Sacred Heart UNIVERSITY
DEPARTMENT OF COMMUNICATION DISORDERS

CMD 350, Section B: Introduction to Clinical Methods

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Office hours: Mondays; Thursdays 11:00 a.m. – 1:00 p.m.; Wednesdays 10:00 a.m. – 12:00 p.m. or by appointment

Class schedule: Wednesdays 8:00 a.m. – 10:45 a.m.

- **Spring Semester 2022** begins Tuesday 1/18 and ends Monday 5/2. The last day to add/drop is Tuesday, 1/25. The last day to withdraw from a course is Monday 3/28.

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. 3 credits; lecture format. Prerequisites: CMD 200. Co-requisite: CMD 351.

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)

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 (dates of classes)	Topics	Assigned Learning Materials (Completed BEFORE class)	Class activities	Assessments
Week 1 (1/19)	Module 0: Introduction to Clinical Methods	P & S Chapters 1, 2	• Ethics case • Sign up for ethics presentation groups	**DiPo 1: Welcome post (Due 1/19 before class)**
Week 2 (1/26)	Module1: Evidence-based practice	P & S Chapter 3	• Develop PICO questions for clients • Review Ethics assignment and break out to work on them in groups	**DiPo 2: Ethics case (Due 1/26 before class)**
Week 3 (2/2)	Module 2: Assessment	P & S Chapters 4, 9	• Review record forms • Calculate chronological age • Practice interpreting standard scores	**DiPo 3: PICO (Due 2/2 before class)**
Week 4 (2/9)	Module 2: Assessment	P & S Chapter 8		**Assessment 1: Ethics infographic & presentation (Due 2/9 in-class)**
Week 5 (2/16)	Module 2: Assessment	P & S Chapter 12	• Create a criterion referenced assessment for Sally • Outline a comprehensive assessment plan for a patient	**DiPo 4: Interpret standard scores (Due 2/16) before class**
Week 6 (2/23)	Module 3: Communication sampling	P & S Chapter 5	• Review language sampling assignment • Practice transcription Create groups for Big nine presentations	**DiPo 5: Criterion referenced assessment (Due 2/23) before class)**
Week 7 (3/2)	Module 3: Communication sampling	P & S Chapter 8	• Work on language sample assignments Finalize topics for Big nine presentations	
Week 8 (3/9)	SPRING BREAK ☺			
Week 9 (3/16)	Module 4: Intervention	P & S Chapter 6	• Create goals and objectives for clients	**DiPo 6: Language sample (Due 3/16 before class)**

Week 10 (3/23)	Module 4: Intervention	P & S Chapter 10	• Design intervention activities for clients • Discuss clinical report assignment	**DiPo 7: Set long-term goals (Due 3/23 before class)**
Week 11 (3/30)	Module 4: Intervention		• Work on clinical report assignment	**DiPo 8: Treatment activities (Due 3/30 before class)**
Week 12 (4/6)	Module 4: Intervention			**Assessment 3: Clinical report (Due 4/6 before class)**
Week 13 (4/13)	Module 5: Clinical communication	P & S Chapter 7 Luderman, 2006	• Role-play clinical counseling scenarios	**DiPo 9: Data collection form (Due 4/13 before class)**
Week 14 (4/20)	Module 6: Assistive technology	P & S Chapter 11	• AAC app reviews • Hands on demonstrate with AAC devices	**DiPo 10: SOAP note (Due 4/20 before class)**
Week 15 (4/27)	Review final material; Presentations		• Presentations	**Assessment 4: Big nine presentation (Due 4/27; in-class)**

COURSE REQUIREMENTS & GRADING CRITERIA

Assessments	% of Grade
Ethics infographic & presentation (GROUP)	25%
Clinical Report (GROUP)	25%
Big nine presentation (GROUP)	25%
Discussion posts (DiPo; INDIVIDUAL)	25%

Assessments

1. **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 employing the Code of Ethics. Students will create an infographic of this information and present it to the class.
2. **Clinical report (GROUP).** Students will be given with 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.
3. **Big nine presentation (GROUP).** Working in small groups of 3 – 4 students, select a disorder from one of ASHA's "Big Nine" areas. You must receive topic approval from the instructor before starting the project. Your group will create a professional poster on the topic including the following information 1) an overview of the disorder; 2) a comprehensive summary of the assessment tools used to diagnose the condition; and 3) a literature review of evidence-based treatments. Posters will be presented in a style similar to a professional conference during the final class of the semester.
4. **Discussion posts (DiPo; INDIVIDUAL).** Students will complete a weekly discussion post and/or activity that complements the topics discussed during class. Activities will be clinically relevant and provide students will the opportunity to apply the knowledge learned during lectures. Discussion posts will be graded as pass/fail. **Late submissions of discussion posts will not be accepted.**

Submission requirements and Late policies

- **All assignments must be submitted through Blackboard.** Emailed assignments will not be accepted.

- **Penalty for late submissions.** Any assessment submitted past the time and due date indicated will be penalized 10%. If more than 3 days late, the assignment will receive a zero. Discussion posts will not be accepted late.

- **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.

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.			

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. See the University Student Handbook for additional information.

- **Attendance, Tardiness, and Class Participation.** Students are expected to attend, arrive on time, come prepared having read and completed all assigned reading and other work, and participate in scheduled activities. More than one unexcused absence from class will impact the student's grade (unexcused absence beyond one, the student's overall final grade will be decreased by 5%). Class participation also makes for a more dynamic learning experience. Be prepared to answer questions from classmates and the instructor. The instructor welcomes comments and questions throughout the class.

- **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.

- **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.

- **Students must seek the instructor's permission to record** class lectures, as per University policy.

- **Multitasking**. Research has shown that students using laptops during lecture are off task 64% of the time (Ragan et al., 2014)! 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. In addition, 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 typed assignments** completed outside of class must be double-spaced, using Times, Times New Roman, or Arial font. All font sizes for typed assignments must be size 11-12. Any font size less than 11 or larger than 12 will be returned for re-typing to required font size. All submitted work must be correct in mechanics (e.g. spelling, grammar, word choice, punctuation, etc.). Points will be deducted for inadequate work.

- **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.

- **Diversity, Equity, and Inclusion.** Sacred Heart affirms and strives to make available for every student a learning environment that is welcoming, equitable, and culturally sensitive and is supported by a curriculum that celebrates diverse voices, fosters agency, and encourages the capacity for self-advocacy. Although we at SHU know there is much work to be done, we will do what is needed to advance the cause of social justice on our campus and in the community as we learn together and from each other. To read more, visit the You Belong at SHU web page.

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
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: Written assignment & presentation
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: Written assignment & presentation
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: Discussion post
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: Written assignment & presentation
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

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