Sacred Heart UNIVERSITY
DEPARTMENT OF COMMUNICATION DISORDERS

CMD 350, Section B: Introduction to Clinical Methods & Observation

Professor: Elizabeth Schoen Simmons, Ph.D.

Email: simmonse3@sacredheart.edu

Office: CHE N281

Office hours: Mondays; Thursdays 12:00 p.m. – 2:00 p.m.; Wednesdays 10:00 a.m. – 12:00 p.m.; or by appointment

Class schedule: Fridays, 11:00 a.m. – 1:45 p.m.

- **Spring Semester 2021** begins Monday 2/1 and ends Monday 5/10. The last day to add/drop is Monday, 2/8. The last day to withdraw from a course is Monday 4/5.

COURSE DESCRIPTION

- This course will orient students to clinical practicum, including the scope of assessment and intervention across the life span. It will include an overview of goal writing, lesson planning, writing SOAP notes, report writing, progress monitoring, and ethical conduct. Legislative, regulatory, and reimbursement issues that affect the practice of Speech-Language Pathology in educational and medical settings will be presented. As part of this course, students will complete 25 hours of intensive observations in various educational and medical settings. 3 credits; lab/discussion format. Prerequisites: CMD 200.

READINGS AND RESOURCES
Main Text:

- Paul, R. & Simmons, E.S. (2020). *Introduction to Clinical Methods in Communication Disorders 4th Ed.).* Baltimore, MD: Brookes Publishing. (Referred to as P & S below; **STRONGLY SUGGESTED**)

Other Resources:

- Membership to Master Clinician Network (www.masterclinician.org) for completion of course assignments and clinical observations **(REQUIRED).**

Additional materials:

- Additional readings and materials will be posted to Blackboard thorough the semester as needed.

PROJECTED COURSE SCHEDULE
NOTE: SCHEDULE SUBJECT TO CHANGE AT INSTRUCTOR'S DISCRETION.

Week (date of class)	Topics	Assigned Learning Materials (Completed BEFORE class)	Class activities	Assessments
Week 1 (2/5)	Module 0: Introduction to Clinical Methods	P & S Chapters 1, 2	• Ethics case	
Week 2 (2/12)	Module1: Evidence-based practice	P & S Chapter 3	• Develop PICO questions for clients	**Documentation of completed observation hours (Due 2/12 before class)**
Week 3 (2/19)	Module 2: Assessment	P & S Chapters 4, 9	• Review cases for presentations • Sign up for groups • Watch assessment video; critique	
Week 4 (2/26)	Module 2: Assessment	P & S Chapter 8	• Calculating CA; completing a record form; interpreting data	
Week 5 (3/5)	Module 2: Assessment	P & S Chapter 12	• Create a criterion referenced assessment for Sally • Review Ethics assignment and break out to work on them in groups	**Assessment observation presentation (Due 3/5; IN-CLASS)**
Week 6 (3/12)	Module 3: Communication sampling	P & S Chapter 5	• Outline a comprehensive assessment plan for a patient • Review language sampling assignment	
Week 7 (3/19)	Module 3: Communication sampling	P & S Chapter 8	• Work on language sample assignments	
Week 8 (3/26)	Module 4: Intervention	P & S Chapter 6	• Create goals and objectives for clients	**Ethics infographic & presentation (Due 3/26; IN-CLASS)**
Week 9 (4/2)	****Easter Break – NO CLASS****			
Week 10 (4/9)	Module 4: Intervention	P & S Chapter 10	• Design intervention activities for clients • Discuss clinical report assignment	**Language sample (Due 4/9 before class)**

Week 11 (4/16)	Module 4: Intervention		• Review for final • Watch MCN video on treatment and critique • Review SOAP assignment	
Week 12 (4/23)	Module 5: Clinical communication	P & S Chapter 7	• Read Luterman, 2006 • Discuss importance of counseling • Watch Keith Master Clinician (for SOAP next week)	**Clinical report (Due 4/23 before class)**
Week 13 (4/30)	Module 6: Assistive technology	P & S Chapter 11	• Review apps for people with communication disorders	**SOAP note (Due 4/30 before class)**
Week 14 (5/7)	**FINAL EXAM (to be completed in class over Zoom on 5/7)**			**Observation hours (Due 5/7 before class)**

- **Penalty for late submissions.** Any assignment submitted past the time and due date indicated will be penalized <u>10%. If more than 3 days late, the assignment will receive a zero</u>.

- **Using Blackboard to the final exam:** The final exam must be completed in one sitting. There will be a time limit. If you experience a technology issue, you must email the instructor to receive another attempt to take the test or final.

- **Complete your own work.** All assignments and exams are to be **completed on your own** unless otherwise specified. If you are unsure, please contact the instructor**.**

COURSE REQUIREMENTS & GRADING CRITERIA

Assessments	% of Grade
Assessment observation presentation (GROUP)	13%
Ethics infographic Presentation (GROUP)	13%
Language sample (INDIVIDUAL)	20%
Clinical Report (GROUP)	12%
SOAP note (INDIVIDUAL)	12%
Final Exam (INDIVIDUAL)	25%
Peer reviews (INDIVIDUAL)	5%
Ten Observation hours (INDIVIDUAL/GROUP)	1 point deducted from final grade for each hour not completed

Grading Criteria

Each graded assignment above has a rubric assigned to it. Students should examine the rubric for each assignment prior to completing the assignment, since the rubrics clearly demonstrate the grading criteria for each assignment.

