

**SPLH 671: Introduction to Speech-Language Pathology
Fall 2009**

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Class Meetings: Monday and Wednesday: 10:00-10:50 a.m.
Friday: 10:00-12:00 a.m.

Credit: four hours

INTRODUCTION

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

COURSE OBJECTIVES

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

TENTATIVE SCHEDULE OF TOPICS AND READINGS

<u>Date</u>	<u>Topic</u>	<u>Reading</u>	<u>Assignment</u>
08/21 (F)	Introduction	Syllabus	
08/24 (M)	<u>Communication</u> Model of Communication, Definitions,	<i>Justice Ch. 1</i>	Reading Quiz 1 due by 10:00 a.m.
08/26 (W)	<u>Communication & The Profession</u> Communication Umbrella, Scope of Practice, Ethical Issues, Academic Preparation and Credentials,	<i>Plante, pp 281-283 pp 286-289 Scope of Practice Code of Ethics (go to www.asha.org and search for 'code of ethics')</i>	
08/28 (F)	TEAM (rotation #1 begins)		Syllabus Quiz Due TB, OSHA & HIPAA Documentation Due
08/31 (M)	<u>The Profession</u> Professional Settings, ASHA		
09/02 (W)	<u>Teaming and Working With Families and Professionals</u> Team Models, Principles Of Teaming, the Schiefelbusch Teams	<i>Catlett and Halper, 1992 Duchan (2003) (see references for link)</i>	Reading Quiz 2 due by 10:00 a.m.
09/04 (F)	TEAM		
09/07 (M)	No Lecture, Labor Day		
09/09 (W)	<u>Documentation</u> Purposes, Types, Overview of Assessment Reports and Summaries Of Progress	<i>Cornett and Chabon, Ch 5, pp 91-112</i>	
09/11 (F)	TEAM		
09/14 (M)	<u>Assessment</u> Purpose, Process, Concepts, Designing a Protocol, 6-Steps of	<i>Justice, pp 113-134 Tomblin, pp 4, 5, 6</i>	Reading Quiz 3 due by 10:00 a.m.

<u>Date</u>	<u>Topic</u>	<u>Reading</u>	<u>Assignment</u>
09/16 (W)	Clinical Problem Solving <u>Assessment</u> Psychometrics, Methods In Assessment, Procedures Common to Most Assessments, Obtaining And Interpreting Information Multi-Cultural Issues in Assessment	<i>Tomblin, Ch 2, 3</i> <i>Shipley, Ch 6</i>	
09/18 (F)	TEAM		
09/21 (M)	<u>Assessment</u> The 6-steps Applied Delving into Formal Measures	<i>Shipley, Ch 3, 4</i> <i>Paul, Ch 5</i>	Team Interview Projects due by 5:00 p.m.
09/23 (W)	<u>Intervention</u> Definition, Purpose, Models of Intervention, Formats, Settings, Teaching Strategies	<i>Justice, pp 134-147</i>	
09/25 (F)	TEAM		Synthesis 1 due 5:00 P.M
09/28 (M)	<u>Intervention</u> Planning, Goal Development, Data and Data Collection, Creating A Communication Plan	<i>Paul, Ch 6</i>	Reading Quiz 4 due by 10:00 a.m.
09/30 (W)	<u>Phonologic Disorders</u> Definition, Characteristics, Assessment (Purpose and Process, History, and Procedures)	<i>Justice, Ch 9</i> <i>Shipley, Ch 7</i>	Reading Quiz 5 due by 10:00 a.m.
10/02 (F)	TEAM (last meeting on rotation one)		
10/05 (M)	<u>Phonologic Disorders</u> Intervention (Principles, Approaches, Teaching Strategies, and goal development)		

