

## SYLLABUS

### **Clinical Procedures**

Instructor: Laura Cizek, M.A. CCC-SLP  
Office Phone: (713) 743-2683  
Office Hours: by appointment  
Class time: Weekdays in June, 12:30 – 3 pm

### **COMD 4489**

Office: 126 CRS  
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Summer 2009

Teaching Assistant: Nicole Diez  
Office Hours: TBA or by appointment

Email: ndiez1@gmail.com

### **REQUIRED TEXT:**

Paul, Rhea (2007): Introduction to Clinical Methods in Communication Disorders. Second Edition. Baltimore: Paul H. Brookes

### **REQUIRED READINGS:**

Other required readings will be distributed in class or via Blackboard Vista.

### **COURSE DESIGN AND OBJECTIVES:**

This course is designed to prepare you for graduate level clinic practicum. The course format will consist of lecture, assigned readings, quizzes, midterm and final examinations, class discussion, proficiency demonstration with a standardized test and an oral mechanism exam, video analysis and completion of observation hours. The students will obtain skills and knowledge to link didactic learning to clinical experiences. The students will be introduced to clinical methods in speech-language pathology.

COMD 4489 students are scheduled to accrue observation hours. Acquisition of observation hours meets class objectives and ASHA Standard IV-C. Standard IV-C states, "twenty-five hours must be spent in clinical observation...under the direction of a qualified clinical supervisor who holds current ASHA certification in the appropriate practice area." Students are required to observe at separate and distinct speech pathology and audiology settings, including clinics, public schools, private practices and hospitals. Experiencing the breadth of this field and profession is strongly emphasized in order to obtain skills and knowledge that link didactic learning to clinical experiences. Students observe then record the amount of hours that they accrued. The speech pathologist or supervisor verifies and signs the Observation Tracking Form.

Whenever possible, and in accordance with 504/ADA guidelines, we will attempt to provide reasonable academic accommodations to students who request and require them. Please call (713) 743-5400 for more assistance.

This course will meet the following standards for the Clinical Competence in speech-language pathology and the following Student Learning Objectives in each standard.

Standard III-D: The applicant must possess knowledge of the principles and methods of prevention, assessment and intervention

Standard III-E: The applicant must demonstrate knowledge of the standards of ethical conduct

Standard III-H: The applicant must demonstrate knowledge about certification, specialty recognition, licensure, and other relevant professional credentials.

### STUDENT RESPONSIBILITIES:

1. Regular attendance and class participation are required.
2. Complete 25 hours of clinical practice observation.
3. Complete four quizzes
4. Complete a midterm examination
5. Compile an oral mechanism examination kit
6. Perform and accurately interpret an oral mechanism examination
7. Demonstrate proficiency in administration of an examination tool
8. Complete a final examination
9. Complete a final project

→ Utilize correct grammar, punctuation and spelling with all assignments as points will be deducted for errors.

→ **Absences on days when quizzes, midterms, project components, final projects and proficiencies are due will result in zero (0) points. You are expected to turn in assignments prior to the due date if you expect to be absent. There will be no make up exams or quizzes.**

A total of 350 points can be earned throughout the semester. The grading scale is as follows. Please keep track of your own points as well.

|                  |                           |
|------------------|---------------------------|
| Quizzes          | 25 points each =100 total |
| Midterm          | 50 points                 |
| Final Exam       | 50 points                 |
| OPE kit/Exam     | 25 points total           |
| Proficiency      | 25 points total           |
| Semester Project | 100 points                |

|         |         |         |         |         |         |         |         |         |      |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|------|
| A       | A-      | B+      | B       | B-      | C+      | C       | C-      | D       | F    |
| 350-326 | 325-314 | 313-304 | 303-293 | 292-279 | 278-269 | 268-258 | 257-244 | 243-209 | <208 |

## CLASS SCHEDULE and READING ASSIGNMENTS

| <b>Date</b> | <b>Class Topic</b>   | <b>Reading Assignments</b>             | <b>Requirements</b>                       |
|-------------|--|--|---|
| June 8      | introductions, syllabus, chronological age   | Chapter 1 and 3<br>Appendix            | collect OME kit supplies                  |
| June 9      | Evaluation Functions, Standardized Tests and Scores  | Test Manuals                           | prepare for proficiencies                 |
| June 10     | Oral Mechanism Exam  | Chapter 4, Test Manuals                | prepare for proficiencies                 |
| June 11     | In class practice  | Test Manuals                           | prepare for proficiencies                 |
| June 12     | <b>PROFICIENCY &amp; OME</b>   |  | reflect on performance                    |
| June 15     | <b>QUIZ 1</b><br>Interpretations, bell curve   |  | select a population & setting for project |
| June 16     | Criterion-Referenced Tests   |  | project development                       |
| June 17     | Areas of Evaluation, Assessment Planning, Flowchart, Assessment Worksheet, Video of Evaluation |  | sign video confidentiality                |
| June 18     | <b>QUIZ 2</b><br>Ethical and Professional Practices  | Chapter 2<br>Appendix                  | select an evaluation tool for project     |
| June 19     | Service Delivery Models and Settings   | Chapter 9 and 10                       | project development                       |
| June 22     | <b>QUIZ 3</b><br>Theory of Speech & Language Development, Behavioral Observations, Videos      |  |   |
| June 23     | <b>MIDTERM EXAM</b>  |  |   |
| June 24     | Behavioral Objectives, Goal Writing, Adjusting Hierarchy                                       | Chapter 6                              | complete goals for project                |
| June 25     | Continuum of Naturalness, Videos   |  | correct/revise project components         |
| June 26     | Evidence-based Decisions, Intervention Plan, Data Collection                                   | Chapter 7 and 8                        | develop procedures/activities for project |
| June 29     | <b>QUIZ 4</b><br>Evaluation Reports and Clinical Documentation                                 | documentation examples                 | correct/revise project components         |
| June 30     | Sample Projects and Review Interpretations   |  | correct/revise project components         |
| July 1      | Issues of Cultural and Linguistic Diversity and Sample Projects                                | Chapter 11                             | correct/revise project components         |
| July 2      | <b>FINAL EXAM</b>  |  |   |
| July 10     | <b>PROJECT DUE</b>   |  |   |
| July 24     | <b>25 OBSERVATION HOURS COMPLETE</b>   | Complete 2 copies of "Keep Track" Form | Documents signed by Professor             |

