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CSD 205.01: Clinical Applications and Observations in Speech Language Pathology and Audiology

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CSD 205: Clinical Applications and Observations in SLP and AuD: Spring 2022

1/17/23 – 5/5/23 | 2 credits | F2F | CRN 32764

Contact Information

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Appointments: Made individually, as needed

Course Catalogue Description

CSD 205 – 2 credits: Pre-requisites: NONE. This course will also you the opportunity to view and complete all 25 clinical observation hours along with reviewing clinical topics related to work as a speech-language pathologist and audiology such the ASHA Code of Ethics, identifying goals, inter-professional collaboration, counseling, cultural competency, diversity, equity, and inclusion.

Course Format

This course is offered in a face-to-face format for the Spring 2023 semester. The course content is divided into weeks with daily readings, content to review, and/or activities along with scheduled exams and assignments throughout the course. Each topic invites active student engagement in several types of activities, including reflecting on the readings and video content, engaging in discussions, completing individual assignments, and collaborating with other students in the class.

This course is offered two ways in the University of Montana Speech, Language, and Hearing Sciences Leveling Program. Both are 2-credit course but there are two different service delivery options- a traditional campus-based course and a fully online course. The campus-based course meets 2 hours weekly for 15 weeks (30 hours total). The online course does not “meet” at all; the course involves watching recorded videos, participation in discussion forums, and a variety of other learning experiences that do not involve meeting to listen to lectures at prescribed times. Although the pedagogies differ, these courses are equivalent in content and rigor.

Course Objectives

The student will:

- Identify issues regarding ethics in speech-language pathology and audiology.
- Demonstrate knowledge of the components of treatment sessions.
- Identify the key aspects of patient goals and write goals
- Demonstrate knowledge of professionalism in clinical writing.
- Identify components of treatment data and SOAP notes.

- Define evidence-based practice (EBP) and compare to the features of response-to-intervention.
- Discuss basic counseling strategies and cultural influences.
- Discuss aspects of diversity that may influence clinical practice.
- Watch and reflect on 25 clinical observation hours

Course Guidelines and Policies

Required Textbooks

No textbook is required.

Reading, resources, and materials will be posted throughout the term on the course website (Moodle).

A subscription to the Master Clinician Website **is required** to complete the 25 clinical observation hours. You can sign up at <https://www.masterclinician.org>.

Recommended Texts

Roth, F. & Worthington, C. (2021). *Treatment resource manual for speech-language pathology*. (6th ed.). San Diego: Plural Publishing. ISBN-9781635501186

I also recommend the following book for further reading on multicultural topics and working with diverse clients.

Battle, D. (2012). *Communication Disorders in Multicultural and International Populations*. (4th ed.). Buffalo: Mosby ISBN- 9780323066990

Chapter Excerpt Provided

Via Moodle

Proctor Application

None Needed for CSD 205

Additional Materials

Via Moodle

General

All correspondence via email must use the University of Montana system. This means you will use your UMConnect email to correspond. I will send messages through Moodle, which is linked to your UM Account. Check your email daily. In addition, I receive a high volume of email and it is beneficial to put "CSD 205" in the subject line and your topic. This practice enables me to search my inbox and prioritize your email messages.

Attendance Policy

"Attendance" will be taken weekly and will be included in your final grading as part of your "participation" grade. If you are not engaging each week in the content and completing assignment on-time, your grades may suffer, and your understanding of the material will be incomplete. Please email me if you will be missing class. If I know you won't be attending then your absence can be excused, but if I don't hear from you, it will not be excused, and you will lose points.

Late assignments

Work submitted late will result in the reduction of 5% (1/2 letter grade) *per day* the assignment is late. Students are encouraged to turn assignments in on-time.

Students must notify Professor Ramsey of serious circumstances that result in a missed exam or assignment deadline in order to be considered for rescheduling. Should an unforeseen event such as hospitalization or family emergency result in missing an exam, students must consult with Professor Ramsey regarding possible accommodations to be determined at the discretion of the instructor.

Class Participation

Students will participate in activities such as discussions, written responses, and (possible, if appropriate) group work.

Technology Expectations

[Basic Minimum System Requirements for Moodle](#)

Sufficient internet speed/bandwidth, Word processing, PDF converter, Video Recording (e.g., phone, computer), screen recording (e.g., screencast-o-matic, computer's internal camera), PPT voice over, Zoom, upload to YouTube. When facing difficulty using technology, and good ole Google isn't helping, contact IT Help (406) 243-4357.

