CGSC 380 – Clinical Principles and Procedures in Speech/Language Pathology

Spring 2009  Tuesday 5-8 p.m.  Gore Hall Room 208

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Office Hours: By appointment

What is this course about?

CGSC 380 focuses on the fundamentals of clinical principles and procedures in assessment, planning, and intervention in speech/language pathology. The course has been designed as an introduction to the processes, settings, and issues involved in clinical practice in communication disorders. The emphasis will be on developing a conceptual framework for the diagnostic and treatment process, and not on the detailed diagnosis and treatment of any particular communication disorder.

The course activities are designed to prepare students for graduate coursework and clinical contact in speech/language pathology. Course activities will hone students’ observation skills, provide a grounding in assessment and intervention methods, develop interpersonal and planning skills, and highlight the many forces impacting clinical service delivery in today’s health care and education environments.

What will I learn?

This course will help you develop a variety of personal, professional, and clinical capabilities. Upon completion of the course, you will:

• Know yourself better and understand how your personal characteristics impact your suitability and readiness for the profession.
• Understand professional expectations and responsibilities as articulated in the Code of Ethics of the American Speech-Language-Hearing Association.
• Be able to use a variety of tools and methods to gather data that informs clinical diagnosis and treatment.
• Have expanded your ability to use the resources of the library and the Internet, as well as the skills and knowledge of your colleagues.
• Be more confident in your ability to understand and interpret journal articles.
• Be able to evaluate assessment materials and protocols relative to validity and appropriateness.
Demonstrate skill in observing and documenting client behaviors in the clinical environment.

- Demonstrate understanding of the assessment and treatment processes employed in the field.
- Tailor information, in both oral and written form, rendering it suitable for diverse audiences.
- Analyze and synthesize material from a variety of sources and perspectives.
- Understand the impact of cultural and linguistic diversity on interpersonal relationships and assessment and treatment processes.
- Be able to translate intervention priorities into treatment goals that identify target behaviors and the manner in which they will be facilitated and measured.

**How will I learn?**

The course enables you to sample many of the dimensions that characterize clinical practice. The benefits you will derive from this course will be in direct proportion to the efforts you put into it. You will be occupied throughout the semester with reading assignments, clinical observations, and a variety of projects that will demand both in-class and out-of-class time. In addition to more traditional opportunities to expand your content knowledge, you will also develop your skills in a number of professional and personal domains. You will learn about communication disorders, about gathering, analyzing, and presenting information, and about crafting intervention objectives to achieve meaningful outcomes. You will also learn more about yourself through reflection, through the experience of working closely with others, and by confronting challenges and solving problems.

**Programmatic Learning Goals for the B.S. in Cognitive Science**

By the end of the Cognitive Science Major, students will...

1. Communicate scientific ideas and methods (i.e., discuss and solve scientific problems and/or provide data or arguments in support of a scientific hypothesis) clearly and effectively, both orally and in writing. (Gen Ed Goal 1)
2. Critically assess scientific research (primary source articles and/or lab reports), methods, and/or problem solving related to cognitive science, linguistics, and speech pathology. (Gen Ed Goal 2)
3. Synthesize multiple methodological or disciplinary research perspectives to analyze a scientific problem and make improvements that advance the issue, debate, or research (Gen Ed Goals 3 and 5).

**CLASS MATERIALS**

**REQUIRED TEXTS**


**REQUIRED READINGS**

Readings have been selected to complement course content. When supplemental readings are required, they will be supplied by the instructor at least one week prior to the beginning of the topic unit to which they pertain. There will be no additional cost to you for these materials.

**COURSE REQUIREMENTS**

**REQUIRED READING**

The discussions I will facilitate in class are designed to complement, not replace, assigned reading. Students are responsible for all material designated as required, both from the text and from readings handed out in class. It is recommended that all reading associated with a particular topic area be completed prior to the first class session in which that topic is to be addressed.

**IN-CLASS PARTICIPATION AND PROJECTS**

One of the objectives of the class is to prepare students for a clinical career that involves frequent collaboration with others. For this reason, group discussion and small-group teamwork are essential features of the class. The consistency and quality of your participation will be evaluated both by me and by your team members, with a total of 20 points available toward the overall grade for the class. Participation is only possible when one is present; punctual and consistent attendance is a key element in getting full credit for participation.

Routinely, a portion of class time will be devoted to the completion of teamwork assignments. These cooperative learning experiences enable you to earn points toward your final grade. Teams submit a single product representing the work of the team, and all members of the team earn the same point total for their work.

