SPHS 5175

Stephen F. Austin State University
James I. Perkins College of Education
Department of Human Services

SPHS 5175.600 Advanced Special Problems: Independent Study in Clinical Management
Summer 2021

<table>
<thead>
<tr>
<th>Instructor: Lydia Richardson SLP.D., CCC/SLP</th>
<th>Course Time &amp; Location: TBA</th>
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<tbody>
<tr>
<td>Office: HSTC 205F</td>
<td>Office Hours: T/Th/F 8:00 am – 9:00 am; Friday by appointment only</td>
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<tr>
<td>Office Phone: 1255</td>
<td>Credits: 1</td>
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<tr>
<td>Other Contact Information: 936-468-7109</td>
<td>Email: <a href="mailto:lprichardson@sfasu.edu">lprichardson@sfasu.edu</a></td>
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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. One credit semester hour. 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.

Credit Hour Description:

SPHS 5175 “Advanced Special Problems: Independent Study in Clinical Management” (1 credit hour) is an independent study that offers students an individualized educational experience in clinical management of communication disorders in children. Students receive instruction as well as individual weekly meetings with the faculty of record. Direct instruction is provided through online modules for 6 weeks and includes a 4-hour final exam during which students will be assessed on their knowledge of the clinical management of communication disorders in children through a case study format. Students have weekly reading assignments, module questions, and meetings with a faculty member. These activities average at a minimum 6 hours per week to prepare outside of classroom and clinical hours.

Course Delivery Modality:

This course is a hybrid course and will be delivered online and live streaming via ZOOM. Instructional content will be made available on Brightspace, through recorded lectures, and scheduled ZOOM meetings.

Respect for Diversity:

James I Perkins College of Education:

The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

Speech-Language Pathology Program:

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 the intent of all faculty and staff to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture.

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:

- 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
- **Standard IV**: Knowledge of Outcomes
- **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:

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<tr>
<th>Learning Outcome</th>
<th>ASHA CFCC Standard</th>
<th>Assignment</th>
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<tr>
<td>Conduct screening and prevention procedures, as appropriate to setting</td>
<td>V-B Evaluation: 1a</td>
<td>Clinical case reports; completion of assigned module</td>
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<tr>
<td>Collect case history information and integrate information from relevant others</td>
<td>V-B Evaluation: 1b</td>
<td>Clinical case reports; completion of assigned module</td>
</tr>
<tr>
<td>Select and administer appropriate evaluation procedures including standardized and non-standardized assessments and instrumental procedures</td>
<td>V-B Evaluation: 1c</td>
<td>Clinical case reports; completion of assigned module</td>
</tr>
<tr>
<td>Adapt evaluation procedures to meet client needs</td>
<td>V-B Evaluation: 1d</td>
<td>Clinical case reports; completion of assigned module</td>
</tr>
<tr>
<td>Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention</td>
<td>V-B Evaluation: 1e</td>
<td>Clinical case reports; completion of assigned module</td>
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<tr>
<td>Activity</td>
<td>Module</td>
<td>Notes</td>
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<td>Complete administrative functions and documentation necessary to support evaluation and treatment</td>
<td>V-B Evaluation &amp; Treatment: 1f, 2f</td>
<td>Clinical case reports; completion of assigned module</td>
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<tr>
<td>Refer clients/patients for appropriate services</td>
<td>V-B Evaluation &amp; Treatment: 1g, 2g</td>
<td>Clinical case reports; completion of assigned module</td>
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<tr>
<td>Develop appropriate intervention plans with measureable and achievable goals that meet clients’/patients’ needs</td>
<td>V-B Treatment: 2a</td>
<td>Clinical case reports; completion of assigned module</td>
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<tr>
<td>Implement intervention plan</td>
<td>V-B Treatment: 2b</td>
<td>Clinical case reports; completion of assigned module</td>
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<tr>
<td>Select or develop and use appropriate materials/instrumentation for intervention</td>
<td>V-B Treatment: 2c</td>
<td>Clinical case reports; completion of assigned module</td>
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<tr>
<td>Measure and evaluate clients’ performance and progress</td>
<td>V-B Treatment: 2d</td>
<td>Clinical case reports; completion of assigned module</td>
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<tr>
<td>Modify intervention plans, strategies, materials, etc. as appropriate to meet needs of client/patient</td>
<td>V-B Treatment: 2e</td>
<td>Clinical case reports; completion of assigned module</td>
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<tr>
<td>Communicate effectively (recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client, family, caregivers) with client, family, and team</td>
<td>V-B Interaction &amp; Personal Qualities: 3a</td>
<td>Clinical case reports; completion of assigned module</td>
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<tr>
<td>Collaborate with other professionals in case management, as appropriate</td>
<td>V-B Interaction &amp; Personal Qualities: 3b</td>
<td>Clinical case reports; completion of assigned module</td>
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<tr>
<td>Provide counseling regarding communication and swallowing disorders to client, family, and caregivers</td>
<td>V-B Interaction &amp; Personal Qualities: 3c</td>
<td>Clinical case reports; completion of assigned module</td>
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<tr>
<td>Adhere to ASHA Code of Ethics and demonstrate professional behavior</td>
<td>IV-E, V-B Interaction &amp; Personal Qualities: 3c</td>
<td>Clinical case reports; completion of assigned module</td>
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<td>Demonstrate integration of research principles into evidence-based clinical practice</td>
<td>IV-F Knowledge and Integration of Research</td>
<td>Clinical case reports; completion of assigned module</td>
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### III. Course Assignments, Activities, Instructional Strategies, use of Technology:

1. **Modules:** Each week you will be given a new topic of study related to the clinical management of childhood disorders. A set of questions will be provided by a faculty member to guide your learning for the week. You should use notes from previous courses, textbooks, journal articles, etc. to thoroughly answer the questions presented. These questions are provided to help you develop study materials for the comprehensive exam. Questions should be completed and submitted by the end of the week (Sundays at 11:59 pm).

2. **Weekly meeting with faculty:** At the conclusion of each module, you will meet with a faculty member to discuss your answers to the questions. During this time, you should indicate any questions that still exist so that discussion can take place and help resolve any confusion.

3. **Comprehensive Exam Retake:** You will be given two child case studies on an assigned date (see calendar). You are to select one of those case studies and answer the questions provided. Your answers should reflect a thorough understanding of clinical management in child-based communication disorders.

### IV. Evaluation and Assessments (Grading):

<table>
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<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Modules</td>
<td>50</td>
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<tr>
<td>Weekly Faculty Meetings</td>
<td>completion grade</td>
</tr>
<tr>
<td>Comprehensive Exam</td>
<td>pass/fail</td>
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<tr>
<td>Total Points</td>
<td>250</td>
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V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPICS</th>
<th>READINGS</th>
<th>DUE DATES</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction to Course/Review Syllabus with Dr. Richardson/ Phonological Disorders in children</td>
<td></td>
<td>Meet with Dr. Richardson (Monday, May 24, 2021)</td>
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<tr>
<td>2</td>
<td>Childhood articulation disorders</td>
<td>Review Text Section 5</td>
<td>Meet with Mrs. Keeling (Monday, May 31, 2021)</td>
</tr>
<tr>
<td>3</td>
<td>Childhood apraxia of speech</td>
<td>Review Text Section 9</td>
<td>Meet with Mrs. Conn (Monday, June 7, 2021)</td>
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<tr>
<td>4</td>
<td>Child language disorders</td>
<td>Review Text Sections 3 &amp; 4</td>
<td>Meet with Mrs. Petersen (Monday, June 14, 2021)</td>
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<tr>
<td>5</td>
<td>Fluency disorders</td>
<td>Review Text Section 6</td>
<td>Meet with Dr. Richardson (Monday, June 21, 2021)</td>
</tr>
<tr>
<td>6</td>
<td>Comprehensive Exam</td>
<td>Review on writing case studies</td>
<td>Exam June 24, 2021 8:30 am.</td>
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VI. Readings:

Required Text:

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.

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 appeals 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.

Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.


SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
SFASU Counseling Services
www.sfasu.edu/counselingservices
3rd Floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp
Human Services Room 202
936-468-1041

Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741

Additional Information:

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

1. Candidates must undergo a criminal history background check prior to clinical placements and prior to employment as a speech-language pathologist. The program will pay for the initial criminal history background check prior to beginning clinical experience on campus; however, any subsequent checks needed by practicum placements will be the responsibility of the student.
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 PRAXIS exam (additional information available at https://www.ets.org/praxis/test_day/id). YOU must provide legal documentation to be allowed to take this mandated examination that is related to licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.
3. Successfully complete a state mandated 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 Whitney Minix at 936-468-7109 or adamswl1@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.