

## SCHEDULE OF TOPICS, READINGS, ASSIGNED VIDEOS, AND ASSIGNMENT DUE DATES FALL 2022

<u>Date of Class</u>	<u>Topic</u>	<u>Reading</u> (on Bb) to be completed by prior to taking quiz	<u>Links to Media Relevant to the Topic</u>	<u>Assigned MCN Video's</u> (due Thursday at midnight)	<u>Assignment Due</u>
8/22 (M)	<b>Introduction</b> to the class, review syllabus, and Bb site, Master Clinician Network	<ul style="list-style-type: none"> <li>Syllabus and Bb Site</li> </ul>	Prior to class, please watch the video on Canvas that is going over the syllabus.	<ul style="list-style-type: none"> <li>Kerry Mandulak/ Mathew Assessment of a speech and language in a child who has a cleft palate (82:25)</li> <li>John Tracy/Demo Bedside Swallowing Assessment with Young Adult (48:08)</li> </ul> <p>Total obs time: 130 minutes (2 hours and 10 minutes)</p>	Be subscribed to Master Clinician Network by 8/22/20
8/24 (W)	<b>Communication:</b> Fundamentals of Communication Sciences and Disorders	<ul style="list-style-type: none"> <li><i>Justice, Ch 1</i></li> </ul>			<b>Reading Quiz 1 due by 9:00 am</b>
8/26 (F)	<b>LAB</b> – Review example of how to complete the observation worksheet. Introduction to Teams and resources to learn how to use Teams.				
8/29 (M)	<b>The Profession:</b> Scope of Practice, Ethical Issues, Academic Preparation and Credentials, Professional Settings, ASHA	<i>ASHA website:</i> <ul style="list-style-type: none"> <li><i>History, Scope of Practice and Code of Ethics (see links below)</i></li> </ul>	A day in the life – pediatric speech pathology <a href="https://www.youtube.com/watch?v=bNJC TIXMShw">https://www.youtube.com/watch?v=bNJC TIXMShw</a> Speech-Language Therapy at Craig Hospital <a href="https://www.youtube.com/watch?v=bNJC TIXMShw">https://www.youtube.com/watch?v=bNJC TIXMShw</a>	<ul style="list-style-type: none"> <li>Elizabeth Schoen Simmons/Ryan Admin of ADOS (69:05)</li> <li>Karen Copeland/Lorene – Session 1 Assessment of Language –</li> </ul>	

			<a href="https://www.youtube.com/watch?v=bCvpjRI6rVQ">e.com/watch?v=bCvpjRI6rVQ</a> Speech-Language Pathology with Dementia <a href="https://www.youtube.com/watch?v=1Jx8KGYB9g">https://www.youtube.com/watch?v= 1Jx8KGYB9g</a> Work Settings <a href="https://www.youtube.com/watch?v=3BIfadNmUF0&amp;t=49s">https://www.youtube.com/watch?v=3BIfadNmUF0&amp;t=49s</a>	Aphasia Diagnostic Profile (19:04) <ul style="list-style-type: none"> <li>• Sarah Hershkowitz/ Victoria – child language telehealth (43)</li> </ul> Total Observation Time: 131 minutes (2 hours and 11 minutes)	
8/31 (W)	<b>Teaming: Working with Families and Professionals</b>	<ul style="list-style-type: none"> <li>• <i>Catlett and Halper, 1992</i></li> <li>• <i>Duchan, 2003</i></li> </ul>	Words Count: People First Language <a href="https://www.youtube.com/watch?v=OWnMp07BqUQ">https://www.youtube.com/watch?v=OWnMp07BqUQ</a> Diversity and Multicultural Teams <a href="https://www.youtube.com/watch?v=wai7PhAyzDM">https://www.youtube.com/watch?v=wai7PhAyzDM</a>		<b>Reading Quiz 2 due by 9:00 am</b>
9/2 (F)	<b>Lab:</b> Discuss sessions observed. Clarify filling out observation forms and answer questions. Discuss how other professionals may use the information we obtain in assessments and treatment				
9/5 (M)	<b>Labor Day, No Class – Enjoy!!!</b>				