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](#): "Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. Academic misconduct is defined as all forms of academic dishonesty, including but not limited to: (1) plagiarism, (2) misconduct during an examination or academic exercise, (3) unauthorized possession of examination or other course materials, (4) tampering with course materials, (5) submitting false information, (6) submitting work previously presented in another course, (7) improperly influencing conduct, (8) substituting, or arranging substitution, for another student during an examination or other academic exercise, (9) facilitating academic dishonesty, and (10) Altering transcripts, grades, examinations, or other academically related documents." If you are reading this, email me a picture of a baby animal of any kind for 5 points extra credit on the last day of class with the subject CSD 205 EC.

Plagiarism/Academic Conduct/Student Code of conduct

Plagiarism is further defined in the [University of Montana's Student Conduct Code](#) as "Representing another person's words, ideas, data, or materials as one's own." Students must acknowledge the work of others using appropriate referencing procedures as described in the APA Manual. Students may be penalized for plagiarism under academic misconduct policies, which may include disciplinary sanctions, suspension, or expulsion.

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

Include one of the three statements from the [Equal Opportunity and Affirmative Action Office and Disability Services for Students](#) below into your syllabus:

If you are a student with a disability and wish to request reasonable accommodations for this course, contact me privately to discuss the specific modifications. Please be advised, I may request that you provide a verification letter from Disability Services for Students. If you have not yet registered with Disability Services, located in Lommasson Center 154, please do so in order to coordinate your reasonable modifications. For more information, visit the Disability Services website at www.umt.edu/disability.

Campus based Learning Safety measures

Please note the safety measures below:

- Mask use is not required but suggested if you are not feeling well
- The expectation is that students will clean their personal workspace when they arrive for class, and before they leave the classroom
- Classrooms may have one-way entrances / exits to minimize crowding
- Students should be discouraged from congregating outside the classroom before and after class
- Specific seating arrangements will be used to ensure social distancing and support contact tracing efforts
- Class attendance will be recorded to support contact tracing efforts
- Information on the nearest “refill” stations for cleaning supplies/hand sanitizer if applicable
- If the class is being recorded, students must be notified of the recording
- Stay home if you feel sick and/or if exhibiting COVID-19 symptoms
- If the student is sick or displaying symptoms, please contact the Curry Health Center at (406) 243-4330
- Up-to-Date COVID-19 Information from the University of Montana
 - UM Coronavirus Website: <https://www.umt.edu/coronavirus>
 - UM COVID-19 Fall 2020 website: <https://www.umt.edu/coronavirus/fall2020.php>
- Strongly encourage students to remain vigilant outside the classroom in mitigating the spread of COVID-19

Diversity Statement

Your experience in this class is important to me. I welcome individuals of all backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, races, national origins, religious affiliations, sexual orientations, ages, abilities, and other visible and nonvisible differences. Please know that I will gladly honor your request to address you by an alternate name or gender pronoun. All members of this class are expected to contribute to a welcoming, respectful, and inclusive environment for every other member of this class.

Performance Assessments

Examinations/quizzes

None

Weekly Attendance, active participation, and completion of any additional assignments (30% of grade)

I understand that participating in open discussion is not for everyone and can potentially be anxiety inducing, but I encourage you all to participate as best you can.

Participation will be graded using the following rubric:

0 points	Cheerleading (i.e., “I agree,” “good job,” etc.) as a response, or no contribution at all.
1 point	Participation that reflects a basic understanding, but doesn’t encourage reflection, thought, or further discussion.
2 points	Thoughtful participation that demonstrates a full understanding of the topic and encourages others’ learning by providing additional information, resources, opportunity for reflection, or encourages deeper discussion.

Additional practice and hands on activities or assignments will be included in weekly coursework, appropriate completion of these will count toward participation.

Observations: (70% of grade)

There are no other major assignments in this course, instead you will be completing weekly observation by watching a variety of videos and completing reflections on them. One initial assignment that review privacy laws will need to be completed before you can start your clinical observations.

HIPPAA Verification (5% of grade)

You may have completed this training already. The purpose of this assignment is for you to provide me will verification so that you may complete observations in this course. You will be watching case studies and videos and need to understand the importance of patient privacy and confidentiality.

25 Hours of Observation Reflections. (65% of grade)

Throughout this course you will watch, discuss, and reflect on 25 hours of clinical observations to ensure you have the required hours to begin a master’s level program. You will need a subscription through Master Clinician Network to complete the observations. The combined completion of these observations will count toward this “portfolio.”

