

WELCOME!!!!




CSD 456/556 - Clinical Skills in Communication Sciences and Disorders

Old Dominion University

Spring 2020

Section 29518
T/R 1100-1215
NED 1103
Face-to-face
...

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 @slpmichalek
...

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T/R 900-1100
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Room 248
(or by appointment)
...

I value student engagement and hope to get to know each of you. The easiest way to communicate with me is through email. I do my best to respond to email within 24 hours. If an email is received over the weekend, I do my best to respond by the following Monday.

Please note: this course is designed to meet CFCC/KASA standards as required by ASHA. Undergraduate students interested in graduate school for SLP are encouraged to keep this syllabus as evidence of meeting standards IV-D Speech, Language, and Social; IV-E Ethics; IV-G Professional Issues; and IV-H Licensure. Several course goals are aligned with specific accreditation standards.

Course Goals

I am excited to share with you to CSD 456/556!! Our course goals are in place to ensure that you will have a *significant learning experience*. Goals are outlined according to the following categories: discipline specific, learning how to learn, and technology and information literacy.

The course will target these professional practice competencies: effective communication skills, clinical reasoning skills, evidence-based practice, cultural competence, and collaborative practice through the following general knowledge and skills objectives:

Discipline Specific

- Identify and explain ethical conduct using the principles/rules of the ASHA's code of ethics (CFCC IV-E; CAA 3.1.6B).
- Integrate and apply knowledge by eliciting an appropriate and representative language sample (CFCC IV-D; CAA 3.1.4B, 3.1.5B).
- Integrate and apply knowledge to outline and describe therapeutic techniques given a case study (CFCC IV-D; CAA 3.1.4B; 3.1.5B).
- Integrate and apply knowledge to analyze and interpret the therapeutic paradigm, including intervention techniques, methods for modifying behaviors, and diagnostic processes (CFCC IV-D; CAA 3.1.4B; 3.1.5B).
- Engage in contemporary professional issues, including IPE, & the supervisory process (CFCC IV-F,G, H; CAA CAA 3.1.1B; 3.1.6B)
- Generate between 4-5 observation hours of linguistically and culturally diverse populations which align with ASHA standards

Learning How to Learn:

- Describe demonstrated evidence-based learning strategies
- Describe how you will use the knowledge and skills acquired in this course in your future academic and professional endeavors
- Develop teamwork, focus, and time management skills necessary to successfully complete assignments in this course thereby facilitating confidence in your academic abilities

Technology and Information Literacy:

- Effectively modify and use personalized ePortfolios
- Successfully earn electronic badges representing discipline specific objectives
- Demonstrate competency in the use of digital resources for the completion of comprehensive assignments

Course Description (from ODU course catalog): Lecture 3 hours; 3 credits

In this course, speech-language pathology students will learn practical and foundational clinical implementation skills necessary for professional practice in assessment and intervention for Communication Sciences and Disorders.

Prerequisites: CSD 352, CSD 453, and a grade point average of at least 3.0 in the major.

Course Materials..... the following are required:

- Textbook: Terminology of Communication Disorders by Nicolosi ISBN: 9780781741965
 - Membership to Master Clinician – instructions will be explained
 - ePortfolio using the ODU CSD SLP template – instructions posted on Blackboard
 - A functioning device – laptop or tablet – with access to Blackboard/ODU email
 - Membership to SimuCase – instructions posted on Blackboard [one per team undergrads; required grads]
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Course Philosophy and Structure



This course is designed from the foundation of the three tenets of my teaching philosophy: *a commitment to teaching excellence, a desire to form professional student relationships, and a willingness to constantly self-evaluate.* This semester this course will use Team-Based Learning (TBL) as our primary methodology. This approach is adapted from Dr. K. Gannon (2014). He finds TBL as a great way for instructor and student to journey through a course together, plus it is highly effective method of instruction – as confirmed by lots of research. Moreover, one of ASHA’s professional practice competencies is collaborative practice. We will follow

Dr. Gannon’s (2014 p. 3) approach which is outlined below:

TBL is not the same as “group work”, such as you might have experienced in the past. So if you’ve done group work before, and it’s been frustrating/lame/a waste of time, be assured that this is different! Here are some of the most important advantages that Team-Based Learning has compared to typically-assigned, regular group work:

- 1. It doesn’t suck.**
- 2. Teams are structured, and work is assessed, so that individual members can’t “freeload” off of the others. Everyone is accountable, and assessment fairly reflects your efforts.**
- 3. We’ll use the team-based system throughout the entire semester; teams will remain the same, giving you them the chance to gain cohesion and become consistently successful.**
- 4. Team activities will occur in class; you will not have to meet as a group outside of class (unless you want to!), so don’t worry about having to juggle schedules and find common times: our class time is the common time.**
- 5. This system will enable us to do really cool things during our time together, interact with the material in more interesting ways, and you’ll get a lot more out of this class than you would if I just lectured at you.**
- 6. Worth repeating: It doesn’t suck.**

Now...in order for you to maximize all of these advantages of TBL, you will need to commit to doing the following:

- **You must attend class. Your team will be depending on you to contribute, which you can’t do if you’re not here.**
- **You must do the assigned out-of-class work (reading, videos, other course material) and have it completed by class time; you will need that material for you and your team to successfully complete graded course activities.**
- **You must, as a team, establish expectations about how you will work with one another, and handle any issues or disagreements in a professional and collegial manner; Be patient with yourself and your teammates, as it may take a few weeks for your team to “gel” and become fully effective.**

Team and Class Structure

During the first week of class, I will divide you into teams of 4-5 members. You will remain in those teams for the entire semester, and grades for your team activities will count for a portion—but not all—of your overall course grade. The course is divided into three broad learning units with several content module within each unit. We will progress through each content area as depicted in the images below.

Three Learning Units:

- 1) Professional Issues
- 2) Tests and Measurements
- 3) Therapeutic



Content Module within each learning unit:

- 1) Professional Issues
 - a. Code of Ethics
 - b. EBP/IPE
 - c. Cultural Competence



Before 1st class on the content module: readings, videos, documents (assigned through blackboard)



1st Class on the content module: take iRA, take tRA (see syllabus descriptions); appeals process; instructor review



Subsequent classes in that same content module (number of classes will vary depending on the module): continue discussion as needed; clinical application (see syllabus for description)

Please note: A few of the clinical application activities will be facilitated using master clinician. Master Clinician is a web-based repository of recorded therapy sessions. The undergraduate and graduate Speech-Language Pathology programs at ODU use Master Clinician as the primary tool for facilitating, monitoring, calculating, and maintaining student observation hours. Unless otherwise indicated, Master Clinician should not be used independently outside of explicit assignments overseen and outlined by the course instructor. Students who independently complete observations which were not formally assigned and without instructor/advisor approval will NOT receive approval for those hours.