9/7 (W)	<b>Assessment:</b> Purpose, process, designing protocol, "6 Steps to Clinical Problem Solving"	<ul style="list-style-type: none"> <li>• <i>Justice, pp 167-186 in Ch 6</i></li> <li>• <i>Tomblin, pp 4-6</i></li> </ul>		<ul style="list-style-type: none"> <li>• Teresa Roberts/ Andrew Administration of Preschool Language Scale (71:07)</li> <li>• Karen Copeland/ Lorene Session 2 Administration of ADP 6 months post. (26:33)</li> <li>• Glenn Weybright/Kaitlyn -Assessment of /s/, /z/ in conversation (19:47)</li> </ul> <p>Total Observation Time: 117 minutes 1 hour and 57 minutes.</p>	
9/9 (F)	<b>LAB:</b> Discuss sessions assigned. Will utilize the observed video of Kaitlyn to talk about speech sampling, taking data, analyzing the speech sample. Discussion of difference between speech and language sampling/analysis.				
9/12 (M)	<b>Assessment Procedures Common to Most Assessments:</b> Sampling	<ul style="list-style-type: none"> <li>• <i>Haynes and Pindzola Ch 2</i></li> <li>• <i>Paul Chapter 5</i></li> <li>• <i>Shipley Chapter 5</i></li> </ul>		<ul style="list-style-type: none"> <li>• Eryn gitelis/Kayla - Voice therapy (68:08)</li> <li>• Eryn Gitelis/Anna B Voice Therapy</li> </ul>	<b>Reading Quiz 3 due by 9:00 am</b>

9/14 (W)	<b>Multicultural Issues</b>	<ul style="list-style-type: none"> <li>• <i>Kohnert article Ebert article</i></li> </ul>	<p>Serving Clients from Diverse Backgrounds: Disorder or Difference</p> <p><a href="https://www.youtube.com/watch?v=DMT5dZUjRn4">https://www.youtube.com/watch?v=DMT5dZUjRn4</a></p> <p>AVICSLP TV 3: Diversity in the Practice of Speech-Language Pathology - Part 1 of 2</p> <p><a href="https://www.youtube.com/watch?v=TdTvIG0Ff04">https://www.youtube.com/watch?v=TdTvIG0Ff04</a></p>	<p>telepractice (49:19)</p> <ul style="list-style-type: none"> <li>• Amanda Stead/ Maye Mini Mental Status Administration (19:44)</li> </ul> <p>Total Observation Time: 137 minutes or 2 hours and 17 minutes.</p>	<b>Reading Quiz 4 due by 9:00 am</b>
9/16 (F)	<p><b>LAB:</b> Discuss sessions assigned and begin to make observations about interaction differences with children vs. adults. Discuss potential multicultural issues in these observations but more broadly, in practice</p> <p>Review what 'Plan for Team Project' is and purpose of it.</p>				

9/19 (M)	<b>Intervention:</b> definition, purpose, models of intervention, formats, settings, teaching strategies;	<ul style="list-style-type: none"> <li>• <i>Justice, Ch 6 only pp 186-197</i></li> </ul>	<p>YouTube Video: Neuroplasticity  <a href="https://www.youtube.com/watch?v=kWlagHUqD8A">https://www.youtube.com/watch?v=kWlagHUqD8A</a></p> <p>YouTube Video: Vygotsky Sociocultural Development  <a href="https://www.youtube.com/watch?v=8l2hrSRbmHE">https://www.youtube.com/watch?v=8l2hrSRbmHE</a></p> <p>YouTube Video: Information Processing Theory  <a href="https://www.youtube.com/watch?v=J1TYC-I2vN0">https://www.youtube.com/watch?v=J1TYC-I2vN0</a></p>	<ul style="list-style-type: none"> <li>• Molly Berger/ Keith Child with autism Clinician Directed (27:39)</li> <li>• Bob buckendorf/Lulu – Session 1 Hybrid and play based child language and turn taking (40:26)</li> <li>• Tamika LeRay/Xola Autism Telehealth (24:19)</li> <li>• Glenn Weybright/WL session 4 – Child Centered and Hybrid Approach to speech sound (33:03)</li> </ul>	
9/21 (W)	<b>Concepts of Implementation:</b> Levels of support and teaching.	<ul style="list-style-type: none"> <li>• <i>Paul, Ch 6</i></li> </ul>		Total Observation Time 125 minutes or 2 hours and 1 minute	
9/23 (F)	<b>LAB:</b> Discuss sessions assigned and begin to make observations about teaching strategies observed and contrasting between different types of approaches, naturalness, and changing levels of support as treatment progresses or as needed.				<b>Plan for Team Project 1 due by 12 pm (midnight)</b>

