Instructor: Erin Keeling, M.S., CCC/SLP
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Credits: 3 hours

Prerequisites: Students enrolled in the course must have been approved for admission in the Communication Disorders Program with at least 30 semester credit hours, completion of SPH 130, 210, and 250) with a grade of B or higher and a GPA of 2.75 for all undergraduate coursework.

I. COURSE DESCRIPTION:
This course provides an in depth review of methods and techniques related to the role of speech language pathologists in public schools and medical settings. The student will gain experiential knowledge evidenced by class discussions, guest speakers, and research of evidenced based practice within both the medical and public school settings.

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

A. This course reflects the following core values of the College of Education
   I. Academic excellence through critical, reflective, and creative thinking
   II. Life-long learning
   III. Collaboration and shared decision-making
   IV. Openness to new ideas, to culturally diverse people, and to innovation and change
   V. Integrity, responsibility, diligence, and ethical behavior
   VI. Service that enriches the community.

B. This course also supports the objectives of the Department of Human Services:
   Objectives of the DHS include:
   (1) The preparation of special education teachers for elementary and secondary schools,
   (2) The preparation of persons for careers in rehabilitation, orientation and mobility, and related human services, occupations serving persons with disabilities, speech language pathology and school psychology.

C. 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.
D. This course also supports the Core Objectives/Outcomes of the Texas Higher Education Coordinating Board.

- 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.

E. This course addresses the following standards of the Council for Clinical Certification of the American Speech-Language Hearing Association (from KASA):

Standard IV-G: The applicant for certification must complete a program of study that includes supervised clinical experiences sufficient in breadth and depth to achieve the following skills outcomes (in addition to clinical experiences, skills may be demonstrated through successful performance on academic course work and examinations, independent projects, or other appropriate alternative methods).

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. PROGRAM LEARNING OUTCOME: The student will demonstrate knowledge of major anatomical structures in the communication process.
II. PROGRAM LEARNING OUTCOME: The student will demonstrate knowledge of physiological processes utilized in communication.
III. PROGRAM LEARNING OUTCOME: The student will recognize and articulate the foundational skills related to normal speech and language development.
IV. PROGRAM LEARNING OUTCOME: The student will demonstrate understanding of the process of assessing communication disorders.
V. PROGRAM LEARNING OUTCOME: The students will analyze, interpret, and synthesize evidence-based procedures in the treatment of communication disorders.
VI. PROGRAM LEARNING OUTCOME: The students will demonstrate professional writing skills appropriate for clinical management.
F. STUDENT LEARNING OUTCOMES (SLO): At the end of this course, students will demonstrate an understanding of the following:

1. The student will state and discuss the role of the SLP in the educational and medical setting by participating in classroom discussion and a minimum of 70% passing rate on exams.
2. The student will identify and discuss State and Federal regulations affecting SLPs in educational and medical settings as evidenced by 70% on course exams.
3. The student will discuss, interpret, and provide examples of medical and educational guidelines for documentation and accountability when participating in discussions with both a medical SLP and public school SLP and reflected through a minimum of 70% on course exams.
4. The student will explain and summarize ASHA guidelines and standards regulating professional ethics in medical and educational settings as evidenced by a minimum of 70% on course exams.
5. The student will plan methods of identifying and assessing communicatively disordered individuals in medical and educational settings as evidenced by special topics presentations presented by the student obtaining a minimum of 40 out of 50 points.
6. The student will plan case selection, scheduling, and service delivery options in the medical and educational setting as evidenced by collaborative teamwork as a class and 70% on course exams.
7. The student will integrate and apply basics of IEPs as they pertain to speech-language pathology in the educational setting as evidenced in an experiential learning and a minimum of 70% on course exams.

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

Curriculum-Based Goals and Objectives
Student groups will write curriculum-based goals and objectives for an assigned case. Groups should attach a copy of their case to the assignment. Assignments should be typed with correct spelling and grammar. Goals/objectives will be turned in according to the due date listed on the calendar for a total of 25 points.

Readings
You are required to complete 2 readings from a peer-reviewed professional journal regarding speech-language pathology issues in the educational and medical settings. You will read the articles and complete a 12-step map over the article. Reading #1 should be about cultural/linguistic diversity within the educational setting. Reading #2 should be about an evidence-based practice in the medical setting. Explanation of a 12 step map will be given in class. You are also required to make a photo copy of the article and attach it to your map. This should be a demonstration of your best writing skills. Due dates for these readings are listed on the calendar. Each reading is worth 25 points each.

