	Reading Quiz 1 due by 8:00 am
2/1 (F)	K-TEAM meetings <i>Meet in Schiefelbusch Clinic for this and all future Friday sessions!</i>	<i>K-TEAM readings if applicable</i>	<i>Sign up for observations for next week.</i>
2/4 (M)	Teaming Working with Families and Professionals	<i>Catlett and Halper, 1992 Duchan, 2003</i>	Reading Quiz 2 due by 8:00 am
2/6 (W)	Assessment: Purpose, process, designing protocol, "6 Steps to Clinical Problem Solving"	<i>Justice, pp 167-186 in Ch 6 Tomblin, pp 4-6</i>	Reading Quiz 3 due by 8:00 am <i>Continue observations this week.</i>

2/8 (F)	K-TEAM meetings	<i>K-TEAM readings if applicable</i>	<i>Sign up for observations!</i>
2/11 (M)	Assessment Procedures Common to Most Assessments: Sampling Interviewing: Effective techniques	<i>Haynes and Pindzola Ch 2</i> <i>Paul Chapter 5</i> <i>Shiplely Chapter 5</i>	<i>Continue observations this week.</i>
2/13 (W)	Multicultural Issues	<i>Kohnert article</i> <i>Ebert article</i> <i>Watch Barbara Rodriguez Presentation</i>	Reading Quiz 4 due by 8:00 am
2/15 (F)	K-TEAM meetings	<i>K-TEAM readings if applicable</i>	<i>Sign up for observations! LAP only next week.</i>
2/18 (M)	Intervention: definition, purpose, models of intervention, formats, settings, teaching strategies;	<i>Justice, Ch 6 only pp 186-197</i>	<i>Continue observations this week LAP only.</i>
2/20 (W)	Concepts of Implementation: Levels of support and teaching.	<i>Paul, Ch 6</i>	
2/22 (F)	K-TEAM meetings	<i>K-TEAM readings if applicable</i>	<i>Sign up for observations!</i>
2/25 (M)	Intervention: Goal development	<i>Gozdziewski et al. Ch 1</i> <i>Moore, R.</i>	<i>Continue observations this week.</i>
2/27 (W)	Documentation: purposes and types Data: Baseline/Post, Collection, and Purpose	<i>Cornett and Chabon, pp 103-109 only</i>	Reading Quiz 5 due by 8:00 am
3/1 (F)	K-TEAM meetings	<i>K-TEAM readings if applicable</i>	<i>Sign up for observations!</i>

3/4(M)	Intervention Planning: Putting it all together – examples and expansions		<i>Continue observations this week.</i> 3-2-1 Journal Entry 1 Due by 5 pm
3/6 (W)	Childhood Speech Sound Disorders: Concepts of speech sound disorders.	<i>Justice, Ch 9</i> <i>Richard, J. handout</i>	Plan for Team Project 1 due by 5 pm
3/8 (F)	K-TEAM meetings (last meeting on 1st rotation)	<i>K-TEAM readings if applicable</i>	Sign up for observations! Synthesis 1 by 5:00 pm Observation hours for first half of the semester due by 5:00 pm FINAL DAY FOR FIRST TEAM ROTATION
3/11-3/15	No Class; Spring Break		
3/18 (M)	Childhood Speech Sound Disorders: Goal writing	<i>Gozdziewski et al. Ch 4</i>	<i>Continue observations this week.</i> Reading Quiz 6 due by 8:00 am
3/20 (W)	Childhood Speech Sound Disorders: Teaching strategies and related concepts	<i>Placement Strategies for Later Developing Sounds</i>	
3/22 (F)	K-TEAM meetings	<i>K-TEAM readings if applicable</i>	FIRST MEETING WITH SECOND TEAM ROTATION Sign up for observations!
3/25 (M)	Motor Speech Disorders: Concepts, systems involved, characteristics	<i>Justice, Ch 12</i>	<i>Continue observations this week.</i>
3/27 (W)	Motor Speech Disorders: Goal Writing	<i>Review Gozdziewski et al. Ch 4</i>	Reading Quiz 7 due by 8:00 am
3/29 (F)	K-TEAM meetings	<i>K-TEAM readings if applicable</i>	Sign up for observations!

