

**SPLH 571: Introduction to Speech-Language Pathology
Fall 2022 Course Syllabus**

Class Sessions: Monday and Wednesday: 2:00pm – 2:50 pm, 2092 Dole

Lab Sessions: Friday 10:00 a.m. – 11:50 am, 2092 Dole

Credit: 4 hours

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

Office: 2101D Haworth Hall;

Online Office Hours TBD & by appt via Zoom

Office phone: 864-0652;

Email: jgatts@ku.edu

Cell phone: 785-393-2237

Preferred Reference: Julie

Graduate Teaching Assistant: Katie Goble

Office: 2156 Haworth Hall

Lab Instructor

Email: kgoble01@ku.edu

Riley Cantrell

Office: **ADD OFFICE**

Office Hours: In person & by

Zoom appointment TBD

Email: riley.cantrell@ku.edu

Cell Phone: 214-470-0294

Preferred Reference: Susan

***The instructor and GTA's 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 is an Inclusive Classroom"

At KU, administrators, faculty, and staff are committed to the creation and maintenance of "inclusive learning" spaces. These are classrooms, labs, and other places of learning

where you will be treated with respect and dignity and where all individuals are provided equitable opportunity to participate, contribute, and succeed.

In [our classroom/insert course here], all students are welcome regardless of race/ethnicity, gender identities, gender expressions, sexual orientation, socio-economic status, age, disabilities, religion, regional background, Veteran status, citizenship status, nationality and other diverse identities that we each bring to class.

Your success at KU and beyond is enhanced by the innovation and creativity of thought that inclusive classrooms facilitate. The success of an inclusive classroom relies on the participation, support, and understanding of you and your peers. We encourage you to speak up and share your views, but also understand that you are doing so in a learning environment in which we all are expected to engage respectfully and with regard to the dignity of all others.

Any student who has difficulty affording groceries or who lacks a safe and stable place to live and believes this may affect their performance in the course is urged to contact me or Student Affairs for support (studentaffairs@ku.edu). Other resources you may find helpful:

Student Emergency Assistance Fund: <https://studentaffairs.ku.edu/emergency-assistance-students>

Free Legal Services for Students: www.legalservices.ku.edu

If you have any questions or concerns do not hesitate to raise them in class or with me directly.

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 is offered as a Service-Learning course, but not for all students. If you wish to take this course as a Service-Learning Course, you will need to make arrangements to do at least 20 hours of service learning in the community or through the Schiefelbusch Clinic (there will be some limited opportunity to do this) during the semester you are enrolled. I will need to know that you intend to use this course as a service-learning course at the beginning of the semester and you will need to present your plan for obtaining the hours to me in an email or word document.

Course Format

Course content: Content material will be presented through assigned readings, lectures, class discussion, in-class application activities, online 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

Monday and Wednesday lecture and Friday lab will be taught in person.

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. 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 Materials/Memberships: You will be required to purchase a membership to the Master Clinician Network (<https://www.masterclinician.org>). You will go to their sign-in page at <https://www.masterclinician.org/join-now>. You must affiliate with a University, please choose the University of Kansas. The subscription is \$45 for a year. MCN is an annual subscription so you can cancel at the conclusion of the semester and still have access to the resources until your subscription ends a year from the date you signed up. Your subscription does auto-renew so you will need to cancel your subscription at the conclusion of the course. This subscription is required to provide you with the resources to complete online observations of clinical sessions. You will have no required text so this will be the only expense for materials. Please make sure you are signed up **prior to the first day of class.**

Required readings: Readings are available as PDF files within their assigned module on Canvas or links here.

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. Gozdziowski, 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 complete observations online for the week and fill out an observation form within MCN prior to the lab session. The lab will involve discussion about observations and opportunities for analysis and data collection to apply methods being discussed and taught. Expectations include

engagement in discussion and the class activities. **OBSERVATIONS MUST BE COMPLETED PRIOR TO THE LAB SESSION (8 AM THE THURSDAY BEFORE THAT WEEKS LAB SESSION) AND YOU MUST ATTEND THE CLASS IN ORDER TO RECEIVE ATTENDANCE POINTS FOR THE DAY.** ASHA requires that all observations be guided to count toward your observation hour requirement. The only way to achieve this is to complete the written form online and attend the class in which the observation is being discussed. **If you are unable to attend the lab but do the observation and written feedback sheet, communicate with the GTA and they will provide feedback on your written notes within MCN. This must be done within one week of the due date of the observation/s. Be aware that you will not get the 10 points but this process will allow that observation to be included in your guided observation hours (needed for graduate programs).**

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)
- Session Plan Worksheets – 4 @ 5 points each (20 possible)
- Participation Points – Requires being present for random attendance checks in lecture. 12 @ 5 points each (60 possible)
- Completion of observation hours and attendance at lab to discuss the observations each week – 10 points per week (130 points). This involves watching assigned sessions prior to lab on Master Clinician Network weekly, filling out an observation form prior to lab within MCN for each session, and attending lab to take part in the discussion and guided learning that occurs for

each session observed during that week. If you miss lab, you will need to make arrangements to meet with the GTA during office hours and debrief prior to having your observation hours approved by the instructor.

