

California State University, Chico
Department of Communication Science and Disorders
CMSD 470: CLINICAL METHODS IN SPEECH LANGUAGE PATHOLOGY
3 units/Spring 2018

CONTACT INFORMATION

Instructor: Kenyan Martin, MA CCC-SLP

Class meetings: MWF 12:00-1:50;
03/26/18 – 05/18/18

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Office Hours: T 12-3; Th 2-3

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COURSE OBJECTIVES

Upon completion of this course, students will be able to:

| Course Objectives | Implementation | Program SLO | Accreditation Standards | | |
|------------------------------------------------------------------------------------------------------|-------------------------------------------|-------------|-------------------------|------|-------|
| | | | CAA | CFCC | CCTC |
| Formulate appropriate therapy goals and objectives. | Class activities, exams, and assignments. | 3 | 3.1.5B | IV-D | SLP 5 |
| Describe a variety of treatment procedures and develop lesson plans. | Class activities, exams, and assignments. | 3 | 3.1.5B | IV-D | SLP 5 |
| Chart client behaviors and demonstrate the ability to modify clinical intervention based on results. | Class activities, exams, and assignments. | 1, 3 | 3.1.5B | IV-D | SLP 5 |
| Write lesson plans and SOAP notes. | Class activities, exams, and assignments. | 3 | 3.1.5B | IV-D | SLP 5 |
| Discuss multicultural and multilinguistic considerations in regards to intervention. | Class activities, exams, and assignments. | 3 | 3.1.1B 3.1.5B | IV-D | SLP 5 |
| Explain Public Laws including IFSPs and IEPs. | Class activities, exams, and assignments. | 3 | 3.1.5B | IV-D | PS 8 |

Program Student Learning Outcomes

1. Demonstrate ability to think critically, flexibly, and creatively, analyze and integrate learning, reason, express informed opinions, information literacy, and utilize judgment across diverse concepts and problems.
2. Demonstrate knowledge of normal aspects of communication and culturally linguistic differences across the lifespan.
3. Demonstrate knowledge and communication disorders and culturally linguistic differences across the lifespan including etiology, symptomology, prevention, diagnosis and treatment.
4. Demonstrate ability to utilize professional oral and written communication skills.
5. Demonstrate effective interpersonal and team communication skills.

CAA - Council on Academic Accreditation in Audiology and Speech-Language Pathology:

<http://caa.asha.org/wpcontent/uploads/Accreditation-Standards-for-Graduate-Programs.pdf>

CFCC - Council for Clinical Certification in Audiology and Speech-Language Pathology:

<https://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/>

CTCC - California Commission on Teaching Credentialing:

https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/special-education-standards-2013.pdf?sfvrsn=9c98fd69_0

STUDENT RESPONSIBILITIES

Students are responsible for class lectures, any assigned reading material, class presentations, and class participation. Most material will be presented in class and through activities; therefore, attendance is vital and student participation in classroom activities is expected. There are a number of assignments required for this class. Due to the condensed nature of this course, it is imperative that good time management skills be utilized.

1. You will be building upon all you have learned to date. Your work should reflect a high level of thinking with writing skills that reflect your education and status as a graduating senior who will either enter graduate school or the workforce.
2. You should demonstrate qualities of an active learner by participating in class activities, asking questions, making comments, disagreeing with the author's or my ideas, etc. There are NO dumb questions.
3. Regular access to a computer with printer and internet for sites such as Blackboard and Master Clinician Network is required. It is your responsibility to ensure you have reliable access to this technology with working log-in credentials. Use campus resources if necessary, and do not wait until the last minute to do your work. In your career, you will similarly be relying on technology, which malfunctions at the most inopportune times. Planning ahead is important to remain professional and meet your deadlines.
4. In your career, you will be the expert, and the client/patient/student and their families will expect that you operate as such. Now is the time to learn the material. You owe it to yourself and your clients.
5. Since this class is basically a capstone requirement for graduation, there is a significant amount of work required. Time management is key. When you become speech-language pathologists, audiologists, teachers, or whatever your goal may be, you will be responsible for completing significant amounts of paperwork including reports and letters to doctors/parents/teachers, participating in team meetings, and keeping a schedule. Often in your career, your deadlines are not spaced out to allow time for one task at a time—you will be multitasking. I know that you all have work in other classes; therefore, I recommend that you get started on your assignments, reading, and studying promptly. Do not wait until the last minute. It will be very difficult, if not impossible, for you to do many of the assignments in one evening. If you find that you are overwhelmed, please tell me. We can move around deadlines if the subject is brought up soon enough. But, if you turn in something late, your score will be affected. In the real world, if you turn in something late, your client can be severely affected, you may be out of compliance with the law, and/or you may not be paid. Now is a good time to make completion of work in a timely manner a habit.
6. Class attendance is crucial and expected. We will talk about many important subjects in class, which may not correlate with textbook material or Blackboard content. If you miss class, you will miss out on the information and activities. I will keep track of attendance, and this information will be used when I grade. If you are borderline for a grade (e.g., between a B+ and A-, you will receive the lower grade if you missed more than one class). There will also be in-class opportunities presented at random to earn participation points. You will lose out on these points by missing class unless you have a compelling reason for your absence discussed with me *in advance*. In this case, you may earn up to half of the points for ONE in-class participation opportunity by completing a make-up assignment. Please make arrangements with me within one week of your absence.

ACADEMIC HONESTY

All coursework is expected to be done individually unless explicitly stated that group work is acceptable/required. Any work submitted that is not the product of the student who has their name on the work (which would include work taken from any other sources and not properly noted or work done by another student) is plagiarized work and will be prosecuted according to University Code. Any sign of cheating in any way on course exams or assignments will be addressed directly. If you do not understand what constitutes academic honesty, review the University Catalog.