	Review rubric and expectations for 3-2-1 Journals				
9/26 (M)	<b>Intervention:</b> Goal development	<ul style="list-style-type: none"> <li>• <i>Gozdziwski et al. Ch 1 Moore, R.</i></li> </ul>		<ul style="list-style-type: none"> <li>• Bob Buckendorf/ Kimi Session 1. Joint attention, symbolic play, social communication and verbalization (49:50)</li> <li>• Bob Buckendorf/ Kimi. Session 4 – Language and Literacy focus (48:46)</li> <li>• Glen Weybright/WL Session 2 – 2-3 word phrases with emphasis on /b/ production (31:58)</li> </ul> <p>Total time: 130 or 2 hours and 10 minutes</p>	
9/28 (W)	<b>Documentation:</b> purposes and types <b>Data:</b> Baseline/Post, Collection, and Purpose	<ul style="list-style-type: none"> <li>• <i>Cornett and Chabon, pp 103-109 only</i></li> </ul>			<b>Reading Quiz 5 due by 9:00 am</b>
9/30 (F)	<b>LAB:</b> Discuss sessions assigned. Focus on identification of possible goals based on what is being targeted in the sessions. Create potential goals from what you observe in these sessions.				<b>3-2-1 Journal Entry 1 Due by 12 pm (midnight)</b>
10/3 (M)	<b>Childhood Speech Sound Disorders:</b> Concepts of speech sound disorders.	<ul style="list-style-type: none"> <li>• <i>Justice, Ch 9</i></li> <li>• <i>Richard, J. handout</i></li> </ul>		<ul style="list-style-type: none"> <li>• Rhea Paul/Peter Assessment of Speech and Narrative skills in an adolescent (51:49)</li> </ul>	
10/5 (W)	<b>Childhood Speech Sound Disorders:</b> Goal writing	<ul style="list-style-type: none"> <li>• <i>Gozdziwski et al. Ch 4</i></li> </ul>			<b>Reading Quiz 6 due by 9:00 am</b>

10/7 (F)	<b>LAB:</b> Discuss sessions assigned and identify potential goals of sessions and the data needed to respond to those goals. Identify and discuss teaching strategies used and others that may have worked well. Create another activity and identify teaching strategies for one of the sessions you observed.			<ul style="list-style-type: none"> <li>• Bob Buckendorf/ Evan. Speech sound child with unilateral repaired cleft (44:20)</li> <li>• Glenn Weybright/ Fox – Session 1 Speech Sound focusing on consistent production of common words (33:28)</li> </ul> <p>Total Observation time: 129 minutes or 2 hours and 9 minutes</p>	
<u>10/10 (M)</u>	<b>FALL BREAK – NO CLASS! ENJOY!</b>				
10/12 (W)	<b>Childhood Speech Sound Disorders:</b> Teaching strategies and related concepts	<ul style="list-style-type: none"> <li>• <i>Placement Strategies for Later Developing Sounds</i></li> </ul>		<ul style="list-style-type: none"> <li>• Susie Roach Stewart/Jackson Session 1 Tx for /r/, /l/ (61:02)</li> <li>• Susie Roach Stewart/Jackson Session 2 Clinician Directed focus on vocalic /r/ (64:07)</li> </ul> <p>Total Observation Time: 125 minutes – 2 hours and 5 minutes</p>	
10/14 (F)	<b>LAB:</b> Discuss sessions assigned. Focus on difference observed in children with phonological processes vs. this weeks pure ‘articulation’ focus. Discuss teaching strategies with older kids vs. younger kids and ideas for engagement in both age groups.				<b>Synthesis 1 by 12 pm (midnight)</b>

