

 Department of Speech-Language  
Pathology & Audiology



# SPPA 580 Topics in: Clinical Professional Seminar in Speech- Language Pathology

Spring 2019

Andrews  University  
Seek Knowledge. Affirm Faith. Change the World.



# Andrews University

Spring Semester 2019

## SPPA 580 Topics in Clinical Professional Seminar in Speech-Language Pathology

### Course Description

This course addresses selected professional and clinical issues, topics, evidence-based practice techniques, and other content related to the integration of theoretical, academic and clinical expertise necessary in the field of speech-language pathology.

### Course Credit

1.0 Therefore, it is expected that you will spend 3 hours per credit, per week on this course, every week, during the 15 week semester. This course will not meet weekly, however there will be reading, activities and competencies to complete outside of class.

### Location

Bell Hall Rm. 118

### Schedule

Semi-weekly class meetings- Thursdays from 5-7pm. The tentative plan for the 7 two hour course meetings are for the following dates: 1/17/19, 1/31/19, 2/7/19, 2/21/19, 3/7/19, 4/4/19, 4/18/19. Projects and alternative meetings may be scheduled in the additional 5-7 time slots for the additional Thursdays, throughout the semester.

### Instructor

Lara Scheidler-Smith, MA, CCC-SLP

E-mail: [scheidlersm@andrews.edu](mailto:scheidlersm@andrews.edu)

Offsite Clinic Director- Department of Speech-Language Pathology and Audiology at Andrews University

Phone: 269-471-3618

Cell: 407-879-1543

### Required Resources

1. Medcalf, Joshua. (2015). *Chop Wood, Carry Water. HowTo Fall In Love With The Process Of Becoming Great.* Middletown, DE: T2BC Resources
2. Stone, Douglas & Heen, Sheila. (2014). *Thanks For The Feedback. The Science And Art Of Receiving Feedback Well; (Even When It Is Off Base, Unfair, Poorly Delivered, And, Frankly, You're Not In The Mood).* New York, NY: Penguin Group

### Required Textbooks

1. Gozdziwski, Terry H. et al. (2019). *Goal Writing For The Speech-Language Pathologist And Special Educator. Bridging The Gap Between Assessment And Intervention.* Burlington, MA: Jones and Bartlett Learning

- Stein-Rubin, Cyndi & Fabus, Renee. (2018). *A Guide To Clinical Assessment & Professional Report Writing In Speech-Language Pathology (2<sup>nd</sup> Edition)*. Thorofare, NJ: SLACK Incorporated

(Both of the above noted texts were required for the SPPA 520 Diagnostics Course so you should already have them).

### Optional Textbooks

- Vinson, Betsy Partin. (2009). *Workplace Skills And Professional Issues In Speech-Language Pathology*. San Diego, CA: Plural Publishing, Inc.
- Dwight, Debra M. (2015). *Here's How To Do Therapy. Hands-On Core Skills in Speech-Language Pathology (2<sup>nd</sup> Edition)*. San Diego, CA: Plural Publishing, Inc.

For ISBN and price information, please see the listing at the Bookstore [www.andrews.edu/bookstore](http://www.andrews.edu/bookstore)

### Prerequisites

Successful completion of SPPA 521. Concurrent enrollment and successful completion in SPPA 522 in order to pass this topics course.

### Course Objectives

The ultimate objectives for this course are for the student to:

- Implement and apply theoretical knowledge to practice through critical thinking, while articulating significant challenges involved in the field of speech language pathology.
- Analyze and integrate clinical knowledge and skills in a variety of case scenarios regarding direct intervention, written communication, and collaboration with professionals, clients, and families.
- Distinguish appropriate ethical perspectives and practices as outlined by the American Speech Language Hearing Association.
- Demonstrate professionalism through taking personal responsibility for performance, using effective self-assessment and reflection; as well as demonstrating acceptance and application of constructive criticism.

This course will partially meet the below standards, which will be completed fully by the time the student finishes their masters in Speech-Language Pathology.

ASHA Standard	Outcome	Implementation	Course Objective #
V-A	Write complete, appropriate therapy plans for every session, Complete well written SOAP notes following each session. The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.	Course activities Competencies	#1, 2, 3, 4
V-B	Conduct assessment of clients with various disorders, plan and implement a treatment program for clients with various disorders, Make pertinent observations of client progress and needs, and respond appropriately to them, Write complete, appropriate therapy plans for every session, Deal consistently and appropriately with off-task behaviors of clients, Use effective verbal and nonverbal antecedent events, Recognize and reinforce target behaviors, Collect data accurately, Complete well written SOAP notes following each session, Maintain client confidentiality, Utilize available resources, Attend all scheduled therapy/diagnostic appointments and practicum meetings on	Course activities Competencies	#1, 2, 3, 4

