

Stephen F. Austin State University  
James I. Perkins College of Education  
Department of Human Services  
SPH 575.601 Advanced Special Problems: Independent Study in Clinical Management  
Fall 2019

Instructor: Lydia Richardson SLP.D., CCC/SLP	Course Time & Location: TBA
Office: HSTC 205F	Office Hours: M 1:00 – 2:00; W 1:00 – 3:00; T/R 8:30 – 9:30; Friday by appointment only
Office Phone: 1255	Credits: 1
Other Contact Information: 936-468-7109	Email: lprichardson@sfasu.edu

Prerequisites: accepted to graduate program and faculty approval

I. Course Description:

Individual study of clinical management in speech-language pathology under the direction of a faculty member. Three credit semester hours. Conference between the student and faculty are required during the semester. Approval from the faculty member directing the study and the department chair or school director is required.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

A. Intended Learning Outcomes/Goals/Objectives

This course reflects the following core values of the College of Education:

The mission of the Perkins College of Education is to prepare competent, successful, caring and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice, and continued professional and intellectual development in an interconnected global society. In the Perkins College of Education, we value and are committed to:

This course reflects the following core values of the College of Education:

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision-making
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior
- Service that enriches the community.

**This course also supports the mission of the Department of Human Services:**

The Department of Human Services prepares undergraduates and graduate students for leadership and service roles in East Texas and the global community. The department is committed to incorporation of community-based, service-learning experiences within its educational programs to maximize the advancement of students' personal and professional development.

**This course also supports the mission of the Speech-Language Pathology Program:**

The mission of the Speech-Language Pathology Program is to prepare knowledgeable caring professionals committed to educating the public, properly diagnosing and effectively treating persons with communication and swallowing disorders across the lifespan, thereby improving their quality of life. To meet this mission, the program embraces cultural and linguistic diversity, emphasizes the importance of evidence-based practice, critical thinking skills, interdisciplinary collaboration, ethical principles and continued professional development throughout one's career.

**This course also supports the Core Objectives/Outcomes of the THECB:**

- Critical Thinking Skills
  - To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- Communication Skills
  - To include effective development, interpretation and expression of ideas through written, oral and visual communication.
- Empirical and Quantitative Skills
  - To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
- Teamwork
  - To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

- Personal Responsibility
  - To include the ability to connect choices, actions and consequences to ethical decision-making
- Social Responsibility
  - To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

**This course addresses the following standard(s) of the Council for Clinical Certification of the American Speech-Language-Hearing Association:**

Standard I:	Degree
Standard II:	Education Program
Standard III:	Program of Study
<b>Standard IV:</b>	<b>Knowledge of Outcomes</b>
Standard V:	Skills Outcomes
Standard VI:	Assessment
Standard VII:	Speech-Language Pathology Clinical Fellow
Standard VIII:	Maintenance of Certification

Standard IV-B: The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.

Standard IV-C: The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas:

- Articulation
- Fluency
- Voice and resonance
- Receptive and expressive language
- Hearing, including the impact on speech and language
- Swallowing
- Cognitive aspects of communication
- Social aspects of communication
- Augmentative and alternative communication modalities

Standard IV-D: For each of the areas specified in Standard IV-C, the applicant must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.

Standard IV-E: The applicant must have demonstrated knowledge of standards of ethical conduct

Standard IV-F: The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.

Standard IV-G: The applicant must have demonstrated knowledge of contemporary professional issues.

**PROGRAM LEARNING OUTCOMES (PLO):** This course supports the Communication Sciences and Disorders Program Learning Outcomes (PLO) II, III, IV, and VI. These competencies are measured by successful completion of all course requirements, including examinations, group discussion and activities, written assignments, and quizzes:

- I. Students will recognize and articulate the foundational skills related to communication and its disorders.
- II. Students will analyze, interpret, and synthesize clinical findings in the management of speech disorders.
- III. Students will analyze, interpret, and synthesize clinical findings in the management of language disorders.
- IV. Students will analyze, interpret, and synthesize clinical findings in the management of swallowing disorders (Dysphagia).
- V. Students will analyze, interpret, and synthesize clinical findings in the management of hearing disorders.
- VI. Students will integrate research principles and processes in planning Capstone projects and in clinical practice.

**Student Learning Outcomes:**

<b>Learning Outcome</b>	<b>ASHA CFCC Standard</b>	<b>Assignment</b>
Conduct screening and prevention procedures, as appropriate to setting	V-B Evaluation: 1a	Clinical case reports; completion of assigned module
Collect case history information and integrate information from relevant others	V-B Evaluation: 1b	Clinical case reports; completion of assigned module
Select and administer appropriate evaluation procedures including standardized and non-standardized assessments and instrumental procedures	V-B Evaluation: 1c	Clinical case reports; completion of assigned module
Adapt evaluation procedures to meet client needs	V-B Evaluation: 1d	Clinical case reports; completion of assigned module
Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention	V-B Evaluation: 1e	Clinical case reports; completion of assigned module
Complete administrative functions and documentation necessary to support evaluation and treatment	V-B Evaluation & Treatment: 1f, 2f	Clinical case reports; completion of assigned module
Refer clients/patients for appropriate services	V-B Evaluation & Treatment: 1g, 2g	Clinical case reports; completion of assigned module
Develop appropriate intervention plans with measureable and achievable goals that meet clients'/patients' needs	V-B Treatment: 2a	Clinical case reports; completion of assigned module
Implement intervention plan	V-B Treatment: 2b	Clinical case reports; completion of assigned module
Select or develop and use appropriate materials/instrumentation for intervention	V-B Treatment: 2c	Clinical case reports; completion of assigned module
Measure and evaluate clients' performance and progress	V-B Treatment: 2d	Clinical case reports; completion of assigned module