Special Topic Presentations
Student groups will select a topic about disorders seen in a medical setting. Topics include but are not limited to Brain injury, cognitive-communication impairments, dementia, endoscopy, geriatrics, collaboration, laryngectomy, stroboscopy, orofacial myofunction, feeding tubes, NICU, and swallowing. You must have your topic approved by the instructor by Oct 30th. Each group will research and report on the roles and responsibilities the SLP has in evaluating and treating the chosen topic. You should use visual aids, such as posters or demonstration, to present your topic.

In addition, you will either create or find a relevant clinical tool to present. It may be something you create to use for assessment or treatment. It may be a quick reference guide or a patient information sheet. You should be creative in developing a clinical tool for your topic. You will present the tool and show them how to make or use it.

Reseaching the topic will consist of reviewing any and all ASHA provisions and recommendations. You should also include at least 5 references aside from your textbook that you found helpful. They could be books, journal articles, or other forms of information. You and your group will present the topic, ASHA/federal/state information, and tool in a Power Point presentation for no more than 10-15 minutes.
IV. Evaluation and Assessment:

**EXAMS:** There will be 4 exams: 3 regular exams and 1 final exam. Make-up exams are allowed only for EXCUSED absences such as illness and death of family members. Documentation must be provided for the absence to be excused. It is the student’s responsibility to provide the documentation and to schedule the make-up exam with the instructor. The student should confer with the instructor to set up the make-up exam no later than 3 days after missed exam.

**Late Policy:** Late penalties will be given for assignments turned in late without documented excuses. 5 points will be deducted for each day late. Written documentation for excused absences only will be accepted for the designated due date and must also be provided for each subsequent day the project is late.

**Grading:**

Exam 1 = 100 points  
Exam 2 = 100 points  
Exam 3 = 100 points  
Final Exam = 100 points  
2 Readings = 50 points (25 points each)  
Goals/Objectives = 25 points  
Special Topics = 50 points  
Total possible points = 525

**Grade Calculation:** 

\[
\text{Grade} = \left( \frac{\text{Points earned to date}}{\text{Points possible to date}} \right) \times 100
\]

A= 89.5-100%  
B = 79.5-89.4%  
C= 69.5-79.4%  
D= 59.5-69.4%  
F= 59.4% and below

V. Tentative Course Outline/ Calendar:

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATES</th>
<th>TOPICS</th>
<th>DUE DATES</th>
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<tbody>
<tr>
<td>1</td>
<td>8/28</td>
<td>Introduction to Course/Review Syllabus</td>
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<td></td>
<td>8/30</td>
<td>Chapter 1</td>
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<td>9/4</td>
<td>Chapter 2</td>
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<td>Chapter 3</td>
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<td>3</td>
<td>9/11</td>
<td>Chapter 3 Cont.; Exam 1 Review</td>
<td>EXAM 1</td>
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<td>4</td>
<td>9/18</td>
<td>Chapter 4 (IEP)</td>
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<td>9/20</td>
<td>Curriculum Based Goal Writing</td>
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<td>5</td>
<td>9/25</td>
<td>Chapter 8 (Procedural Safeguards)</td>
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<td>9/27</td>
<td>Chapter 5 (Service Delivery)</td>
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<td>6</td>
<td>10/2</td>
<td>Exam 2 Review</td>
<td>EXAM #2</td>
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<td>7</td>
<td>10/9</td>
<td>Chapter 6 (Meeting Standards)</td>
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<td>10/11</td>
<td>Chapter 7 (Expanded/specialized Services, Linguistic Diversity)</td>
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<td>8</td>
<td>10/16</td>
<td>Chapter 6 (Infants and Toddlers, Preschool)</td>
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<td></td>
<td>10/18</td>
<td>Autism Spectrum Disorders, Assistive Technology</td>
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<td>9</td>
<td>10/23</td>
<td>Chapter 6 (Special Populations, Secondary Students)</td>
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<td>10/25</td>
<td>Chapter 9 (The Work World; Exam 3 Review)</td>
<td>Reading #1 DUE</td>
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10 10/30 Special topics for Presentation must be approved prior to end of class today  EXAM #3
11 11/1 IEP Meetings
11 11/6 Mock IEP Meeting Curriculum Based Goals/Objectives Due
11 11/8 Scope & Practice in a Medical Setting
11 11/13 Regulations & Procedures in a Medical Setting
11 11/15 Reimbursement/Funding Documentation READING # 2 DUE
12 11/20 THANKSGIVING BREAK NO CLASS
11 11/22 THANKSGIVING BREAK NO CLASS
13 11/27 Universal Precautions
13 11/29 End of Life and Ethics
13 12/4 Group Presentations (Special Topics)
13 12/6 Review for Final Group Presentations (Special Topics)
14 12/11 FINAL EXAM