	<p>time, Behave in a professional manner. The applicant for certification must have completed a program of study that included experiences sufficient in breadth and depth to achieve the following skills outcomes:</p> <ol style="list-style-type: none"> <li>1. Evaluation <ol style="list-style-type: none"> <li>a. Conduct screening and prevention procedures (including prevention activities).</li> <li>b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals.</li> <li>c. Select and administer appropriate evaluation procedures, such as behavioral observations, non-standardized and standardized tests, and instrumental procedures.</li> <li>d. Adapt evaluation procedures to meet client/patient needs.</li> <li>e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.</li> <li>f. Complete administrative and reporting functions necessary to support evaluation.</li> <li>g. Refer clients/patients for appropriate services.</li> </ol> </li> <li>2. Intervention <ol style="list-style-type: none"> <li>a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process.</li> <li>b. Implement intervention plans (involve clients/patients and relevant others in the intervention process).</li> <li>c. Select or develop and use appropriate materials and instrumentation for prevention and intervention.</li> <li>d. Measure and evaluate clients'/patients' performance and progress.</li> <li>e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.</li> <li>f. Complete administrative and reporting functions necessary to support intervention.</li> <li>g. Identify and refer clients/patients for services as appropriate.</li> </ol> </li> <li>3. Interaction and Personal Qualities <ol style="list-style-type: none"> <li>a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.</li> <li>b. Collaborate with other professionals in case management.</li> <li>c. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.</li> <li>d. Adhere to the ASHA Code of Ethics and behave professionally.</li> </ol> </li> </ol>		
<b>2017 ASHA Accreditation Standards</b>	<b>Outcome</b>	<b>Implementation</b>	<b>Course Objective #</b>
3.1.1B Professional Practice Competencies	<ol style="list-style-type: none"> <li>a. Accountability</li> <li>b. Integrity</li> <li>c. Effective Communication Skills</li> <li>d. Clinical Reasoning</li> <li>e. Evidence Based Practice</li> <li>f. Concern for individual served</li> </ol>	Course activities Competencies	# 1 and 3

	g. Professional duty h. Collaborative practice		
3.1.6B General Knowledge and Skills applicable to Professional Practice	a. Ethical conduct b. Integration and application of knowledge and the interdependence of speech language and hearing c. Engagement in contemporary professional issues and advocacy d. Processes of clinical education and supervision e. Professionalism and professional behavior in keeping with the expectations for a speech-language pathologist f. Interaction skills and personal qualities, including counseling and collaboration g. Self-evaluation of effectiveness of practice.	Course activities Competencies	#1, 2, 3, 4

**The Mission of the Department of Speech-language Pathology and Audiology is to** cultivate competent professionals in a Christ-centered learning environment, who will positively impact and engage the global community.

**Our MS Program Learning Objectives are:**

- Students will critically apply the theoretical framework within the field of practice
- Students will prescribe evidence-based procedures for appropriate evaluation and treatment within the scope of practice.
- Students will demonstrate the ability to present information clearly, logically, and critically both orally and in writing.
- Students will demonstrate the understanding and application of ethical standards as they relate to their field of study and interprofessional practice.

### Course Requirements/ Assessment-Grading Scale

1. **Class Attendance:** Attendance and prompt arrival to class is vitally important to the classroom community and atmosphere. As per university policy absences in excess of 20% of the total course appointments may result in a failing grade. Since this class meets only 7 times in a semester, 1.5 classes would be 20%; which means 1 absence and 2 or more tardies may result in a failing grade. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. If a student is absent for any reason it is that student's responsibility to arrange to receive handouts, lecture notes, or any other materials missed (contact classmates for notes, updates or missed information). Prolonged illness with a physician's explanation will be addressed on an individual basis. Three tardies are equal to one absence.  
For more information:  
<https://www.andrews.edu/sed/resources/adjunct/3-7-grading-attend.html>
2. **Completion of Entire Course:** This is a pass/fail topics course. It will be passed only if it is completed in its entirety.  
**This includes:**
  1. Attendance and participation at all scheduled classes
  2. Competencies (6) completed with 90% accuracy.
  3. 4 Reaction submissions on google blog in relation to book discussions and reaction to other's comments on this blog.
  4. Videos and audio clips sent to SPLAD V Drive/Dropbox in relation to Evidence Based Practice.
  5. Resume and Cover letter Drafts.
  6. Student Ethics Essay Award (SEEA) submission by April 12, 2019. I will need the email from ASHA regarding receipt of your essay's submission forwarded to me as proof of completion..
3. **Focus:** I will be giving you my complete attention while teaching this course; the same is expected of you.
4. **Attendance at Clinical Fellowship (CF) luncheon with 2019 Cohort on 1/10/19 from 11:30am to 2:30pm** to hear a Special Education Director speak about options for CF and possible internships and to observe at least one interview and write a critical analysis of what was observed during this interview. Information about the CF process will be discussed during this meeting, as well as administrations expectations during a school internship.

5. **Practical Assignments:** Detail will be given here case studies, group projects and scenarios when finalized decisions have been made.