**Assessment Analysis.** Using the Test Evaluation Form (Form 1-1, pp. 15-18, and also on CD) of the Shipley & McAfee book, your team will, as a group, analyze four standardized tests. Submit one set of completed forms on behalf of your team. Forms should be legible (type if necessary), and comment fields should be completed for each section of the form. A maximum of 30 points is available for this activity.
**Oral-peripheral Exam.** Working in dyads, each member will complete an examination of his/her partner’s oral structures/functions. When serving as the examinee, you will display symptoms of the condition assigned to you during the previous class. Such advance notice will give you the opportunity to research the characteristic appearance and/or function of the oral structures associated with your assigned condition. Please bring a penlight and stopwatch to class on the day of this activity (if you have them); all other materials will be provided for you. Also, out of consideration for your partner, please exercise good oral hygiene prior to coming to class! You will document the findings of your examination on Forms 6-1 and 6-2 in the Shipley & McAfee book (pp. 186-190). A maximum of 20 points is available for this activity.

**Sampling Activities.** Working in dyads, you will perform a number of analyses relative to the language sample depicted in the video. Transcribe the sample using Form 8-5 in the Shipley & McAfee book (pp. 273-274). Evaluate speech rate for the sample using the procedures discussed on Pages 168-169 of Shipley & McAfee. Evaluate intelligibility following the recommendations on Pages 169-179 of Shipley & McAfee. Complete a Type-Token Ratio Analysis of the sample consistent with the guidance on Pages 281-182 of Shipley & McAfee. Complete one set of completed analyses on behalf of your dyad. Forms should be legible (type if necessary). A maximum of 30 points is available for this activity.

**Mock Assessments.** Working as full teams, you will administer standardized assessments to one another. A total of four tests will be administered, so each team member should assume the role of the examiner for one test and the role of the client for one test. The “examiner” will complete the scoring form during test administration. The “client” will assume a particular pattern of responding and maintain it throughout the entire test-taking experience. Team members not involved directly in test administration will evaluate the test administration process and will characterize the client’s assumed condition and behaviors on the form provided. Team members directly involved in test administration will comment on their roles and performance on the form provided. Each team will submit a single set of completed forms at the conclusion of this activity. A maximum of 30 points is available for this activity.

**GROUP PROJECTS**

Completion of three longer-term projects will also be the responsibility of your team. In contrast to the projects described above, these projects will require significant collaboration among members of your team outside of the class meeting time.

These group projects require research and the development of oral and written products. Take particular care to make attribution to original sources when appropriate. **Plagiarism will not be tolerated;** the use of another’s words without appropriate attribution will disqualify your product, resulting in a grade of 0. Violations of the University’s policies regarding plagiarism may also result in sanctions ranging from reprimand and academic probation to expulsion. In the event that you wish to use phrasing taken directly from a book, website, journal article, or
other source, the material should appear as a quotation with appropriate references. Refer to the APA Style Manual for assistance with style and format issues.

**Challenging Clinical Scenario.** On February 16th, your team will be presented with a scenario that raises a variety of clinical and ethical issues. Following the guidelines provided in class, you will identify the challenges within the scenario, research the issues in order to identify response options, and identify the approach to resolving the dilemma(s) that represents the consensus of your team. The scenario, a summary of the issues, an elaboration of response options, and a justification for your recommended response will be summarized in writing for me and presented in a class discussion led by your team on March 9th. A maximum of 30 points is available for this activity.

**Syndrome Report:** This assignment is intended to familiarize the class with the sequelae of several syndromes having implications for communication. For this project, your team will subdivide into pairs. Each mini-team will be assigned a syndrome to research. Using a minimum of five sources, mini-teams will develop a two-page reference document to be shared with the class on March 16th. The document should contain a visual representation of the facial appearance characteristic of the particular syndrome, as well as facts about the syndrome, its causes, its consequences for health, learning, and communication, and recommended treatment. All references used to develop the document should be cited. Although electronic sources may be used, they should comprise only a portion of the references consulted in the process of completing this assignment. Each mini-team will also deliver a fifteen- to twenty-minute PowerPoint-supported presentation that complements the reference document. This project is worth 30 points toward your final grade, with a maximum of 15 points awarded for the document and a maximum of 15 points awarded for the presentation.

**INDIVIDUAL PROJECTS**

**Clinical Observation:** Each student is required to complete 15 hours of clinical observation during the semester. A number of certified speech/language pathologists and audiologists have agreed to host students seeking observation opportunities. The arrangements for these visits are the responsibility of the student, with no more than two students at a time observing a single clinical interaction.

Your manner and dress should be appropriate to the workplace. Jeans, shorts, and very short dresses are not appropriate attire. You should look and act like a member of the clinical staff. Be prompt, courteous, and professional. If you are unable to make a scheduled observation, please show respect for staff at the site and call in advance with your apologies.