Assignments and Grading



<u>Assignment Name</u>	<u>Description</u>	<u>Point Value</u>
Learning Assessments 1. Mid-term 2. Final	Assessments will be generated from the content modules. Study and review materials will be available prior to the assessment. Assessments will be administered either using pen/paper or through blackboard and will contain questions which require the ability to apply theoretical information using sound clinical reasoning skills. (CFCC IV-G; CAA 3.1.6B = Assessment I) (CFCC IV-D; CAA 3.1.4B; 3.1.5B = Assessment I and II)	100 Pts/each Total 200
Individual Readiness Assessment (iRA) • 8 Content Modules	At the beginning of each content module, you will individually complete a brief, 10-question "Individual Readiness Assessment" that will assess your understanding and retention of assigned content modules readings, videos, or documents (Gannon, 2014).	30 Pts/each Total 240
Team Readiness Assesmnet (tRA) • 8 Content Modules	Immediately after taking the iRA, you will take the same test with your team; this is called the "Team Readiness Assessment". Your team will answer the questions either on an answer sheet or an electronic device so that your answers and whether or not they are correct will be immediately revealed. If your team doesn't select the correct answer on the first try, you may try again until you get the correct answer. Correct answers are worth 3 points if you get them on the first try, 2 points on the second try, and 1 point for the third try (Gannon, 2014).	30 Pts/each Total 240
Attendance for Clinical Application (ACA)	In order to engage, solidify, and elaborate upon content modules, you will be assigned team or individual content application activities which require clinical reasoning skills. Most of these activities will be low-stakes and credit will be earned through monitored attendance. You are asked to bring your student ID to class each day as our classroom is equipped with electronic attendance monitoring.	 Total 100
Case Based Projects (CBP) 1. Ethics 2. Language 3. Student Fish Bowl	Three case-based projects will be assigned during the semester. You will complete these projects with your team and will be assessed on a team level. Included, will be self- and team assessments, where you will be asked to evaluate both your contributions to the team and those of your teammates as well. I reserve the right to adjust project scores in case of unusual circumstances that might arise from these evaluations. It should be noted that if this becomes necessary, that is a problem; team members should be acting professionally, and being accountable to one another. You will receive instructions and a grading rubric for each case-based project (CFCC IV-E; CAA 3.1.6B = ethics) (CFCC IV-D; CAA 3.1.4B, 3.1.5B = language sample) (CFCC IV-D; CAA 3.1.4B; 3.1.5B = student fish bowl)	50 Pts/each Total 150
Peer Evaluation	Once at midterm, and again at the end of the semester, we will conduct a formal Peer Evaluation, where you will be given 100 points to distribute among your team members by considering such questions as: are they coming to class prepared? Are they contributing to the team's success? Are they pulling their weight in the Applications? Are they respectful of other's ideas and input? You will each have your scores added together, and the resulting total will be your first and second-half Peer Scores (Gannon, 2014).	Up To 25 Points Total 25
ePortfolio Tasks • 4 tasks	Based on primarily on guided observations, you will complete four ePortfolio tasks which will represent a course archive. The instructions and rubric for the ePortfolio tasks will be explained and uploaded to blackboard.	10 pts/eac Total 40
456 - TOTAL COURSE POINTS POSSIBLE		995
Interprofessional Practice Practice (IPPP) – 556 only	Graduates students who are taking 456/556 will participate in a on off-campus IPP activity. You will be engaging in interprofessional practice at a local pop-up clinic. Dr. Richels will be helping to coordinate and facilitate this experience.	 Total 50
556 – TOTAL COURSE POINTS POSSIBLE		1045

THIS IS HOW YOU ARE GRADED:

A = 94.00 - 100.00

A - = 90.00-93.99

B+ = 87.00 - 89.99

B = 84.00 - 86.99

B - = 80.00 - 83.99

C+ = 77.00 - 79.99

C = 74.00 - 76.99

C - = 70.00 - 73.99

D+ = 67.00 - 69.99

D = 64.00-66.99

D- = 60.00 - 63.99

F = <59.99

Team Appeals - If your team had an answer that was scored "incorrect," but you don't think it was wrong, your team may submit an appeal. Occasionally, questions may have been vaguely-phrased, or there is a disagreement between the reading and the RATs, which is why the appeals process is in place. The appeal must be in writing, with all team members signing it (appeal sheets are in the team folders I will have in class). An appeal must be submitted by 5 PM the day of the tRA in order to be considered. If your appeal is granted, your team's score on the tRA will be adjusted accordingly. Only teams who submit appeals have this opportunity.

This is how you calculate your grade: you divide the total number of points you earned by the total course possible (i.e. 456 = 995; 556 = 1095) to generate a percentage. Then you use the chart provided outlining the grading scale. The letter grade is assigned based on the calculated percent.

Extra credit – if offered, will be announced and explained. Extra points will be added to your point total earned for the course. Extra credit Easter Egg – please post a picture of yourself and your favorite character from – Harry Potter, The Office, or the Marvel Cinematic Universe to the class discussion board. Students who do this by 1100 am the first day of class will get 2 EC points.



Class Policies

Accountability – Late Assignment Policy:

Except in *extenuating circumstances* or *when prior arrangements have been made*, the penalty for late assignments is a loss of 10 points off the total grade for every day that the assignment is late for each calendar day.