10/17 (M)	<b>Motor Speech Disorders:</b> Concepts, systems involved, characteristics	<ul style="list-style-type: none"> <li>• <i>Justice, Ch 12</i></li> </ul>		<ul style="list-style-type: none"> <li>• Sara Roelofs/Bob – Motor Speech with PROMPT and language (50:52)</li> <li>• Joni Long/Brendan Child with CP Focus on voice and rate (50:42)</li> </ul>	<p>Turn in Childhood Speech Disorders Session Plan Worksheet by 12 pm (midnight)</p>
10/19 (W)	<b>Motor Speech Disorders:</b> Goal Writing and data.	<ul style="list-style-type: none"> <li>• <i>Review Gozdziewski et al. Ch 4</i></li> </ul>		Total time: 101 minutes - 1 hour and 41 minutes	<p><b>Reading Quiz 7 due by 9:00 am</b></p>
10/21 (F)	<b>LAB:</b> Discuss sessions assigned. Identify and discuss types of goals related to speech that would be appropriate. Observe teaching related to motor speech. Listen to audio samples of dysarthria and practice transcribing and analyzing. You may use Teams to record each team member implementing teaching strategies within a mock activity to another group member.				
10/24 (M)	<b>Motor Speech Disorders:</b> Teaching Strategies and related concepts.			<ul style="list-style-type: none"> <li>• Susie Roach Stewart/Abigail Session 3 – child Language and artic Hybrid approach (54:23)</li> </ul>	
10/26 (W)	<b>Child Language Disorders:</b> Concepts and characteristics.	<ul style="list-style-type: none"> <li>• <i>Justice, Ch 7</i></li> </ul>			<p>Turn in Motor Speech Disorders Session Plan</p>



				<ul style="list-style-type: none"> <li>Carlee Lewis/ Group 3<sup>rd</sup> Grade Session 1 Child Language (34:26)</li> <li>Bob Buckendorf/ Kimi Session 2 Social Communication and language forms (42:55)</li> </ul> <p>Total Observation Time: 131 minutes or 2 hours and 11 minutes</p>	<p>Worksheet by 12 pm (midnight)</p> <p><b>3-2-1 Journal Entry 2 Due by 12 pm (midnight)</b></p>
10/28 (F)	<b>LAB:</b> Discuss sessions assigned. Identify goals that were being targeted and develop activities and strategies that you could use in an additional session. Build on the sessions observed. You may use Teams to record each team member implementing teaching strategies within a mock activity to another group member.				
10/31 (M)	<b>Child Language Disorders:</b> Goal Writing and Data	<ul style="list-style-type: none"> <li><i>Gozdziwski et al. Ch 3</i></li> </ul>		<ul style="list-style-type: none"> <li>Alexandria Zachos/Morgan Autism Spectrum Disorder Gestalt Approach (44:34)</li> </ul>	<b>Reading Quiz 8 due by 9:00 am</b>
11/2 (W)	<b>Child Language Disorders:</b> Goal Writing and Data			<ul style="list-style-type: none"> <li>Carlee Lewis/ Group-5<sup>th</sup> Grade Collaborative Child Language (17:55)</li> </ul>	
11/4 (F)	<b>LAB:</b> Discuss sessions assigned. Discuss the data you could or would need to get from these sessions to identify if you were progressing toward goals. Discuss what you might do differently. May practice taking data from observations in class.			<ul style="list-style-type: none"> <li>Carlee Lewis/ Group 4<sup>th</sup> Grade Collaborative Child Language (19:34)</li> </ul> <p>Total Time: 82 minutes or 1 hour and 22 minutes</p>	<b>Team Project 1 Due by 12 pm (midnight)</b>