VI. Readings:

Required:
LiveText account, ISBN# 978-0-979-6635-4-3. This may be purchased at the bookstore or purchased online at www.livetext.com. Once you have purchased the account, you must activate your account at www.livetext.com. If you have purchased LiveText in another course, you will NOT need to buy a second account. NOTE: If you plan to use financial aid to purchase this account, you must make the purchase by the date set by financial aid. If you are purchasing LiveText for the first time, you need to complete the My Cultural Awareness Profile (MCAP) found within your LiveText account. Student should complete the MCAP within the first month of long terms and within the first week of short terms.


Suggested:

VII. 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 rating and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information:

Attendance: Attendance in class is required. The instructor will take roll at 1:00 pm. If you are not present during roll you will be considered absent for that day. If you miss a class, it is your responsibility to obtain handouts and class notes from your peers. Absence is not an excuse for missing information, handouts, class notes, etc. If you miss class during an exam or other
assignment that a grade was given, you are responsible for providing written documentation (illness, hospitalization, death in the family) so that you may make up that grade. You are responsible for scheduling a make-up exam within one week of the missed class. Your final grade will be lowered by 5 points for every three unexcused absences. Excused absences must have documentation (i.e. documented illness from a physician, etc.) which must be submitted within one week of the absence.

Students with Disabilities:
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. Attendance in class is required. You will be responsible for signing the attendance sheet during each class period. The attendance sheet will be taken up at the beginning of each class. If you are late, it is your responsibility to come to the instructor (after class) and ask for the attendance sheet to sign. If you do not sign in, you will be considered absent. If you miss a class, it is your responsibility to obtain handouts and class notes from your peers. Absence is not an excuse for missing information, handouts, class notes, etc. If you miss class during an exam or other assignment that a grade was given, you are responsible for providing written documentation (illness, hospitalization, death in the family) so that you may make up that grade. You are responsible for scheduling the make-up within one week of the missed class. Your final grade will be lowered by 5 points for every three unexcused absences. Excused absences must have documentation (i.e. documented illness from a physician, etc.)

For additional information, go to http://www.sfasu.edu/disabilityservices/. Location: Human Services Building, room 325. Phone: (936) 468-3004.

Academic Integrity:
Academic Integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

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 of 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.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Withheld Grades Semester Grades Policy (A-54):
Ordinarily at the discretion of the instructor of record and with the approval of the academic chair/director, 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. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Acceptable Student Behavior:
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.

To complete Certification/Licensing Requirements in Texas related to public education, 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, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texes.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.

LiveText
LiveText is the data management system used by the Perkins College of Education (PCOE) for program improvement and to assess and monitor compliance to national accreditation standards. All Perkins College of Education majors and Secondary Education students are required to purchase a LiveText account, either through the University Bookstore or at www.livetext.com. This is a ONE-TIME purchase, and the account will be used throughout your undergraduate, graduate, or doctoral program of study. Required program assignments, designated by instructors and program coordinators, must be submitted within your LiveText account. Successful completion of this course and your degree requirements are dependent on the submission of all required LiveText assignments.

IX. Other Relevant Course Information:
Communication for this course will be done in class and through D2L. In addition, students may sign up for enrollment in the instructor’s course on REMIND 101 for frequent reminders about the course. Please check D2L often to get announcements, print out handouts, check your grades, etc.

To sign up for the REMINDers for the course, follow the instructions on the attached document.

If you have difficulty accessing D2L, contact Student Support – 498-1919

*Prepare for classes by reading chapters assigned and reviewing materials/assessments to be discussed. Lack of preparation will be apparent to the instructor.