4/1 (M)	Motor Speech Disorders: Teaching strategies and related concepts		<i>Continue observations this week.</i> 3-2-1 Journal Entry 2 Due by 5 pm
4/3 (W)	Child Language Disorders: Concepts and characteristics	<i>Justice, Ch 7</i>	Team Project 1 Due by 5 pm
4/5 (F)	K-TEAM meetings	<i>K-TEAM readings if applicable</i>	<i>Sign up for observations! LAP only next week.</i>
4/8 (M)	Child Language Disorders: Goal Writing	<i>Gozdziewski et al. Ch 3</i>	<i>Continue observations this week LAP only.</i> Reading Quiz 8 due by 8:00 am
4/10 (W)	Child Language Disorders: Teaching strategies and related concepts		Plan for Team Project 2 Due by 5 pm
4/12 (F)	K-TEAM meetings	<i>K-TEAM readings</i>	<i>Sign up for observations!</i>
4/15 (M)	Data: Child language disorders		<i>Continue observations this week.</i>
4/17 (W)	Adult Language and Cognitive Disorders: Concepts, definitions and characteristics	<i>Justice, Ch 8</i>	.
4/19 (F)	K-TEAM meetings	<i>K-TEAM readings if applicable</i>	<i>Sign up for observations!</i>
4/22 (M)	Adult Language and Cognitive Disorders: Goal Writing	<i>Gozdziewski et al. Ch 7</i>	<i>Continue observations this week. This is the last week for observations.</i> Reading Quiz 9 due by 8:00 am
4/24 (W)	Adult Language and Cognitive Disorders: Teaching strategies and related concepts		Synthesis 2 due by 5 pm
4/26 (F)	K-TEAM meetings		<i>Sign up for observations!</i>

4/29 (M)	Data: Adult language and cognitive disorders		3-2-1 Journal Entry 3 Due by 5 pm
5/1 (W)	AAC: Overview – definitions, characteristics and populations	<i>Justice, Ch 4 Gozdziwski Ch 8</i>	Reading Quiz 10 due by 8:00 am
5/3 (F)	K-TEAM Big Team Celebration!!!		Observation hours for second half of the semester submitted
5/6 (M)	AAC: Goal setting, teaching strategies and related concepts		Team Project 2 Due by 5 pm
5/8 (W)	Final Class* Instructor/GTA evaluations		*Bring 2 completed ASHA observation forms to class (done in pen) along with your approved observation hours record form to class. *Professional service experience forms due. *Complete Instructor/GTA evaluations.

***There will be no final examination for this class. Instead, you will volunteer at the Sertoma 48 BBQ on 4/27/19 for 5 hours. You will also complete and submit documentation of 25 hours of clinical observation.**

Course Policies

The following policies are relevant to this course.

Accommodations

<http://access.ku.edu/syllabus-statement-0>

"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."

Religious Observances

<http://policy.ku.edu/governance/USRR#art1sect4>

Should the examination schedule for this course conflict with your mandated religious observance, please contact me at the beginning of the semester so that we can schedule a make-up exam at a mutually acceptable time. In addition, students will not be penalized for absence from regularly scheduled class activities which conflict with mandated religious observances. Students are responsible for initiating discussion with the instructor to reach a mutually acceptable solution.

Diversity, Equity, and Inclusion

The Department of Speech-Language-Hearing endorses and adheres to the College's statement on diversity, equity, and inclusion. Cultural and linguistic diversity are central to the field of speech-language-hearing and an integral part of clinical practice as an audiologist or speech-language pathologist. As a department, we strive to create an environment where differences are valued and respected, and all people have an equitable opportunity for success. We believe that all students benefit from training and experiences that will help them to learn, lead, and serve in an increasingly diverse society. Consequently, we are committed to enhancing the training we provide around cultural and linguistic diversity.

Civility and Respect

Civility and respect for the opinions of others are very important in an academic environment. It is likely you may not agree with everything that is said or discussed in the classroom. Courteous behavior and responses are expected at all times. When you disagree with someone, be sure that you make a distinction between criticizing an idea and criticizing the person. Expressions or actions that disparage a person's or race, ethnicity, nationality, culture, gender, gender identity / expression, religion, sexual orientation, age, disability, or marital, parental, or veteran status are contrary to the mission of this course and will not be tolerated.