<u>Date</u>	<u>Topic</u>	<u>Reading</u>	<u>Assignment</u>
10/07 (W)	<u>Motor Speech Disorders</u> Defined, Systems Involved Characteristics, Assessment (Hx, Procedures, Interpretation)	<i>Justice, Ch 12</i> <i>Shipley, pp 407-415</i> <i>pp 549-552</i>	Reading Quiz 6 due by 10:00 a.m.
10/09 (F)	TEAM (first meeting on rotation two)		ASHA observation hours for Rotation 1
10/12 (M)	<u>Motor Speech Disorders</u> Intervention (System Related Intervention, Teaching Strategies, Goal Development)		
10/14 (W)	<u>Motor Speech Disorders</u> Assessment and Intervention Planning applied		
10/16 (F)	No teams, Fall Break		
10/19 (M)	<u>Child Language Disorders</u> Definition, Characteristics, Assessment (history, Procedures, interpretation)	<i>Justice, Ch 6</i> <i>Shipley, Ch 8</i> <i>Shipley, pp 528-537</i>	Reading Quiz 7 due by 10:00 a.m.
10/21 (W)	<u>Child Language Disorders</u> Intervention (Planning, Strategies, Contexts, Goals), Principles of Intervention with 0-3 and School Aged Children		
10/23 (F)	TEAM		Synthesis 2 due by 5:00 P.M.
10/26 (M)	<u>Child Language Disorders</u> Application Activities		
10/28 (W)	<u>Adult Language and Cognitive Disorders</u> Definitions, Characteristics Assessment (History, Areas to be Assessed, Procedures, Interpretation)	<i>Justice, Ch 7</i> <i>Shipley, pp 417-471</i>	Reading Quiz 8 due by 10:00 a.m.
10/30 (F)	TEAM		Team Assessment Projects Due by 5:00 p.m.

<u>Date</u>	<u>Topic</u>	<u>Reading</u>	<u>Assignment</u>
11/02 (M)	<u>Adult Language and Cognitive Disorders</u> Intervention (Approaches, Planning, Goals, Strategies Measuring Outcomes)		
11/04 (W)	<u>Adult Language and Cognitive Disorders</u> Application Activities		
11/06 (F)	TEAM		
11/09 (M)	<u>Swallowing Disorders</u> Pediatric: Definition, Characteristics, Assessment (Procedures, Contexts) Adult: Phases, Characteristics, Assessment (Procedures), Intervention (Compensatory, Restorative, Direct/Indirect)	<i>Justice, Ch 15</i> <i>Shipley, Ch 13</i>	Reading Quiz 9 due by 10:00 a.m.
11/11 (W)	<u>Voice Disorders</u> Definition, Characteristics, Assessment (History, Protocols, Interpretation)	<i>Justice, Ch 11</i> <i>Shipley, Ch 11</i>	
11/13 (F)	TEAM		
11/16 (M)	<u>Voice Disorders</u> Intervention (Planning, Goals, Strategies), Alaryngeal Communication	<i>Shipley, pp 543-552</i>	Reading Quiz 10 due by 10:00 a.m.
11/18 (W)	<u>Voice Disorders</u> Alaryngeal Communication And Teaching Use of AL Devices		
11/20 (F)	TEAM		Synthesis 3 due by 5:00 p.m.

<u>Date</u>	<u>Topic</u>	<u>Reading</u>	<u>Assignment</u>
11/23 (M)	<u>Fluency Disorders</u> Definition, Classification Characteristics, Assessment (History, Protocols, Interpretation)	<i>Justice, Ch 10</i> <i>Shipley, Ch 10</i>	Reading Quiz 11 due by 10:00 a.m.
11/25-11/27	No lecture/team, Thanksgiving Break		
11/30 (M)	<u>Fluency Disorders</u> Intervention (Planning, Goals, Strategies)		
12/02 (W)	<u>AAC</u> Definitions, Class- ifications of AAC, Assessment, Intervention	<i>Justice, Ch 15</i> <i>Shipley, pp 539-542</i>	Reading Quiz 12 due by 10:00 a.m.
12/04 (F)	BIG TEAM		ASHA observation hours for rotation 2
12/07 (M)	<u>AAC</u> Lab Activities		
12/09 (W)	Final Class: sign ASHA observation forms, complete instructor evaluation forms, and turn in completed peer feedback forms.		Team Intervention Projects due by 5:00 p.m.

****There will be no final examination. Instead, you will participate in a professional service opportunity during the semester.***

COURSE FORMAT

The course content will be presented through assigned readings, lectures, class discussion, clinical observations, and a variety of projects based on clinical team rotation. The course material is organized into three primary units:

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

Lectures & Readings: You are expected to have read the assigned material prior to class meetings. Lecture material will compliment and apply readings, not replace them.