ACADEMIC INTEGRITY

Students are expected to be familiar with the University's Academic Integrity Policy. Your own commitment to learning, as evidenced by your enrollment at California State University, Chico, and the University's Academic Integrity Policy requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Student Judicial Affairs. The policy on academic integrity and other resources related to student conduct can be found at: <http://www.csuchico.edu/sjd/integrity.shtml>.

STUDENTS WITH DISABILITIES

If you have a documented disability that may require reasonable accommodations, please contact Accessibility Resource Center (ARC) for coordination of your academic accommodations. DSS is located in the Student Services Center 170. The ARC phone number is 898-5959 V/TTY or fax 898-4411. Visit the ARC website at [DSS Website](#)

CONFIDENTIALITY AND MANDATED REPORTING

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information regarding sexual misconduct with the University. Students may speak to someone confidentially by contacting the Counseling and Wellness Center (898-6345) or Safe Place (898-3030). Information on campus reporting obligations and other Title IX related resources are available here: www.csuchico.edu/title-ix

IT SUPPORT SERVICES

Computer labs for student use are located on the first and fourth floor of the Meriam Library, Room 116 and 450, Tehama Hall Room 131, and the Bell Memorial Union (BMU) basement. You can get help using your computer from IT Support Services; contact them through their website, <http://www.csuchico.edu/itss>. Additional labs may be available to students in your department or college.

ADD/DROP POLICY:

Students may add or drop courses without restriction or penalty and without instructor approval during the first two weeks of the semester. During the third and fourth weeks of the semester, COP forms are needed to add and drop and will require the approval signature of the instructor.

COP Forms are available at: <http://em.csuchico.edu/sro/registration.asp> After the end of the fourth week of the semester, all COP forms to add or drop will require a serious and compelling reason (University Catalog, p. 145) and require approval signatures of the instructor, department chair, and dean of the college. Do not assume that you will be automatically dropped for not attending class. It is your responsibility to make a commitment to dropping or staying in class by the end of the second week. It is your responsibility to follow the appropriate drop procedure or you risk getting a failing grade for the class.

COURSE MATERIALS

RECOMMENDED Text: Roth, F.P & Worthington, C.K. (2016). *Treatment Resource Manual for Speech-Language Pathology. 5th Edition.* Cengage Learning.

Handouts & assignments will be available on Blackboard

GRADING

Grading will be on a point scale. You will be graded on assignments and two exams. All assignments must be turned in by their assigned due date. Points will be deducted for each day the assignment is late. No assignment will be accepted 3 days after its assigned due date without approval from the instructor. Grades are assigned by the following percentages:

| | | | |
|--------|----|----------|----|
| 94-100 | A | 78-79 | C+ |
| 90-93 | A- | 74-77 | C |
| 88-89 | B+ | 70-73 | C- |
| 84-87 | B | 60-69 | D |
| 80-83 | B- | below 60 | F |

EVALUATION

- Attendance/Participation (40 points):** Over the course of this class, there will be several opportunities to earn points for attendance and in-class activities. Dates will be selected at random and no make-ups will be allowed.
- Observations (10 points each; 40 total):** You are required to observe 4 therapy sessions and turn in an observation report for each session. Each observation will include a cover sheet and a typed, single-spaced description of the therapy sessions.
- Goals and Hierarchies (30 points):** You will be given 3 skills for which you will write a long term goal and the hierarchy steps for achievement of the goal.
- Exams (50 points each):** There will be 2 exams. Format will be multiple choice, true/false, short answer.
- Data Collection (20 points):** You will watch a portion of a therapy sessions and take data for the client’s productions. This will be an independent in class assignment.

6. **SOAP Note (20 points):** You will watch a therapy session and then write a SOAP note for that session. Watching this session will fulfill the 5th therapy observation requirement for this class.
7. **Therapy Project (50 points):** In small groups, you will develop a therapy activity that will be presented to the class. By the end of class, you will be able to compile all therapy activities into a binder for future reference.

Total Points: 300

COURSE OUTLINE

This syllabus is a general plan for the course. Although unlikely, changes to the syllabus may occur throughout the semester. Any such changes will be announced and discussed with students before adoption.

| WEEK | TOPIC | DUE | NO CLASS |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|-----------------|
| Week 1 3/26, 28 | <ul style="list-style-type: none"> • Intro and Overview • Who to serve • Selecting Targets | | 3/30 |
| Week 2 4/2, 4, 6 | <ul style="list-style-type: none"> • Writing Goals/Objectives • Hierarchies | 4/4 – Observation #1 | |
| Week 3 4/9, 11, 13 | <ul style="list-style-type: none"> • The Continuum • Practice Therapy | 4/11 – Observation #2 4/13 – Goals & Hierarchies | |
| Week 4 4/16, 18, 20 | <ul style="list-style-type: none"> • Data Collection • Generalization • Learning Environment | 4/18 – Observation #3 4/20 – In class Data collection activity | 4/16 |
| Week 5 4/23, 25, 27 | <ul style="list-style-type: none"> • Lesson Plans • SOAP Notes • IEPs | 4/25 – Observation #4; 4/27 – Exam 1 | |
| Week 6 4/30, 5/2, 4 | <ul style="list-style-type: none"> • Temperament • Behavior Management • Multicultural Considerations • Dismissal | 5/2 – SOAP Notes 5/4 – Tx projects due | |
| Week 7 5/7, 9, 11 | <ul style="list-style-type: none"> • Flow Chart • List to Start • Present Tx Activities | 5/7-11 Tx project presentations | |
| Week 8 5/16 | <ul style="list-style-type: none"> • Finals Week | 5/16 12:00pm Final Exam | |