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SLP 546.01: Argumentative & Alternative Communication

Leah Jean Meloy

University of Montana, Missoula, leah.meloy@umontana.edu

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SLP 546: Augmentative and Alternative Communication (AAC)

Fall 2022

1 credit

Hybrid in-person/ synchronous remote

Contact Information

Leah Meloy, MS, CCC-SLP

Email: leah.meloy@mso.umt.edu

Phone: 406-243-4995

Office: 019 Curry or via Zoom

Appointments: By appointment

Course Description

SLP 546: This course provides learners with an introduction to augmentative and alternative communication terms, with specialized instruction in alternative access, assessment, and intervention. This course is a requirement for graduate students in Speech-Language Pathology; thus, special emphasis will be placed on foundational knowledge necessary for an entry level position providing services to individuals who use AAC throughout the lifespan. Learners are encouraged to engage in additional learning with various media and meeting with AAC company representatives to learn more about different AAC product features and to grasp a complete understanding of implications for clinical use. Level: Graduate.

Course Format

This course uses a flipped classroom model to allow for students to engage in course material prior to class time and use face-to-face (whether in-person or Zoom) time for engagement on learned content, allowing the instructor to tailor learning needs to the cohort's areas of interest and need for additional information/ clarification. As a one-credit course, it should be emphasized that this course is introductory and didactic, meaning learners should not expect to be independent clinicians in the area of AAC, nor will they earn clinical clock hours during this course.

Course Objectives

Upon successful completion of this course, learners should be able to:

1. Describe and summarize assessment models with consideration to populations with complex communication needs
2. Differentiate essential features to evaluate during the augmentative and alternative communication process.
3. Describe evidence-based augmentative and alternative communication intervention approaches and select appropriate approaches for clients.
4. Discuss contemporary issues in the field of augmentative and alternative communication with particular consideration of cultural and linguistic diversity (Standard IV-G)
5. Describe team structure, collaborative teaming, and interdisciplinary planning

What learners should not necessarily expect to do by the end of the course:

1. List and be able to use all communication devices.
2. Independently evaluate and treat all individuals with complex communication needs. This is not an applied course, so I don't expect you to leave ready to go. This class is meant to provide you with the foundations you need to *start* applying skills learned.

(This course is related to ASHA 2020 Certification Standards: Augmentative and Alternative Communication)

ASHA CFCC Knowledge and Skills Acquisition

Standard IV-C: Speech, Language, Hearing, Communication, and Swallowing Disorders and Differences

The student will demonstrate the ability to analyze, synthesize and evaluate knowledge regarding communication modalities, including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.

Standard IV-D: Prevention, Assessment, and Intervention

The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge regarding the principles and methods of assessment and intervention regarding communication modalities.

Standard IV-E, IV-G, IV-H: Contemporary Professional Issues

The student will demonstrate the ability to analyze, synthesize and evaluate knowledge regarding contemporary professional issues and advocacy.

In this course each student will be provided with an opportunity to demonstrate required knowledge and/or skill development. ASHA has specified that in order to be competent and prepared for a clinical fellowship upon graduation, you must achieve a level of 80% or better on each associated standard of knowledge and skill. These knowledge and skills will be assessed as delineated in the syllabus (e.g., examination, paper, presentation, project). Within this course, if a student is struggling in any knowledge and skill area, an additional learning opportunity (e.g., additional spoken or written summarizations of knowledge, project/paper revisions) may be provided to help support competency development. Regardless of the final grade in this course, if students continue to fail to achieve a competency level in an associated knowledge and skill area, then a formal remediation plan will be developed and implemented. See formal remediation policy at the School website.

Course Guidelines and Policies

Required Textbook

Beukelman, D. R. & Light, J. C. (2020). *Augmentative and alternative communication: Supporting children and adults with complex communication needs* (fifth edition). Baltimore, MD: Paul H. Brookes Publishing Co. ISBN: 978-1681253039.

Other open-sourced readings will be uploaded or linked to the Moodle shell and within the course schedule.

Proctor Application

Not applicable.