Medical Crisis

<http://policy.ku.edu/governance/USRR#art1sect4>

Students with a verifiable medical crisis of a relative or friend may be excused from being present for scheduled examinations and tests. It is the responsibility of the student to initiate discussion with the instructor, prior to the examination/test if possible or as soon as possible after the event. The instructor and student shall come to a mutually agreeable method of making up the missed work.

Although the university policy on medical crisis only applies to friends or relatives of a student, I apply this policy to the students in my course. If you have a verifiable medical or personal crisis, please let me know as soon as possible so that we can work together to establish a schedule for making up missed work.

Academic Misconduct

Students should review the university policy on Academic conduct at:

<http://policy.ku.edu/governance/USRR#art2sect6>

There are group projects in this course and each group/team member is expected to contribute to each project and documentation of contributions is part of the projects. Quizzes and Synthesis are individual projects and there should be no collaboration with current or former students for these assignments.

Intellectual Property

<http://policy.ku.edu/provost/intellectual-property-policy>

Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. On request, the instructor may grant permission for students to audio or video record lectures, on the condition that these recordings are only used as a study aid by the individual making the recording. Unless explicit permission is obtained from the instructor, recordings of lectures and review sessions may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Commercial Note-Taking Ventures

Pursuant to the University of Kansas' [Policy on Commercial Note-Taking Ventures](#), commercial note-taking is not permitted in this course. Lecture notes and course materials may be taken for personal use, for the purpose of mastering the course material, and may not be sold to any person or entity in any form. Any student engaged in or contributing to the commercial exchange of notes or course materials will be subject to discipline, including academic misconduct charges, in accordance with University policy. Please note: note-taking provided by a student volunteer for a student with a disability, as a reasonable accommodation under the ADA, is not the same as commercial note-taking and is not covered under this policy.

Concealed Carry

Individuals who choose to carry concealed handguns **are solely responsible to do so in a safe and secure manner in strict conformity with [state and federal laws](#) and [KU weapons policy](#)**. Safety measures outlined in the KU weapons policy specify that a concealed handgun:

- Must be under the constant control of the carrier.
- Must be out of view, concealed either on the body of the carrier, or backpack, purse, or bag that remains under the carrier's custody and control.
- Must be in a holster that covers the trigger area and secures any external hammer in an un-cocked position
- Must have the safety on, and have no round in the chamber.

General Academic Resources

MySuccess

<http://blackboard.ku.edu/mysuccess-instructors>

This course participates in MySuccess, an early warning initiative at the University of Kansas to increase student retention Throughout the academic term, you will receive a message from MySuccess through your official KU email address. MySuccess operates through Blackboard. Your instructor may communicate about your course performance by triggering a flag to indicate a low test or assignment score or a "kudos" for above average or improved performance. You may set up additional preferences and features by going to your profile tab.

MySuccess has additional features to help you be a successful student at KU. There is a Success Network that lists a directory of KU resources as well as an online appointment scheduler system that allows you to make appointments with your instructor or assigned academic advisor that have activated their calendars to work with MySuccess. For more information about MySuccess, please visit www.mysuccess.ku.edu and click on the Students tab.

Academic Achievement and Access Center

The Academic Achievement and Access Center (AAAC) offers many services and programs to assist students in their academic success and to enhance their collegiate experience at KU. Choose from learning strategy consultations, group workshops or general or course-specific academic assistance, by appointment or on a walk-in basis. SPLH students are highly encouraged to take advantage of these services to support their learning in this class (and others). AAAC Services include:

Individual consultations: for help with any aspect of success (time management, study skills, etc) <https://achievement.drupal.ku.edu/consultations>

Tutoring for *any* class: <http://tutoring.drupal.ku.edu/> (Request or sign up during first 4-6 weeks of class)

List of classes with existing supplemental instruction:
<https://achievement.drupal.ku.edu/supplemental-instruction>

Academic success guides for many topics: time management, stress management, test taking, study tips, semester planning <http://achievement.ku.edu/success-guide>

Student Access Services for anyone needing accommodations: <http://access.ku.edu/>

University Career Center

The University Career Center (UCC) offers a wide range of quality services designed to support and challenge students at all points on the career development and implementation path.