Letter Grade	Grade Range	Grade Points
A	93-100	4.0
A-	90-92	3.67
B+	87-89	3.33
B	83-86	3.00
B-	80-82	2.67
C+	77-79	2.33
C	73-76	2.00
C-	70-72	1.67
D+	67-69	1.33
D	60-66	1.00
F	0-59	0.00

> *Note.* The following grades are not available for Graduate Courses: C-, D+, D, F.

Assessments

1. **Assessment observation presentations (GROUP).** Students will be put into groups. Groups will then select and watch an assessment session from Master Clinician Network (MCN). During the observation, students will be required to take detailed notes. Using these notes, the group will present their observations in class in a short, 10-minute presentation.
2. **Ethics infographic and presentation (GROUP).** Groups of students will be provided with an ethical dilemma that may arise in clinical practice. Students will be asked to identify and summarize the ethical issue, identify the ASHA Code of Ethics that provide guidance for the issue and describe how they would resolve the issue using the Code of Ethics. Students will create an infographic of this information and present it to the class.
3. **Language sample (INDIVIDUAL).** Students will be provided with a language sample from YouTube. The students will transcribe the sample and submit the sample to a set of analyses.
4. **Clinical report (GROUP).** Students will be given a case study (Ethan Jones). The students will have to evaluate and interpret the data. In groups, students will write a 2-3 page clinical report on their findings.
5. **SOAP note (INDIVIDUAL).** Students will be assigned a MCN session to view (Keith). Students will be responsible for writing a 1-page SOAP note of the session
6. **Final Examination (INDIVIDUAL).** The final exam will be completed over Zoom and Blackboard. It is cumulative and will cover all materials from the entire semester. It will be open book. You can use your textbook, notes and any other resources posted to Blackboard to complete the final. You will have two hours to complete the exam. It is to be completed **on your own.**
7. **Peer reviews (INDIVIDUAL).** You will submit a peer evaluation for the members of your group after each assignment using a link provided on Blackboard.
8. **Observation hours (INDIVIDUAL/GROUP)** As part of this course, students are required to complete the 25 hours of clinical observation required by ASHA by observing an ASHA certified speech-language pathologist or ASHA certified audiologist working with clients during the semester. For students who have *completed* their 25 hours, an additional 10 hours of observation will need to be completed as part of this class.

   Hours can be obtained through the following methods:
   - *Master Clinician Network (MCN)*: MCN is a website that provides access to peer-reviewed clinical intervention and assessment videos. After each session, you will need to write short summaries about the session's content. This is done directly in MCN's website. These summaries need to show that you have viewed the session in its entirety and understood the session's objectives. Please do not write single word responses as these will not be approved and you will have to redo the observation.
   - *In person observations or teletherapy observations*: If you choose to seek out in-person observations, students must arrange these independently with a **licensed** speech-language pathologist or audiologist.

Students will be responsible for keeping track of all observation hours and SLP's certification on the Clinical Observation Record form (available via Blackboard). This form must be uploaded to Blackboard at the end of the semester. **Please also keep a copy of your form for your records.**

COURSE POLICIES

- **Academic Honesty:** A standard of honesty, fairly applied to all students, is essential to a learning environment. Students abridging a standard of honesty must accept the consequences; penalties are assessed by appropriate classroom instructors or other designated people. Serious cases may result in discipline at the college or University level and may result in suspension or dismissal. Dismissal from a college for academic dishonesty, constitutes dismissal from the University. (University Student Handbook).

- **Plagiarism.** Plagiarism means that the work you are turning in is not your own, such as using a paper obtained from the internet as your own, failure to cite material used or quoted, working/consulting with your peers to complete work unless otherwise instructed, or cutting and pasting together work from sources not written by you. Plagiarism is unacceptable for graduate work. All cases of plagiarism will be addressed, initially, between the student and Instructor. If the Instructor believes the violation to warrant it, a formal Report on Violation of Academic Integrity will be submitted to the Dean of the College, who will rule on the consequences.   If you have any questions or doubts regarding plagiarism please ask the faculty. It is your responsibility to ensure that no cases of plagiarism are found in your work. Since it will not be possible to determine whether plagiarism is intentional or unintentional, all instances will be treated the same way. Any submission of work taken directly from another source (e.g. copied from a book, the internet, or material developed by another student) will be considered plagiarism and grounds for no credit on the assignment. Students are encouraged, however, to use a variety of resources in obtaining ideas and illustrations that will help them complete assignments independently. All students are expected to be familiar with the information on plagiarism in in the SHU SLP Student Manual, Appendix 14, and adhere to these guidelines.