Attendance Policy

Absences

Students must notify the instructor of serious circumstances that result in a missed exam or final in order to be considered for rescheduling. Should an unforeseen event such as hospitalization or family emergency result in missing an assignment or exam, students must consult with the instructor regarding possible accommodations to be determined at the discretion of the instructor; furthermore, students may be asked to provide written verification of the circumstances.

Please see the participation section under below for information on in-class participation and preparation.

Late assignments

Work submitted late will result in the reduction of 2 points *per day* the assignment is late. Students are encouraged to turn assignments in on-time.

Measurements of Learning

To reflect different learning styles, this course contains some assignments (measures of learning) that are flexible in topic and timing.

Participation

No points are awarded for participation. It is assumed that via this flipped classroom model that the bulk of the knowledge acquisition will happen outside the classroom, so class time is reserved for deep dives, questions, reflection, discussion, activities, and clarification of any materials. Students will get as much out of this class as they put in; class time is an opportunity to integrate, clarify, and apply knowledge and should be taken advantage of, but will not be graded as such. Class will also be a time for us to engage in some informal, formative polls to check for the class's learning and weak spots. You won't want to miss out on that! Finally, a lot of our work with cultural and linguistic diversity in AAC practice will come during in-class videos, discussions, and case examples.

If you are a campus student, please do let me know with as much advance notice as possible if you'll be attending via Zoom (either for during of the course due to the location of your externship or on an incidental basis. Some of our in-class activities may require advanced organization on my part in terms of in-person versus Zoom participation).

Questions assignments (end of chapter quiz questions); varying points by chapter (2 total), weighted as 25%

Text book chapters are assigned frequently as preparation for a topic throughout this course. While it is the expectation and recommendation that students check their comprehension by answering questions for each assigned chapter, students will only submit answers to end-of-chapter questions twice during the semester. The chapter topic is the student's choice and should submit by the due date for the chapter on the schedule (i.e., the day the topic is presented).

Questions assignments are found in each topic section on Moodle. Students are responsible for choosing their topic and remembering to complete a total of two across the semester, each due by the due date on the schedule (class time).

Quizzes and professional development module submissions; weighted as 25%

Quizzes
Three "open-book" quizzes will be administered via Moodle quizzes to evaluate your ability to understand and apply knowledge gained and maintained throughout the course. Each student will take the quizzes **independently** to assess understanding and application of the material presented. Each quiz is focused on a topic but can be cumulative to reflect ongoing learning and synthesis. Quizzes may contain case-based video examples with open-ended responses and other response modalities (multiple choice, matching).

Quizzes are meant to address learning objectives related to assessment models with consideration to populations with complex communication needs, essential features to evaluate during the augmentative and alternative communication process, and evidence-based augmentative and alternative communication intervention approaches and select appropriate approaches for clients.

Professional Development Modules (5 points each)

Two professional development modules ([Project CORE](#) and [AAC Learning Center Module on Literacy](#)) will be completed as learning activities. All that is required for these is a certificate of completion uploaded to Moodle by the due date on the syllabus for 5 points each. Certificates should be uploaded to Moodle via the Assignment under each topic section (i.e., "Vocabulary Selection and Organization" for Project CORE and "AAC and Literacy" for the AAC Learning Center module).

Special topics reflections; 12 points each, weighted as 25%

These five reflections are meant address learning objectives related to contemporary issues in the field of augmentative and alternative communication with particular consideration of cultural and linguistic diversity as well as team structure, collaborative teaming, and interdisciplinary planning. In addition, these reflections are geared towards bolstering your understanding of evidence-based practice through increasing your learning from expert clinicians out in the field while you are still in-training, (clinical experience corner of your evidence-based practice triangle) and perhaps most importantly, to increase your understanding of various client/ family perspectives by listening to AAC users themselves. Students are encouraged to consider their individual interests when choosing the AAC user and special topics choice podcasts from the list of options.

The "[Talking with Tech](#)" podcast (TWT on the syllabus) is used as the primary source for these reflections. Please see below for instructions on finding each topics podcast or podcast choices. Students should locate the assigned podcast or select from a list provided and find the episode on the website, or wherever a student listens to podcasts. After listening to the podcast in its entirety, student will write and submit a reflection per instructions below.