Points assigned for each requirement will be in-line with the scale described above (455 points total).

* Presence at class and lab are expected. The lecture for this course (2-2:50 Monday and Wednesday) is taught in person and you are expected to attend in person. If you are unable to attend in person notify the instructor and GTA that you will be gone ahead of class time.

Lab will be taught in person from 10-11:50 Friday's.

Please see below the grading chart for more information related to attendance.

The relationship between total points accumulated and quality of achievement is as follows:

At or Above	Below	Quality of Achievement	Grade in Course	GPA
423	455	Outstanding	A	4
410	422		A-	3.7
396	409	High	B+	3.3
378	395		B	3
364	377		B-	2.7
350	363	Acceptable	C+	2.3
332	349		C	2
319	331		C-	1.7
305	318	Minimal	D+	1.3
287	304		D	1
273	286		D-	0.7
	273	Not Adequate for Passing	F	0

Attendance

It is important that you spend the necessary time working in this course to achieve the expected outcomes by the end of the term. If you face challenges to fully participating at any time during the semester, please let me know, and contact me ahead of time if you expect to miss class. I am available and ready to support your success. This course is one that requires consistent attendance at lecture and lab to be successful. POINTS WILL BE GIVEN FOR TIMELY COMPLETION OF OBSERVATIONS ON MCN AND ATTENDANCE AT LAB. BOTH MUST OCCUR TO RECEIVE POINTS FOR THE GIVEN WEEK.

ASSIGNMENTS FOR THE COURSE

Completion of MCN Observations and Attendance at Lab Sessions Weekly (130 points) Each week you will be assigned 2-3 video's to watch and complete a written form providing your observations and feedback on the sessions from a website titled Master Clinicians Network. Those video's must be done by 8 am the Thursday before the following days lab and you must attend lab to discuss the videos. You must watch the video's and attend lab to get credit for the videos as 'observation hours' for ASHA. ASHA requires that the videos be guided so there must be discussion about each video in order for you to receive credit for it. If there are extenuating circumstances for a specific Friday, you can contact the GTA. We cannot guarantee that we will be able to provide a debriefing that allows you to count the observations toward your observation hours if you miss lab. **You will receive 10 points only if you complete the videos on time and attend the lab.** You will be able to count the observation hours toward the 25 hours of required 'observation hours' defined by ASHA once the debrief is completed.

Reading Quizzes (100 points): There will be 10 quizzes worth up to 10 points each, to be taken on Canvas 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 Canvas. Quizzes will be due at 9 am the day that the content is to be discussed in class. Completing the reading before class means you have the content that is required to take part in class discussion and apply your knowledge of the topic to situations we talk about.

- **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 will not be reset after 9 pm on the day before they are due so please plan accordingly.**
- **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 the Canvas 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 2-3 other students for the semester. There are 2 projects that your team will do together, each worth up to 45 points. As long as all students contribute equally the same grade will be given to each person on the team. Grading rubrics are also provided for all team projects. **Team plans (0 points but required) and each team project will be submitted on Canvas for this class.** Supporting documentation should be submitted as well. **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 (Canvas 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 information the data provided relative to communication, and 1 thing you learned from lab discussion and how you will apply that information.**

Session Plan Worksheets (5 POINTS PER WORKSHEET SUBMITTED ON TIME): As specific disorders are presented in the second half of the semester, we will be observing a clip of an individual and completing a 'Session Plan Worksheet' for that individual. Some parts of the worksheet will be completed in class and you will be expected to complete other parts (identified at the end of each class period based on how far we got in class) on your own prior to the next class session. These worksheets apply the concepts and methods that were discussed in the first half of the semester (transcription, analysis, data, goal setting, session planning). You will get all 5 points if

you turn it in on time and completed. Any portion done outside of class should be unique. The worksheets should be submitted through Canvas.

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

Therapy Observations: Completion of 25 hours of observation is an ASHA (and course) requirement.

- All students enrolled in SPLH 571 must complete 25 hours of guided clinical observation within MCN by the end of the semester. ***If you fail to meet this requirement, you will not have the observation hours required by our accrediting body. These must be done prior to starting your graduate program and not all programs are able to accommodate helping you get additional hours prior to beginning your clinical experiences.***
- Sessions will be assigned each week and MUST be completed (observed and worksheet completed and submitted within MCN) by 8 am on Thursday prior to lab on Friday.
- **In order for your hours to be approved, you must have observations completed prior to lab and attend lab. Attendance in lab is required to fulfill the ASHA requirements for observations to be guided.**
- **You must fill out an observation worksheet for each therapy session you observe** (these are available when you open an observation in Master Clinician Network). Submit these forms within MCN and use your responses to help provide information for discussion in lab.
- **ASHA Observation hours will be documented in MCN and a print out is available at the end of the semester.**
- The instructor will print a copy of your completed hours and sign them. They will be handed out on the last day of class. Please save a copy of your observation hours upon completion at the end of the semester as your graduate program will need them.
- Due to changes in ASHA requirements for guided observations in 2020, no outside observation hours will be accepted toward your 25 required hours for this course.