Syntheses (90 points): There will be three take-home syntheses given throughout the semester, to be completed independently. Each will be worth 30 points and will consist of application of the material from readings and lecture. The format will be short answer and essay. The goal of the synthesis is to provide the student with the opportunity to demonstrate his/her knowledge and understanding of the information and concepts presented in an applied manner.

Reading Quizzes (120 points): There will be 12 quizzes worth 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 Bb.

Therapy Observations (25 points): Completion of 25 hours of observation (therapy/evaluation) is an ASHA requirement. Each student will complete 25 hours of observation during this semester (observation hours completed in previous courses **DO NOT** count toward this project; however previous hours should be turned in to the GTA since they will count toward your ASHA observation hours). Students should strive to gain experience in a wide variety of populations by observing each of the following areas: **Articulation (child &/or adult), Fluency (child &/or adult), Voice & Resonance (child &/or adult), Receptive & Expressive language (child &/or adult), Hearing (child &/or adult), Swallowing (child &/or adult), Cognitive Communication (child &/or adult), Social Aspects of Communication (child &/or adult), and Communication Modalities (child &/or adult)**. Observations may include intervention &/or assessment in the nine listed areas. If you have a rotation on the LEAP team you will be required to complete at least two observations at off campus sites since this team provides the majority of their services offsite. On Fridays of each week a list of all clients and their therapy times and disorders will be posted on the bulletin board between Haworth 2150 and 2134N. You need to sign up for observations on the lines provided. You must fill out an observation sheet for each therapy session you observe. These forms should be turned in to the GTA at the end of each rotation with an observation hours summary worksheet. **However, it is your responsibility to keep track of your hours. At the end of the semester you will turn in your total hours of observation and they must match your observation sheets. You will want to keep a copy of all your observation sheets for yourself.** Please be aware that only one to two students (depending on the room) can be observing 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. **Suggestion: Obtain at least one-half of your needed observation hours during each of your team rotations this semester!**

Random Class Attendance Checks (100 points): Although class attendance is not required, I will take attendance during 10 classes over the semester. If you are present you will get 10 points, if you are not you will get 0 points.

Team Meetings (60 points): At every clinical team meeting that you attend on Friday mornings, you will complete a **TEAM MEETING AGENDA** and turn it into the GTA immediately after the meeting. Each team observation form, turned in on time, is worth five points. In addition, **absence from a team meeting will result in a penalty of five points. *If a student turns in an meeting form but did not attend the team meeting their final course grade will be lowered by one letter grade.***

You will be on a team with several other SPLH 671 students throughout the semester. The team process is an important part of your clinic experience and your professional future. In an effort to help all of you learn to use team behaviors, there are three projects that your SPLH 671 team will do together. They are the first three listed below. At the conclusion of the semester your team members will provide feedback on your involvement in, and contribution to, the team process and you will get the information in a compiled form. The following is an overview of each project. More specific information is in your packet and on Blackboard.

Team Profile/Interviewing Project (25 points): Each team member will use the interviewing techniques from our readings to interview another team member. The information obtained in the interview will then be written up as a Background and History (see diagnostic report format in client files, from readings, or examples in resource room in clinic). Each team will put all of their individual "reports" together. Each team will write a group summary of what they learned, do's and don'ts, and initial experiences with documentation to accompany the "reports".

Team Assessment Project (25 points): Each student team will be given information on a "client". From the information given, the team will develop an assessment plan using the six steps of clinical problem solving. While creating the assessment plan, each member of the team should administer at least one measure (norm-referenced, criterion referenced, or sample that can be compared to normative information). Once each member has practiced **giving** and **interpreting** a measure, the team should discuss the measures and identify which measures they feel would be most appropriate to give during the assessment and include those in the assessment plan. In addition to the written 6 steps and the written assessment plan (identify objectives of the assessment, measures to be given, and rationale for using those measures), each team will write a summary (see longer description).

Team Intervention Plan (25 points): Each team will design an intervention plan including goals, teaching strategies, and activities for a "client". The team will be given the information from the "client's" assessment so that you will be able to develop an appropriate plan.