Modify intervention plans, strategies, materials, etc. as appropriate to meet needs of client/patient	V-B Treatment: 2e	Clinical case reports; completion of assigned module
Communicate effectively (recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client, family, caregivers) with client, family, and team	V-B Interaction & Personal Qualities: 3a	Clinical case reports; completion of assigned module
Collaborate with other professionals in case management, as appropriate	V-B Interaction & Personal Qualities: 3b	Clinical case reports; completion of assigned module
Provide counseling regarding communication and swallowing disorders to client, family, and caregivers	V-B Interaction & Personal Qualities: 3c	Clinical case reports; completion of assigned module
Adhere to ASHA Code of Ethics and demonstrate professional behavior	IV-E, V-B Interaction & Personal Qualities: 3d	Clinical case reports; completion of assigned module
Demonstrate integration of research principles into evidence-based clinical practice	IV-F Knowledge and Integration of Research	Clinical case reports; completion of assigned module

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

- CASE STUDIES:** You will be assigned 6 case studies with case study questions throughout the semester through Simucase.com to complete. These studies will present clients with various disorders for you to either evaluate or develop a treatment plan for. Some of them will focus on both evaluation and treatment. These studies are provided to prepare you for the case study portion of your comprehensive evaluation. Failure to complete these studies will prevent you from being able to sit for your comprehensive exam as well as affect your grade (due to the point value of each). Each study will be assigned on a specific date (see calendar). You will be given two weeks to complete the study in its entirety. We will have a pre-brief discussion on each case in class the Monday the case opens and will have a debrief discussion on the Monday following the due date. Case studies are due on Sundays by 11:59 pm.
- Modules (Participation is required):** Every two weeks a new module will be introduced related to a disorder topic. You are to complete all instructions in the module to receive credit.

IV. Evaluation and Assessments (Grading):

Case Studies	50 points each
Modules	completion grade
<b>Total Points</b>	<b>300</b>

V. Tentative Course Outline/Calendar:

WEEK	TOPICS	READINGS	DUE DATES
1	Introduction to Course/Review Syllabus with Dr. Richardson		
Week 2	Paul	<b>Course:</b> Code of Ethics; Scope of Practice; Standards/Laws; Special Topics; Multicultural	Read Text Sections 11, 15,
Week 3		<b>Course:</b> Adult Language	Read Text Section 8
Week 4	Alex	<b>Course:</b> Child Language	Read Text Sections 3 & 4
Week 5		<b>Course:</b> Articulation and Phonology	Read Text Sections 2 & 5
Week 6	Colt	<b>Course:</b> Audiology	Read Text Section 12
Week 7		<b>Course:</b> Voice/Craniofacial	Read Text Section 7 & 10
Week 8	Fiona	<b>Course:</b> Fluency	Read Text Section 6
Week 9		<b>Course:</b> Dysphagia	Read Text Section 9 (pp. 416 - 423)
Week 10	Audrey	<b>Course:</b> Motor Speech Disorders	Read Text Section 9 (pp. 392-415)
Week 11		<b>Course:</b> Assessment and Treatment/EBP/Research	Read Sections 13 & 14
Week 12	Doug	<b>Course:</b> Neuroanatomy	Read Text Section 1
Week 13		<b>Course:</b> review on writing case studies	Any remaining questions you may have  <b>(Doug due)</b>
16	Meet with Dr. Richardson to verify all assignments are complete.		

VI. Readings:

**Required Text:**

Roseberry-McKibben, C. & Hegde, M.N. (2019). *An Advanced Review of Speech-Language Pathology, 5<sup>th</sup> edition*. Pro-ed: Austin, TX.

## VI. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: (1) Course and program improvement, planning, and accreditation; (2) Instruction evaluation purposes; and (3) Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

## VII. Student Ethics and Other Policy Information:

## Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student's attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences.

Documentation must be provided for any absences. In such instances, it is the responsibility of the clinician to provide documentation as soon as possible. Do not wait for the supervisor/instructor to request such documents. One unexcused absence will result in 20 points being subtracted from your total grade and two unexcused absences will result in the failure of clinic. Late assignments will not be accepted unless permission is granted from instructor. If allowed to submit late work, 10% will be deducted from grade for each day it is late.

## Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to <http://www.sfasu.edu/disabilityservices/>.

## Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

## Penalties for Academic Dishonesty

Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

## Student Appeals

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

#### Withheld Grades: Policy 5.5

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

#### Student Code of Conduct: Policy 10.4

Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

#### Respect for Diversity

The Speech-Language Pathology program embraces a notion that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

#### Additional Information:

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.
2. Provide one of the following primary ID documents: passport, driver's license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at [www.texas.ets.org/registrationBulletin/](http://www.texas.ets.org/registrationBulletin/) <<http://www.texas.ets.org/registrationBulletin/>>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.
3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder Martin at 936-468-1740 or [snyderke1@sfasu.edu](mailto:snyderke1@sfasu.edu).

#### IX. Other Relevant Course Information:

Communication for this course will be done in class, through D2L, and email. Please check D2L and your SFASU email often to get announcements, print out handouts, check your grades, etc.