University Career Center services include (<http://career.ku.edu>):
Work individually with someone from the career center on your resume, CV, cover letter, graduate school essay, internships, job search. Go to <http://career.ku.edu/appointments> to request an appointment.

The UCC can also help you:

1. Determine the right career through career assessments. Visit <http://career.ku.edu/assessments>.
2. Explore different major and career options. Visit <http://career.ku.edu/careersandmajors>.
3. Think about what experiences you can gain now to make you more employable later and more competitive for graduate school. Visit <http://career.ku.edu/cap>.
4. Find internships. Visit <http://career.ku.edu/internships>.
5. Find part-time jobs. Visit <http://career.ku.edu/ptjobs>. But also visit <https://sjobs.brassring.com/TGWebHost/home.aspx?partnerid=25752&siteid=5542> for on-campus part-time student jobs.

Finally, the UCC offers a number of career courses. Visit <http://career.ku.edu/courses> to learn more.

Counseling and Psychological Services

CAPS Personal Counseling Services can help students with issues related to adjusting to college and other psychological, interpersonal, and family problems. Individual and group sessions are available. Self-help resources also are available.

You can make an appointment by calling 785-864-CAPS. See <http://caps.ku.edu/appointments> for more information. The first visit usually lasts about 50 minutes. It is focused on understanding the nature of the concern and clarifying

goals and expectations. Usually by the end of the first session an agreement is reached regarding the next steps to take. Most sessions cost \$15. In addition, you can visit the CAPS Self-Help Library at <http://caps.ku.edu/self-help-library> for info on many topics.

In addition, please contact your SPLH mentor (Becky Harris can provide contact information) if you are experiencing health or personal issues that are affecting your academic success. Your mentor can help you identify appropriate campus resources and also can help you make adjustments to your schedule (if needed).

Experiential Learning Certificates

Experiential Learning Certificates offer you a way to take ownership of your education and recognition for your learning both inside and outside of the classroom. All certificates require a combination of coursework, real-world experiences, and reflection. After you have completed a certificate, this accomplishment will be notated on your official KU academic transcript. All certificates are open to undergraduate students at KU from any major! They are great additions to your professional credentials that highlight your learning and experiences outside of the classroom.

Visit <https://experience.ku.edu/experiential-learning-certificates> to learn about the following certificates (*certificates are particularly relevant to SPLH majors and careers).

*REP – Research Experience Program
 *CSL – Certificate for Service Learning
 *GAP – Global Awareness Program
 *LEAD – Leadership Engagement Certificate
 ARTS – Arts Engagement Certificate
 ENTR – Entrepreneurship Certificate
 SUSTAIN – Sustainability Certificate

See also <http://splh.ku.edu/academics/degrees/ba/opportunities> for additional information about opportunities for learning outside the classroom.

Libraries

The libraries offer a variety of services to help you develop your ideas and find information for class projects. It's not just a building and a website. There are actual librarians who are experts in finding information and they are available to work with you one-on-one.

Library Services include (<https://lib.ku.edu>):

1. Ask a Librarian via chat, e-mail, text, or in-person at <https://lib.ku.edu/ask-librarian>
2. Check out video tutorials on searching, reading, saving, citing, and developing your topic at <https://lib.ku.edu/video-tutorials>
3. View the SPLH subject guide for tips and tricks specific to SPLH at <http://guides.lib.ku.edu/research>
4. Reserve a room for group study at <http://calendar.lib.ku.edu/>

Writing Center

Writers need feedback, sounding boards, and other people to coach them while they compose. That's where the KU Writing Center comes in. It's a place for productive talk about writing, with trained peer consultants to help you brainstorm, draft, and revise your projects. If you have a writing assignment in your SPLH class, take advantage of the services offered by the writing center EARLY.

Writing Center Services include (<http://writing.ku.edu>):

1. Work individually with someone from the writing center. Go to <http://writing.ku.edu/how-it-works> to learn about options and schedule an appointment. There is a LOT of flexibility including face-to-face consultations at campus locations, online consultations via text chat, audio chat, or video chat, written feedback without a meeting via eTutoring.
2. Find helpful writing resources on numerous topics at <http://writing.ku.edu/writing-guides>
3. Figure out how much work you need to do each week to finish your assignment on time via the assignment planner at <http://writing.ku.edu/assignmentPlanner>