Observations will be assigned through Master Clinician Network each week and due SATURDAY by midnight each week.

Each observation will be graded using the following rubric.

	EXCELLENT	SUFFICIENT	ABSENT
CONTENT	The report offers a detailed, coherent description, with many specific examples that demonstrate the ability to observe carefully, and generate a careful, coherent record of those observations. 4 points	The report offers a description with at least one specific example that suggests the ability to observe and produce a clear record of the observation. 2 points	The report lacks specific examples, suggesting an inability or unwillingness to conduct and report detailed observations. 0 points

REFLECTION	Student offers a well-developed, coherent discussion of the ways in which the observation relates to the course content and/or pre-existing knowledge. 4 points	Student clearly identifies at least one way in which the observation relates to course content and/or pre-existing knowledge and assumptions. 2 points	Lack of reflection suggests an inability or unwillingness to consider how the observation relates to either course content or pre-existing knowledge and assumptions. 0 points
CONVENTIONS	The report is virtually free of mechanical or grammatical errors, demonstrating a careful attention to editing and proofreading. 4 points	The report contains some mechanical or grammatical errors, suggesting a lack of attention to editing and proofreading. 2 points	The report contains distracting mechanical or grammatical errors, making it difficult to read. 0 points

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↓

Calendar

Please see the following calendar/table for an overview of course sessions, topics, and deadlines.

CSD 205 Spring 2023: Tentative Class Calendar is subject to change as needed.

Week	Date	Topic	Due
01	1/20	Introduction Review Syllabus Review observation protocols	MONDAY 1/23: HIPPA Verification
02	1/27	Code of Ethics	SUNDAY 1/29: Observation Reflections (1 hour)
03	2/3	Evidence based practice/Implementation Science	SUNDAY 2/5: Observation Reflections (2 hour) Mini-EBP Activity

Week	Date	Topic	Due
04	2/10	Assessment NO IN PERSON CLASS!	SUNDAY 2/12: Observation Reflections (2 hours)
05	2/17	Assessment, cont.	SUNDAY 2/19: Observation Reflections (2 hours)
06	2/24	Assessment, cont.	SUNDAY 2/26: Observation Reflections (2 hours) WEDNESDAY 3/1: Assessment Protocol Assignment
07	3/3	Goals	SUNDAY 3/5: Observation Reflections (2 hours)
08	3/10	Goals, cont.	SUNDAY 3/12: Observation Reflections (2 hours) WEDNESDAY 3/15 Goal Writing Practice
09	3/17	Lesson Planning/Teaching Strategies	SUNDAY 3/26: Observation Reflections (2 hours)
10	3/24	SPRING BREAK	
11	3/31	Lesson Planning/Teaching Strategies, cont.	SUNDAY 4/2: Observation Reflections (2 hours)
12	4/7	Lesson Planning/Teaching Strategies, cont.	SUNDAY 4/9: Observation Reflections (2 hours) WEDNESDAY 4/12: Lesson Planning Assignment
13	4/14	SOAP Notes and Progress Notes	SUNDAY 4/16: Observation Reflections (2 hours)
14	4/21	Diversity, Equity, Inclusion	SUNDAY 4/23: Observation Reflections (2 hours)

Week	Date	Topic	Due
15	4/28	Diversity, Equity, Inclusion, cont.	SUNDAY 4/31: Observation Reflections (2 hours) WEDNESDAY 5/4: DEI Activity
16	5/5	Counseling	SUNDAY 5/7: Finish all Observation hours.
17	5/13	FINALS WEEK	FINAL ASSIGNMENT: MCN final report due WEDNESDAY 5/10

Student Resources

Please see the course Moodle shell for a list of campus resources available to help students be successful across UM courses. UM provides a wide range of supports for tutoring, financial, and personal development.

Place of Course in Program

Purpose

The purpose of this course is to provide students seeking a degree in Speech, language, hearing, and occupational sciences the opportunity to learn about the anatomy and physiology of the speech and swallowing mechanisms. This is a required course for the Bachelor of Sciences and leveling program.

Conceptual Framework for Learning Community and Diversity

As part of the School of Speech, Language, Hearing, and Occupational Sciences, this course will provide students with a learning community that a) integrates ideas, b) encourages cooperative endeavors, and c) respects diversity and individual worth. *The goals of the learning community will be demonstrated through the following course-specific experiences:*

- a. Participating in classroom discussion and small group work;
- b. Conducting assessments and describing language abilities of children with language impairments regardless of etiology;
- c. Developing treatments to promote language learning in a contextualized and systems framework.

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.