Cell Phones & Wireless Devices: Cell phones should be turned off before class and lab sessions.

FOR COURSE SCHEDULE SEE SEPARATE DOCUMENT

Course Policies and Resources

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

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/>

KU Office of Multicultural Affairs (OMA) – OMA provides direction and services for current and prospective students from underrepresented populations. In addition, through collaborative partnerships it offers diversity education programs that foster inclusive learning environments for all students. OMA's programs and services enhance the retention of successful matriculation of students, while supporting their academic and personal development. You can find more information at: <https://oma.ku.edu/about> Phone is 785-864-4350. OMA is located in the Sabatini Multicultural Resources Center next to the Union.

KU Public Safety – Public safety is dedicated to providing a safe and secure environment for the thousands of students, faculty, staff and visitors that are on campus each day. Public Safety's [website](#) contains practical information that can protect you from becoming a victim of a crime, help you recognize and report suspicious activity, and guide you in the event of an emergency.

KU Emily Taylor Center for Women & Gender Equity (ETC) – The ETC provides leadership and advocacy in promoting gender equity and challenge gender-related barriers that impede full access, inclusion, and success. The ETC provides services, assistance, advocacy and support to campus community members of all genders. We also provide consultation, information and resources to Edwards and KUMC campus members, parents of KU students and the community by request. Appointments are recommended, but not necessary. Services are private. In situations involving discrimination and violations of Title IX, ETC staff report information to campus authorities. Center programs and facilities are also accessible to individuals with disabilities. For those requesting accommodations, please contact KU Student Access Services at 785-864-4064 or achieve@ku.edu. The ETC is located in 4024 Wescoe Hall.

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).

KU Student Involvement & Leadership Center (SILC) – SILC prepares students to become contributing members of society by providing meaningful co-curricular experiences. SILC is responsible for coordinating registered university organizations and providing leadership education experiences for students in addition to providing programs and services to specific target populations including fraternity/sorority members, non-traditional students, and students of all gender identities, gender expressions and sexual orientations. More information can be found at

<https://silc.ku.edu/>. A notable program of SILC is the Safe Zone Training, which aims to reduce homophobia, transphobia, and heterosexism on our campus to make KU a safer and freer environment for all members of our community, regardless of sexual orientation, gender identity, or gender expression. By agreeing to become a Safe Zone ally, the participant agrees to undergo training and to serve as a resource for people seeking clarification on issues of sexuality and gender diversity. SILC is located in the Sabatini Multicultural Resources Center.

Sexual Assault CARE Coordinator - Watkins Health Services provides support to victims of sexual and domestic violence. Merrill Evans, LSCSW, is our CARE (Campus Assistance, Resource, and Education) Coordinator whose primary role is to coordinate support for individuals (both victim and alleged perpetrators) impacted by sexual violence including incidents of sexual assault, sexual battery, partner violence, dating violence and stalking. The CARE Coordinator is a confidential position and is not required to report incidents to University officials or organizations. If you or someone you know has been affected by any form of sexual violence, please do not hesitate to contact Merrill or stop by Watkins Health Center Room 2615 during normal business hours. If WHS is closed, the [Sexual Trauma & Abuse Care Center](#) is available 24 hours for victim assistance at 785-843-8985.

Sexual Assault Prevention and Education Center (SAPEC) - SAPEC promotes social change and the elimination of sexual violence through prevention education, inclusive programming, and campus-wide collaboration. SAPEC is located at 116 Carruth O'Leary; Phone 785-864-5879; email: sapec@ku.edu; <http://sapec.ku.edu/>.

Institute of Institutional Opportunity & Access (IOA) - The Office of Institutional Opportunity and Access (IOA) is responsible for administering the University of Kansas equal opportunity and non-discrimination policies and procedures, as well as, encouraging a campus climate of respect and understanding of all aspects of the human experience. To accomplish these duties, the IOA offers assistance and protective measures to students, faculty, and staff who report acts of harassment, discrimination, sexual misconduct, sexual violence, and retaliation; provides information about health, safety, advocacy, and support resources for members of the Lawrence and Edwards campuses; performs formal investigations to detect, discontinue, and prevent violations of the Non-Discrimination Policy and Sexual Harassment Policy; and ensures University compliance with state and federal civil rights laws. IOA is located at 153A Carruth-O'Leary; Phone 785-864-6414; email: ioa@ku.edu; <http://ioa.ku.edu/>.

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>.