Professional Service (25 points): As a professional you will be expected to contribute your time and energy to projects that promote the profession. A number of volunteer opportunities will be made available over the course of the semester, and each student will be expected to serve at least three hours of time by December 4, 2009. If there are extenuating circumstances and a student cannot attend this activity please see the instructor for an alternative written project.

Team Involvement and Complete Team Notebook (10 points): For every team meeting, event, or activity you will fill out **Team Minutes**. Your team will keep all of these minutes in the team notebook in Julie's office. Your team will add to this notebook throughout the semester. All of your schedules, minutes, and team projects will be kept in it. I will review the minutes and evaluate each team members involvement based on the minutes. In your notebook you will keep: **A list of team members and phone numbers**

The Team Profile/Interview Project

The Diagnostic Project

The Intervention Project

Meeting Minutes

The notebooks will be kept in Julie's office so that all team members can have access to it. You will need to check it out for team functions and can do this on the checkout clipboard on the third shelf

down of the tall bookshelf in Julie's office. The notebooks will be on the bottom right hand portion of the short bookshelf.

TB Test, HIPAA tutorial, and OSHA and safety in-servicing: Each student will be required to show proof of a negative TB test within the past year before they can participate in clinic activities. This can be obtained from Watkins Health Center on campus or through your private physician. Services at Watkins are provided for an \$11.00 fee if you inform them that it is a course requirement. Students must also complete the HIPAA tutorial. The HIPAA tutorial may be accessed via web by using the instructions on Blackboard. OSHA and safety in-servicing should be completed via the web link under course information or external links on Blackboard as well. Certificates of completion should be printed and turned in to the GTA. Students must have proof of completion of each of these prior to doing any clinical observations or interactions.

Keys: Students may check out keys to the building, clinicians' room, and computer room if desired. There is a \$10.00 per key deposit required. The keys may be obtained from Marilyn in 3000 Dole.

Grades: The course grade will be determined by an accumulation of points for observations, synthesis, class practice activities, team attendance, and team assignments. All work will be evaluated on completeness, organization, clarity of information, and the integration and application of the material. Late assignments will be penalized five points per day. The grading scale for the final class grade is as follows:

- A = 95-100% of total points
- A- =93-94%
- B+ =91-92%
- B = 87-90%
- B- =85-86%
- C+ =82-84%
- C = 79-81%
- C- =77-78%
- D+ =74-76%
- D = 71-73%
- D- =69-70%
- F = 68% and below

REQUIRED TEXTS:

Justice, Laura M., (2010). **Communication Sciences and Disorders: A Contemporary Perspective, 2nd Edition.** New Jersey, Pearson Education.

ShIPLEY, K., and McAfee, J. (2009). **Assessment of Speech-Language Pathology: A Resource Manual, 4th Edition.** San Diego, CA: Singular Publishing Group, Inc.

REQUIRED READINGS: (Readings are available as PDF files on Blackboard under course readings. There are two readings that you will need to use the internet to access, one through asha.org, the other has the link listed below and is hyperlinked on Blackboard.)

ASHA Code of Ethics, www.asha.org and search for ‘code of ethics’.

ASHA Scope of Practice.

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

Cornett, B. and Chabon, S. (1988). **The Clinical Practice of Speech-Language Pathology.** Columbus, Oh. Merrill. Chapter 5.

Duchan, Judith Felson, (2003). **The Golden Rule as a Clinical Practice Guide.** www.speechpathology.com/articles/pf_arc_disp.asp?id=25&catid=502.

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

Plante, E. and Beeson, P., (1999). **Communication and communication Disorders: A Clinical Introduction.** Boston, MA.. Allyn and Bacon. Pp 281-283 and 286-289.

Tomblin, J.B., Morris, H.L., and Spriestersbach, D.C., (2000). **Diagnosis in Speech-Language Pathology 2nd Edition.** Singular Publishing Group, Inc., Chapters 2, 3, and pp 4, 5, 6

***NOTE:** Any student in this course who has a disability that may prevent him/her from fully demonstrating his/her abilities should contact me personally as soon as possible in order to discuss accommodations necessary to ensure full participation and facilitate the educational opportunity.