## INSTRUCTIONS FOR COMPLETING OTHER CLASS REQUIREMENTS

### Observation Hours

1. If you miss a scheduled observation session, due to anything other than a verified illness (you need a doctor's note) or extreme emergency you will LOSE 10 points from your FINAL grade. Once the calendar has been sent (you can tell if it has been sent because Kelly places a red check next to the date) to the observation site, you are expected to adhere to it. If you are ill and do not make a call to the course instructor AND to the site supervisor, it will count as an unexcused absence.
2. Sites require that you call and/or email to confirm 24 hours before you are scheduled to observe. This is your responsibility. Calendars for sites that recommend this are clearly labeled "CALL (or EMAIL) AND CONFIRM" and the phone number or email address for doing so is included on the calendar.
3. If, near the end of the semester you realize that you have accrued all 25 required hours, you may cancel scheduled observations ONLY if the calendars have not been sent to the site.
4. You must gain experience in two separate and distinct sites. (In other words, you cannot earn all 25 hours at a public school, a private practice or a hospital.) Sites for completion of the hours will be made available to you early in the semester. You may complete up to five hours of observation at the University Speech, Language and Hearing Clinic.
5. If you choose to obtain hours someplace other than the sites we provide, you must submit a schedule, and a letter from the supervising clinician that includes his/her Texas license and ASHA certification numbers as well as a statement concerning the population served. All this must be in my hand BEFORE the observations can count for hours.
6. **You are expected to behave in a professional manner when you are observing.** Cell phones and pagers should be off and your full attention should be on the clinician and client. Schedule observations at a time in which you can focus your attention fully. Site supervisors have been notified of this requirement and if it is reported that you behave in an unprofessional manner, you will not receive credit for those hours.
7. An observation appointment is NOT a reasonable excuse for missing class (this class or any others).
8. Your clinical tracking form is due for my signature on July 24, 2009. You will receive an **incomplete** in the course if you do not turn it in at that time. It is your responsibility to complete your hours in a timely manner so that you complete all of your hours before July 24th. Nicole Diez, teaching assistant, will show you how to complete the form later in the semester.
9. Verify that you are observing a SLP that has an ASHA identification number and a Texas license number. You will not receive credit for observing classroom teachers, speech language pathology assistants or speech language pathologists who are completing their clinical fellowship (CF) unless they are receiving direct supervision and that SLP signs your form.

### **Teaching Assistant Information**

You will have opportunities to meet with the teaching assistant, Nicole Diez, throughout the semester to schedule observations, ask questions, and complete hour tracking forms. It is highly recommended that you take advantage of these opportunities.

### **Oral Motor Examination Kit (OPE kit)**

A list of essential items and recommended items will be provided early in the semester. These items are to be gathered and placed in a portable kit that you can bring with you to evaluation sessions when you begin your clinical practice.

### **Oral Mechanism Examination Performance**

You will administer an OPE using your own kit. You will be instructed ahead of time how to do this and to whom you will administer it to.

### **Standardized Test Administration**

1. You will administer portions of a standardized test that was presented in class.
2. You will earn points for completing the subtest accurately (adhere to basal and ceiling rules, stimulus presentation, note taking and score extrapolation).
3. You will lose points for the following:
  - displays of unfamiliarity with the test materials (e.g. fumbling with the stimulus booklets, marking items incorrectly or making errors in scoring items correct or incorrect, reading instructions to yourself, etc.)
  - handling the materials carelessly (e.g. marking on the stimulus books with pen/pencil, turning pages haphazardly, etc.)

## Semester Project

Each segment is worth 18 points. Using correct and professional grammar, spelling and style are worth 10 points. Make certain that you check spelling and proofread!

*Segment I – Select a population of those covered in class that is of interest to you.*

Describe your hypothetical client in detail. Age, gender, pseudonym, disorder type, current functional communication status, how client's current status compares to what is expected, why you have been "consulted."

*Segment II – Select and review an evaluation tool appropriate for use with your "client."*

- Describe the rationale for the design of the tool, the normative sample data and the population for whom the test is designed
- Describe every subtest (using full names), the rationale, modality assessed and administration procedures for each subtest
- List materials included with the test as well as materials a clinician is required to have on hand for full administration of the test
- List any hypothetical normative scores available to the clinician for accurate interpretation of results. In the event of a criterion referenced tool, describe the process for determining 'cut-off' levels

*Segment III – Propose 5 behavioral objectives suitable for use with your "client."*

- Use Paul's three components in every objective
- Each objective must address a distinct area of difficulty for your client; you must think of the communication needs of your client and the demands placed on him/her

*Segment IV – Design one activity for each of the behavioral objectives.*

- You must not use the same activity more than once for the entire assignment
- You must identify specific ways to increase or decrease the complexity level of each activity
- Describe the activities completely, including necessary materials, estimated time requirements and any anticipated trouble spots

*Segment V – Select a setting from an observation site and describe.*

Identify and describe in detail a setting in which a speech language pathologist is likely to serve your "client's" population (other than our clinic). Include:

- a description of the clinician's typical day
- challenges and opportunities for that site.