KASA Standards and Remediation Plans

When enrolled graduate student fails to demonstrate competency (grade of less than B-) on an assessment or assignment, a remediation plan will be implemented to help the student meet competency. The instructor will review the plan with the student who will sign the plan to indicate agreement to fulfill the terms of the plan. Should the student refuse to sign the action plan, the student will be at risk of failing the course. The original form will be placed in the student's academic folder. The faculty member will sign and date elements of the plan as competency is demonstrated or remediation tasks are completed. At the completion of the action plan, the student and the program director will meet and sign the form to indicate that all requirements have been accomplished. Should the action plan not be completed, the student will receive a failing grade in the course. Completing an action plan will NOT change the student's original grade on the assignment or exam.

- ☑ You will be exposed to an advanced level of student independence in learning, synthesis, and critical thinking. This requires you navigate blackboard and use ODU email in order to complete readings, prepare for class activities, and complete assignments correctly.
- ☑ In the words of Dr. K. Gannon (2018), I expect myself to treat you with respect and courtesy, and I expect you to reciprocate respect with both me and your classmates. We are working together to generate a professional and safe learning environment. This includes using inclusive communication and actively embracing differences.
- ☑ In this class, we will engage technology as a learning tool during almost every class. I expect you to maintain professional and responsible standards when using devices during learning activities.
- ☑ Your class attendance is important and required for success in this course. Attendance is monitored using ODU's attendance system because there is a positive relationship between attendance and success. Also, we practice important concepts during class time. Absences can only be excused with appropriate documentation.

What if you need academic accommodations? That is no problem! Be sure to advocate for yourself through the office of student accessibility. Once the paperwork is available, please deliver it to me and we can work together to coordinate your required accommodations. I am also happy to meet with students who do not have accommodations to discuss strategies which can help them be successful in the course.

A statement from the Provost:

“Students are encouraged to self-disclose disabilities that have been verified by the Office of Educational Accessibility by providing accommodation letters to their instructors early in the semester in order to start receiving accommodations. Accommodations will not be made until the accommodation letters are provided to instructors each semester.”



Old Dominion University is committed to ensuring equal access to all qualified students with disabilities in accordance with the Americans with Disabilities Act. The Office of Educational Accessibility (OEA) is the campus office that works with students

who have disabilities to provide and/or arrange reasonable accommodations.

- If you experience a disability which will impact your ability to access any aspect of my class, please present me with an accommodation letter from OEA so that we can work together to ensure

that appropriate accommodations are available to you.

- If you feel that you will experience barriers to your ability to learn and/or testing in my class but do not have an accommodation letter, please consider scheduling an appointment with OEA to determine if academic accommodations are necessary.

The Office of Educational Accessibility is located at 1021 Student Success Center and their phone number is (757)683-4655. Additional information is available at the OEA

website: <http://www.odu.edu/educationalaccessibility/>

OTHER IMPORTANT UNIVERSITY POLICIES and STATEMENTS

Student Code of Conduct and Academic Integrity

Old Dominion University is committed to students' personal and academic success. In order to achieve this vision, students, faculty, and staff work together to create an environment that provides the best opportunity for academic inquiry and learning. All students must be honest and forthright in their academic studies. Your work in this course and classroom behavior must align with the expectations outlined in the Code of Student Conduct, which can be found at www.odu.edu/oscai. The following behaviors along with classroom disruptions violate this policy, corrupt the educational process, and will not be tolerated.

Cheating: Using unauthorized assistance, materials, study aids, or other information in any academic exercise.

Plagiarism: Using someone else's language, ideas, or other original material without acknowledging its source in any academic exercise.

Fabrication: Inventing, altering or falsifying any data, citation or information in any academic exercise.

Facilitation: Helping another student commit, or attempt to commit, any Academic Integrity violation, or failure to report suspected Academic Integrity violations to a faculty member.

Academic dishonesty will be reported to the Office of Student Conduct & Academic Integrity and may result in sanctions up to and including expulsion from the University.