Only time spent observing activities within the scope of practice of speech/language pathologists and audiologists counts toward the 15 hour requirement. Forms will be provided on which you can document your experiences and obtain sign-off from the clinician, although you may wish to develop an observation protocol based on class discussions as an assist in data collection and organization. In order to satisfy eventual certification requirements, all
observation hours must be supervised by individuals who hold a current CCC in the professional area in which the observation hours are being obtained. There is space on the documentation form for certified clinicians to record their ASHA membership number. Completed documentation is due by the last day of class. Documentation is expected to be legible, thorough, and well-written. Completion of the 15 hours and high-quality documentation of your observations are worth 30 points toward the final grade. Documentation is to be turned in no later than the last class meeting.

**Observation Roundtable:** Keen observation skills are essential for a clinician and/or researcher in the communication disorders field. The Observation Roundtable will provide students with an opportunity to share their clinical perspectives in a forum resembling a team meeting. A portion of the March 2nd class will be devoted to the collaborative development of an Observation Protocol that will help students organize their observation notes. The Observation Roundtable will be conducted during the April 20th and April 27th classes. Because this activity depends on the completion of at least one observation experience, students will need to schedule observations accordingly. Based on the experiences of former students, this assignment is even more meaningful when the same client is observed over multiple sessions.

For the Roundtable presentations, each student will need to bring a sufficient number of copies of his/her Observation Protocol to distribute to the entire class and the instructor. A portion of the class will be devoted to a discussion of the observations in the context of the clients’ status, needs, and observed behaviors. Specifically, students will present background information about the client and the treatment goals. This will require students to gather a bit more information about the client than is typical of most observation situations. Students may supplement the background information with data from other sources such as texts, journal articles, or websites. The client’s performance and affect during the session(s) observed will be discussed as they relate to progress and planning for the future. Roundtable participants will have the opportunity to ask questions and make suggestions regarding treatment objectives and methods. This activity is worth 40 points toward the final grade: a maximum of 15 points will be awarded for the handout, another 15 points for the presentation, and another 10 points for active participation as a Roundtable member.

**TESTS**

Two content meters, worth 25 points each, will be administered to evaluate your learning during the course of the semester. The first one focuses on assessment issues and the second one focuses on intervention issues. These are relatively brief assessments of your mastery of course content. The final exam worth 40 points will be a take-home assessment distributed on the last day of class. You may collaborate with other class members in discussing the issues addressed on the final, but you are expected to work individually to develop your responses. This exam is due no later than noon on May 25th, although they will be gratefully received on an earlier date. Submission must be in-person to my office at CDS or via email; exams are not to be deposited in my mailbox in the Department of Linguistics and Cognitive Science.
Students are expected to take tests as scheduled; the only exceptions will be for situations constituting University-approved absences:

a. Absences on religious holidays listed in University calendars are recognized as an excused absence. Nevertheless, students are urged to remind the instructor of their intention to be absent on a particular upcoming holiday.

b. Absences on religious holidays not listed in University calendars, as well as absences due to athletic participation or other extracurricular activities in which students are official representatives of the University, shall be recognized as excused absences when the student informs the instructor in writing during the first two weeks of the semester of these planned absences for the semester. Absences due to similar events which could not have been anticipated earlier in the semester will be recognized as excused absences upon advance notification of the instructor by an appropriate faculty adviser or athletic coach.

c. Absences due to serious illness or death within a student's family are recognized as excused absences. To validate such absences, the student should present evidence to the Dean's Office of his or her college. The Dean's Office will then provide a letter of verification to all of the student's instructors for the term.

d. Absences due to serious illness (e.g., hospitalization, surgery, or protracted medical illness or convalescence) shall also be recognized as excused absences. To validate such absences, the student should present evidence of the illness to the Dean's Office of his or her college. Supportive evidence will be provided on the student's request by the Student Health Service directly to the respective Deans.

e. Absence due to short-term military duty in the National Guard or active reserve is recognized as an excused absence. To validate such an absence, the student should present evidence to the Dean's Office of his or her college. The Dean's Office will then provide a letter of verification to all of the student's instructors for the term.

GRADING

The maximum number of points available for each activity is as follows:

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<tr>
<th>Activity</th>
<th>Points</th>
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<tbody>
<tr>
<td>Content Meter #1</td>
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<td>Activity</td>
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<td>Content Meter #2</td>
<td>25</td>
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<tr>
<td>Assessment Analysis</td>
<td>30</td>
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<td>Oral-peripheral Exam</td>
<td>20</td>
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<td>Sampling Activities</td>
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<td>Challenging Clinical Scenario</td>
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<td>Syndrome Report</td>
<td>30</td>
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<td>Observations</td>
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<td>Observation Roundtable</td>
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<tr>
<td>Class Participation</td>
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<td>Final Exam</td>
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Grades will be awarded on the basis of the number of points earned.

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<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>315-350</td>
<td>A</td>
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<td>280-314</td>
<td>B</td>
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<td>245-379</td>
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<td>D</td>
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<td>Below 210</td>
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