- **Attendance for Spring 2021.** As faculty, we know that COVID-19 presents unprecedented challenges to our campus community's physical and mental health. Generally speaking, students are expected to attend all class meetings, both in person and online. At the same time, it is understood that you may be asked to self-isolate or quarantine, or you may suffer from a health issue (physical or mental) associated with the virus over the course of the semester. These conditions may prevent you from attending in-person class meetings.
  - If you miss a class, you should notify your instructor immediately. This is your responsibility. You are not required to provide a note documenting an illness from a health care professional during the Spring 2021 semester; however, students who need to miss more than two consecutive classes for any COVID-related issue must notify the Director of Community Standards and Student Conduct, Channing Vidal, whose office will then email relevant faculty and advisors about your absence so that accommodations can be made to help you continue to participate in your courses and complete the required coursework. Faculty are expected to be flexible, within reason, when making arrangements for missed work for health-related absences and/or isolation needs. Please refer to the College of Health Professions and the Communication Disorders Student Handbook for specific policies related to your particular major.

- **Lecture recording.** To the extent permitted by federal and state copyright laws, the class lectures and materials provided by the professor are copyrighted. By participating in the class lectures, students consent to the video and audio recording of said lectures. As part of the requirements of the course, students are required to participate, whether in person or via electronic communications. At the professor's discretion, he or she may require students to leave their audio and video devices on during the class lectures.

- **Multitasking**. Students are expected to attend fully to class lectures, activities, student presentations, and interactive group assignments. Although computers (and phones, only with instructor permission) may be used to search for resources during class time, this can only occur with instructor permission. At all other times, computers are to be used ONLY for taking notes on class activities. Use of social media or commercial websites is strictly forbidden during class time. Work on classes other than the current one is also strictly forbidden. Infractions of these rules may result in disciplinary action. Although students may use computers to take notes, they should be aware of research that demonstrates that students who take handwritten notes perform better on academic assessments than those who use computers for note-taking (Mueller & Oppenheimer, 2014). Handwritten note-taking is highly recommended.

- **Conduct consistent with professional standards** is required of all students in class, and anywhere on the SHU campus or when serving as a representative of SHU in practica or any other setting.

- **Student work will be returned** as promptly as possible.

- **All assigned work is due at the beginning of class on the due date** designated in the course syllabus. Work submitted late will receive an automatic 5-point reduction from the earned grade. Students are encouraged to submit all assignments on time.

- **Disability Services.** Sacred Heart University provides equal educational opportunities for all students regardless of disability status. Students requesting accommodations should contact the Office of Student Accessibility, (https://www.sacredheart.edu/offices--departments-directory/student-success-center/office-of-student-accessibility/accommodations-process/). Students must be registered with the Office of Student Accessibility and submit appropriate documentation to be granted accommodations. For further information about requesting accommodations, please contact Kathy Radziunas, Director of the Office of Student Accessibility, radziunask@sacredheart.edu, or Laurie Scinicariello, Assistant Director of the Office of Student Accessibility, scinicariellol@sacredheart.edu.

Learning Outcomes				
	Outcome standards			
Upon completion of this course, students will be able to:	**ASHA CFCC Standard**	**CHP Learning Objective**	**CT SDE CCT Standard**	**Assessment Method**
State the major tenets of ASHA's Code of Ethics	IV-E: Ethical Practice	CHP 1: Ethical principles CHP 2: Critical thinking	Domain 6: Professional responsibilities and teacher leadership	Formative: Class activities; Written assignment Summative: Exam
Describe the process of evaluation and diagnosis of communication disorders, and the instruments used in assessment	IV-D, V-B: Evaluation	CHP 2: Critical thinking CHP 4: Professional behaviors	Domain 1: Essential skills Domain 5: Assessment for learning	Formative: Written assignments, class activities Summative: Exam
Describe the basic approaches to intervention for communication disorders, and identify appropriate circumstances for each	IV-D, V-B: Intervention IV-F: Research	CHP 3: Evidence-based practice CHP 6: Holistic perspective	Domain 1: Essential skills Domain 3: Planning for learning	Formative: Written assignments, Class activities Summative: Exam
Conduct an appropriate clinical interview; Write clinical report of assessment	V-A, V-B: Interaction	CHP 2 Critical thinking CHP 4: Professional behaviors CHP 5: Communicate and collaborate CHP 7: Interprofessional collaboration	Domain 1: Essential skills Domain 5: Assessment for learning	Formative: Written assignments, class activities Summative: Exam
State the laws, regulations, and policies that apply to various aspects of clinical practice in communication disorders	IV-G: Contemporary Practice	CHP 4: Professional behaviors	Domain 6: Professional responsibilities and teacher leadership	Formative: Class activities Summative: Exam
Discuss cultural and linguistic diversity and the way it affects clinical practices	IV-B: Cultural and Linguistic Differences	CHP 4: Professional behaviors CHP 5: Communicate and collaborate	Domain 2: Student engagement	Formative: Class activities Summative: Exam
Describe a range of assistive technology devices that can help clients with communication disorders	IV-C: AAC	CHP 3: Evidence-based practice	Domain 1: Essential skills Domain 5: Assessment for learning	Formative: Class activities Summative: Exam