ODU Honor Code

We, the students of Old Dominion University, aspire to be honest and forthright in our academic endeavors. Therefore, we will practice honesty and integrity and be guided by the tenets of the Monarch Creed. We will meet the challenges to be beyond reproach in our actions and our words. We will conduct ourselves in a manner that commands the dignity and respect that we also give to others. <https://www.odu.edu/about/monarchcitizenship>

Academic Integrity Tutorial. <https://www.odu.edu/about/monarchcitizenship/academic-integrity>

Tentative Course Schedule [Often there are unexpected circumstances which will require this schedule be adjusted, all changes will be announced, explained, and posted to blackboard.]

January				
Monday	Tuesday	Wednesday	Thursday	Friday
	14 Introduction Syllabus Review Team Sorting Hat ACA		16 <u>Learning Unit – Professional Issues</u> Content Module = ASHA Ethics CBP – Ethics Prep – ACA	
	21 <u>Learning Unit – Professional Issues</u> Content Module = EBP/IPP iRA/tRA Instructor Review - ACA		23 <u>Learning Unit – Professional Issues</u> Content Module = Cultural Competence Instructor Review - ACA	
	28 <u>Learning Unit – Professional Issues</u> Content Module = Supervisory Process iRA/tRA Instructor Review - ACA		30 <u>Learning Unit – Professional Issues</u> Content Module = ASHA Ethics CBP - Ethics Prep - ACA	

February				
Monday	Tuesday	Wednesday	Thursday	Friday
	4 Mandatory: Clinic Orientation Ms. Nicholson		6 <u>Learning Unit – Professional Issues</u> CBP – Ethics - DUE	
	11 <u>L. Unit – Tests/Measurements</u> Content Module = The Diagnostic iRA/tRA Instructor Review - ACA		13 <u>L. Unit – Tests/Measurements</u> Content Module = The Diagnostic ACA	
	18 <u>L. Unit – Tests/Measurements</u> Content Module = Interpreting Scores iRA/tRA Instructor Review - ACA		20 <u>L. Unit – Tests/Measurements</u> Content Module = Interpreting Scores ACA	
	25 <u>L. Unit – Tests/Measurements</u> Content Module = Diagnostic and Interpreting Scores ACA		27 <u>L. Unit – Tests/Measurements</u> CBP = Language Sample - DUE	

March				
Monday	Tuesday	Wednesday	Thursday	Friday
	3 <i>Learning Assessment – Review Peer Evaluation</i>		5 <i>Learning Assessment</i>	
	10 SPRING BREAK NO CLASS		12 SPRING BREAK NO CLASS	
	17 <u>L. Unit – Therapeutic Paradigm</u> Content Module = Case History iRA/tRA Instructor Review - ACA		19 [Continuing Ed Training] DIGITAL LEARNING <u>L. Unit – Therapeutic Paradigm</u> Content Module = Case History	
	24 <u>L. Unit – Therapeutic Paradigm</u> Content Module = Goal Writing iRA/tRA Instructor Review - ACA		26 <u>L. Unit – Therapeutic Paradigm</u> Content Module = Goal Writing Instructor Review - ACA	
	31 <u>L. Unit – Therapeutic Paradigm</u> Content Module = Treatment Framework iRA/tRA Instructor Review - ACA			

April				
Monday	Tuesday	Wednesday	Thursday	Friday
			3 <u>L. Unit – Therapeutic Paradigm</u> Content Module = Treatment Framework Instructor Review - ACA	
	7 <u>L. Unit – Therapeutic Paradigm</u> Content Module = Modifying Behaviors iRA/tRA Instructor Review - ACA		9 <u>L. Unit – Therapeutic Paradigm</u> Content Module = Modifying Behaviors Instructor Review - ACA	
	14 <u>L. Unit – Therapeutic Paradigm</u> Independent Learning ACA		16 <u>L. Unit – Therapeutic Paradigm</u> Independent Learning CBP – Student Fish Bowls	
	21 <u>L. Unit – Therapeutic Paradigm</u> CBP – Student Fish Bowls - DUE		23 <u>L. Unit – Therapeutic Paradigm</u> CBP – Student Fish Bowls - DUE	
	28		30	

**May 5, 2020. Learning Assessment – Through Blackboard – 1230-330
ePortfolio Tasks Due by 330 pm**