Special topics reflection assignment	Due date(s)	Description
Teaming special topics reflection	Oct 6 at 10 am	Students will select <u>one</u> podcast from TWT listed on the schedule in the October 6 interdisciplinary teaming topic. All students will choose a podcast on teaming from the list to listen to and complete this reflection.
AAC user special topic reflection	Oct 20 at 10 am	A list of AAC user podcasts can be found on the Moodle shell. Students should select <u>one</u> from the list to listen and submit a reflection. All students will choose a podcast by an AAC user from the list to listen to and complete this reflection.
Bilingual assessment special topic reflection Bilingual treatment special topic reflection	November 3 at 10 am December 1 at 10 am	TWT Ep 230: Bilingue AAC (Part 1): <i>Conducting Bilingual Family-Based AAC Assessments</i> TWT Ep 231 <i>Bilingue AAC (Part 2): Taking a Bilingual Approach to AAC Implementation</i>

		All students will listen to both of these podcasts and complete a reflection for both.
Special topics choice reflection	Varying due dates by topic	<p>Students will choose one special topics reflection from those listed on the schedule and submit a reflection that will be due by that topic's class period (e.g., if a student chose to listen to one of the suggested podcasts on October 13 for the AAC competencies and goal writing topic, they would submit their reflection to Moodle by October 13 at 10 am). The instructor will check the Moodle for special topics reflections immediately after each class; submissions that are late will follow the late submissions procedures with points reductions.</p> <p>Students are welcome to choose a podcast from TWT that is not included on my list of suggestions on the schedule. If students identify an alternate podcast choice, they should coordinate with the instructor to determine an appropriate due date based on the topic.</p>

Each written reflection has three components: 1) the TL;DR, 2) clinical takeaways, and 3) the individual reflection. TL;DR means "too long; didn't read" and is meant to be a brief description and summary of a few bullet points meant to give someone who has not listened to the podcast a general idea of what it was about and the main takeaways. The clinical takeaways are meant to be a few main points that could be translated immediately into clinical practice (with complex communicators or any client, really). Finally, the individual reflection is meant to be a reaction to the podcast from the perspective of the listener at this moment in their life and learning. It is meant to be open-ended, really a "what did it make you think" and "how did it make you feel" responses.

The rubric for special topics reflections can be found on the Moodle shell under the Special Topics Reflections section.

Final intervention presentations; weighted as 25%

This project is meant to address learning objectives related to evidence-based augmentative and alternative communication intervention approaches and select appropriate approaches for clients. It is critical that you can demonstrate common intervention strategies that can be used during evaluations or treatment. This will require you to train your "client" on the behavior you need them to use for you to demonstrate the intervention effectively. You will be provided with a list of interventions via a signup that you may choose from to research and demonstrate. The intervention can be aimed at supporting linguistic or social competencies. Please see the assignment details on Moodle for specific requirements and scoring rubric.

Handy due dates table

Assignment	Due date(s)
Myths quiz	Sept 8 by 10 am
AAC types and communicative functions quiz	Sept 29 by 10 am
Teaming special topics reflection	Oct 6 at 10 am
AAC use special topics reflection	Oct 20 at 10 am
Project CORE professional development certificate upload	Oct 27 at 10 am
Bilingual assessment special topics reflection	Nov 3 at 10 am
Evaluation quiz	Nov 17 at 10 am
AAC Learning Center Module professional development certificate upload	*Nov 21 at 10 am*
Bilingual treatment special topics reflection	Dec 1 at 10 am
Intervention presentations	Dec 15 from 9-11 am
Questions assignment options (chose <u>two</u> over the course of the semester and submit by due date):	Ch 1 Sept 8 at 10 am Ch 7 Sept 29 at 10 am Ch 6 Oct 6 at 10 am Ch 3 Oct 13 at 10 am Ch 5 Oct 27 at 10 am Ch 2 Nov 3 at 10 am Ch 12 *Nov 21 at 10 am*

Special topics choice reflection options (choose one over the course of the semester and submit by due date):

Sept 8 at 10 am:

- TWT Ep 180: Beth Poss & Tonya Williams-Walker: *Improving Equity for AAC Users*

Sept 29 at 10 am:

- TWT Ep 193: Laura Hayes: *How to Shape and Support AAC "Stimming"*
- TWT Ep 222: Andy Smidt: *Writing Effective Goals for Emergent Communicators due*

Oct 13 at 10 am:

- TWT Ep 210 and 211: Kris Brock: *Using Animated Symbols to Improve AAC Instruction and Comprehension*

Oct 27 at 10 am:

- TWT Ep 232 Shelley Anderson: *Teaching Core Words with Music*
- TWT Ep 229: Ceci Fetterolf: *Supporting Core Words with Student-Led Projects*
- TWT Ep 187: Amy Fleischer & Melissa Peterson: *Benefits of a Universal Core Board for All Students*

Nov 17 at 10 am:

- TWT Ep 177: Karen Janowski: *Strategies to Support Literacy and Inclusivity*
- TWT Ep 139: Karen Wilson: *Technology Supports for ADHD, Dyslexia, and Language-Learning Disorders*

Dec 8 at 10 am:

- TWT Ep 220: *How AAC Supports Greater Spontaneous Language for People with Echolalia (Part 1)*
- TWT Ep 205: Ashley Larisey: *Effective and Respectful Therapy Materials for Older Students*
- TWT Ep 203 *Taking a Neurodiversity-Affirming Approach to Therapy*
- TWT EpEp200: Alexandria Zachos: *Supporting Spontaneous Speech in People Who Script*
- TWT Ep 199: Cindy Gelormini: *Improving Inclusion Through Storytelling*
- TWT Ep 189 Megan Roberts: *Research Supporting Parent-Implemented Interventions*

Grading Criteria:

The grading scale is as follows:

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
93- 100%	90- 92%	87- 89%	83- 86%	80- 82%	77- 79%	73- 76%	70- 72%	67- 69%	63- 66%	60- 62%	59 ↓

General information for UM courses

Technology Expectations

[Basic Minimum System Requirements for Moodle](#)

Academic Honesty

Students are expected to adhere to academic conduct policies of the University of Montana as explained in Section V of your [University of Montana Student Conduct Code](#).

Submission of work taken directly from another source (e.g., lesson plan copied from a book, the Internet, or material developed by another student) will be considered plagiarism and grounds for no credit on the assignment unless properly credited. Students are encouraged to use a variety of resources in obtaining ideas and illustrations that will help complete assignments. See the APA Guide (7th edition) for the correct method to cite other authors' work. Another useful resource I strongly recommend is [The Purdue OWL](#).

Disability Modifications

Students with documented disabilities should inform the instructor at the beginning of the course so that needed accommodations can be provided.

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and the [Office of Disability Equity](#). If you have a disability that adversely affects your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.

Diversity Statement

In this classroom, we will support and value diversity. To do so requires that we: respect the dignity and essential worth of all individuals; promote a culture of respect toward all individuals; respect the privacy, property, and freedom of others; reject bigotry, discrimination, violence, or intimidation of any kind; practice personal and academic integrity and expect it from others; promote the diversity of opinions, ideas, and backgrounds which is the lifeblood of a university. For additional information, please refer to <http://www.umt.edu/diversity/>.

Student Conduct Code

The Student Conduct Code, embodying the ideals of academic honesty, integrity, human rights, and responsible citizenship, governs all student conduct at The University of Montana-Missoula. You are expected to follow this code. It is also expected that each student will help foster a collegial learning environment by sharing his or her experiential and academic knowledge and practices, as well as respectfully listening to the viewpoints of others. You are expected to complete all reading assignments, written work, group assignments, and examinations, independently.

Academic Conduct:

Academic dishonesty will not be tolerated. Any academic dishonesty will automatically result in a "0" for that assignment. Academic dishonesty includes cheating and fraud, including but not limited to: (a) plagiarism, which includes, but is not limited to, word for word copying, using borrowed words or phrases from original text into new patterns without attribution, or paraphrasing another writer's ideas; (b) the buying and selling of all or any portion of course assignments and research papers; (c) performing academic assignments (including tests and examinations) for other persons; (d) unauthorized disclosure and receipt of academic information; and (e) falsification of research data. For additional information, please see the Student Affairs office at: <http://www.umt.edu/student-affairs/>.