11/7 (M)	<b>Child Language Disorders:</b> Goal Writing and Data			<ul style="list-style-type: none"> <li>Larry Boles/Edie conversational coaching with spouse and person with aphasia (47:33)</li> <li>Jennifer Dennis/Rebecca – Clinician directed expressive language (51:15)</li> </ul>	
11/9 (W)	<b>Adult Language and Cognitive Disorders:</b> Concepts, definitions and characteristics.	<ul style="list-style-type: none"> <li><i>Justice, Ch 8</i></li> </ul>	YouTube Video: Executive Function <a href="https://www.youtube.com/watch?v=efCq_vHUMqs">https://www.youtube.com/watch?v=efCq_vHUMqs</a>		Turn in Child Language Session Plan Worksheet by 12 pm (midnight)
11/11 (F)	<b>LAB:</b> Discuss sessions assigned. What areas of communication were targeted and how would those impact daily living? Discuss possible goals from sessions and types of data you could obtain. What could you do differently? May do some role playing with teaching and recording those.			Total Time: 98 minutes (1 hour, 38 minutes)	Plan for Team Project 2 Due by 12 pm (midnight)
11/14 (M)	<b>Adult Language Disorders:</b> Goal Writing	<ul style="list-style-type: none"> <li><i>Gozdziewski et al. Ch 7</i></li> </ul>	What helps us be happy and successful as we age – the importance of social interactions <a href="https://www.youtube.com/watch?v=8KkKuTCFvzl">https://www.youtube.com/watch?v=8KkKuTCFvzl</a>	<ul style="list-style-type: none"> <li>Karen Copeland/Carol Adult with aphasia working on functional communication (33)</li> <li>Jill Bates/John – Adult with TBI focusing on dysarthria, cognitive and</li> </ul>	Reading Quiz 9 due by 9 am
11/16 (W)	<b>Adult Language Disorders:</b> Teaching strategies, related concepts and data				

11/18 (F)	<b>LAB:</b> Discuss sessions assigned. What areas of communication were targeted and how would those impact daily living? Discuss possible goals from sessions and types of data you could obtain. What could you do differently? May do some role playing with teaching and recording those. Discuss how the interactions could have gone differently but still targeted the goals.			pragmatics (50:02)  Total Time 83 minutes – 1 hour and 23 minutes  Total Observation Time for the semester: 25 hours 19 minutes	
11/21 (M)	<b>Adult Language Disorders:</b> Teaching strategies, related concepts, and data				<b>3-2-1 Journal Entry 3 Due by 12 pm (midnight)</b>
<b>11/23-11/27 (W-S) NO CLASS – THANKSGIVING BREAK</b>					
11/28 (M)	<b>Cognitive Disorders:</b> Characteristics and goal setting				Turn in Adult Language Session Plan Worksheet by 12 pm (midnight)
11/30 (W)	<b>AAC:</b> Overview – definitions, characteristics and populations	<ul style="list-style-type: none"> <li>Justice, Ch 4</li> <li>Gozdziewski Ch 8</li> </ul>			<b>Reading Quiz 10 due by 9 am</b>
12/2 (F)	<b>LAB:</b> Pardee AAC Lab Tours – 30 minute rotations (10 students per				

	rotation) 2107 Haworth Hall (in the Schiefelbusch Clinic)				
12/5 (M)	<b>AAC:</b> Teaching strategies and goal setting				<i>Synthesis 2 due by 12 am (midnight)</i>
12/7 (W)	<b>FINAL CLASS:</b> Receive signed observation hour sheets, take part in a wrap up discussion, talk about clinical practicum opportunities				
12/9 (F)	<b><u>STOP DAY</u></b>				
12/14 (W)					<i>Team Project 2 Due by 12 pm (midnight)</i>