Incompletes:

It is assumed that students have the responsibility for completing the requirements of the courses in which they are enrolled within the time framework of the semester. A grade of Incomplete (I) may be given when, in the opinion of the instructor, there is a reasonable probability that students can complete the course without retaking it. The incomplete is not an option to be exercised at the discretion of a student. In all cases it is given at the discretion of the instructor within the following guidelines:

A mark of incomplete may be assigned students when:

The student has been in attendance and doing passing work up to three weeks before the end of the semester, and for reasons beyond the student's control and which are acceptable to the instructor, the student has been unable to complete the requirements of the course on time. Negligence and indifference are not acceptable reasons.

The instructor sets the conditions for the completion of the course work and notes these conditions on the final grade report.

When a student has met the conditions for making up the incomplete, the instructor will assign a grade based upon an evaluation of the total work done by the student in the course.

An incomplete which is not made up within one calendar year automatically will revert to the alternate grade which was assigned by the instructor at the time the incomplete was submitted.

An incomplete remains on the permanent record and is accompanied by the final grade, for example, IA, IB, IC, etc.

Conflict Resolution: Formal and informal options are available for students who believe they have been subjected to or witnessed bias, unfairness, or other improper treatment. In such circumstances, students may contact the [Office of Equal Opportunity and Affirmative Action](#).

Religious Holy Days Policy: Any student who, because of religious beliefs, is unable to attend classes on a particular day shall be excused from attendance requirements and from any examination or other assignment on that day. The student shall *make up* the examination or other assignment missed because of the absence. Students should make arrangements with their instructors prior to the holy day.

Closure Policy: The Campus Safety Office will announce closure of the University for any reason. If you are unsure, please check [Campus Safety](#). Students should also consider signing up for ("opt-in") the Emergency Notification System to receive timely notifications of safety alerts directly to a cell phone, pager, phone, or email address. Click [HERE](#) more information.

Students at Risk of Homelessness or Food Insecurity:

For information on assistance and other resources please click [HERE](#).

Title IX Reporting:

University of Montana is committed to providing an environment free of all forms of prohibited discrimination and sexual harassment (sexual assault, domestic and dating violence, and gender or sex-based harassment and stalking). If you have experienced any form of gender or sex-based discrimination or sexual harassment, know that help and support are available. UM has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and on-housing accommodations, helping with legal protective orders, and more. Information about UM's support services on campus, including confidential services and reporting options, can be found on [UM's Office of Equal Opportunity and Affirmative Action website](#). You may report any incident of discrimination or discriminatory harassment, including sexual harassment, to either the [Office of Equal Opportunity and Affirmative Action](#) or the [University of Montana Police Department](#).

Please be aware that all UM faculty members and instructors **are required to report** information of an incident that may constitute prohibited discrimination, including sexual harassment and sexual violence. This means that if you tell me about a situation of sexual harassment or sexual violence that may have violated university policy or student code of conduct, I have to share the information with my supervisor, the University's Title IX Coordinator.

Place of Course in Program

Purpose

The purpose of this one-credit course is to provide students with support during their initial clinical experiences in addition to imparting knowledge and skills consistent with ASHA standards. The students will complete this course while participating in or prior to their clinical practicum. The course fulfills the clinical course requirement for a major in Communicative Sciences and Disorders.

Mission of the School of Speech, Language, Hearing, & Occupational Sciences

The mission of the School of Speech, Language, Hearing, & Occupational Sciences is to prepare students for progressive, collaborative, and research-minded careers in speech-language pathology, audiology, and related fields through rigorous academic and clinical training. We strive to be innovative in the use of technology and program delivery to provide services to traditionally underserved regions and populations. Through our emphasis on typical and atypical speech, language, cognition, swallowing, and hearing function, students gain

knowledge and skills along with ethical and culturally competent values that foster a commitment to lifelong learning and civic engagement.