**This is a pass/fail topics course. It will be passed only if it is completed in its entirety. All assignments are expected to be turned in on time or they may be reassigned.**

## Late Policy

Late assignments and projects will not be accepted unless prearranged with instructor. If you cannot be at class because of an excused absence, yet you wish to have your assignment/project receive full credit, please be sure your work gets to me by the time class begins.

## Disability Accommodation

If you qualify for accommodation under the American Disabilities Act, please contact the Student Success office at Nethery Hall 100 phone # 269-471-6096 or [disabilities@andrews.edu](mailto:disabilities@andrews.edu) as soon as possible so that accommodations can be arranged.

## Professionalism

To prepare students for the professional world, certain behaviors/activities are not allowed in the classroom.

- **Cell phones** should be turned off before entering the class room. If there is a family emergency and cell phone contact is necessary, please talk with me prior to class. Please only text me or call me via cell or office phone if there is a time sensitive topic or an emergency.
- **Picture-taking** during class is not allowed, unless permission is granted by the instructor.
- **Recording devices** are allowed only if pre-approved by instructor, and if approved, under no circumstance are recordings—visual or verbal—to be posted on a public website.
- **Email** is the official form of communication at Andrews University. Students are responsible for checking their Andrews University email several times daily. Please inform fellow classmates of important emailed information; especially for cancellation of classes or changes in assignments. Please understand that I will be responding to email during normal business hours (8-5 M-Th and 8-12 on Friday). Plan accordingly when sending an email, if you expect an answer quickly. You should receive a response within 48 hours. If you have not received a response within 48 hours, please resend the email.
- **Late documentation** is unacceptable unless prearranged with supervisor. (refer to late policy specifics)
- **Eating during class:** Please do not bring food or beverages to class. Water is permitted.
- **Presentation** is important. Your attention to detail, demeanor, timeliness, and attire factor into how you are perceived as a professional.
- **Active participation** during class discussion is mandatory. Without participating and expressing opinions and thoughts, it is impossible to clarify your goals and develop a personal style.
  - You will be responsible for reading any articles or text prior to class.
  - If assistance is needed in obtaining help for competencies and projects; take initiative to obtain this assistance.

**Academic Integrity:** Honesty in all academic matters is a vital component of personal integrity. Breaches in academic integrity principles are taken seriously. Acts of academic dishonesty as described in the University *Bulletin* are subject to incremental disciplinary penalties with redemptive intent. Such acts are tracked in the office of the Vice President for Academic Administration. Repeated and/or serious offenses will be referred to the Committee on Academic Integrity for further recommendations on penalties. Andrews University is a community of scholars where academic honesty is the expected norm for faculty and students. All members of this community are expected to exhibit academic honesty in keeping with the policy outlined in the University bulletin. In addition, the student is expected to comply with ethical and scientific standards in research as recognized by the US Office of Human Subjects Protection and the US Office of Research Integrity. It is expected that members of the scholarly community will act with integrity at all times, however, should an individual choose to demonstrate dishonesty, it should be understood that acts of academic dishonesty are taken extremely seriously. Acts of dishonesty are classified by level and reported centrally. The consequences of academic dishonesty will be determined by the instructor unless a student's record demonstrates repeated offenses (either three level-one offenses or two level-two offenses, or a level three and any other level violation). In the situation where the student record

demonstrates such repeated violations, or where the student is accused of a level-four violation, the case will be referred to an Academic Integrity Panel for resolution. Serious or repeated violations can result in the issuance of an “XF” grade by Academic Integrity Panels, which indicates that the student failed the class for breach of academic integrity. The XF is placed on the student’s permanent record and can only be removed under certain circumstances (see the University Bulletin).

## **Emergency Protocols**

Andrews University takes the safety of its students seriously. Signs identifying emergency protocol are posted throughout buildings. Supervising Speech-Language Pathologists will provide guidance and direction to students at their sites in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or sheltering emergency.



	DAILY	COURSE	PLANS
Date	Class Schedule/ Course Outline	Course Assignments	Competencies Due
1/17/19	<ol style="list-style-type: none"> <li>1. Overview of course expectations/syllabus</li> <li>2. Review Coding and Billing in depth with Winona as guest speaker.</li> <li>3. Overview of professionalism and what Clinic Instructor's (CI's expect)</li> </ol>	<ol style="list-style-type: none"> <li>1. Billing and coding case studies due by next class.</li> <li>2. Resume and cover letter due by 1/31/19</li> <li>3. Read entire "Chop Wood, Carry Water" book by 1/31/19</li> </ol>	
2/7/19	<ol style="list-style-type: none"> <li>1. Overview of "Big Nine" treatment areas broken down by ASHA in CALIPSO Coding and billing for, therapy tips for, resources and discussion about voice, fluency and swallowing. Mrs. Shilling as guest speaker and a 2019 student (Phillip Stone, Allison Calhoun or Daniela Moreno as guest speakers to promote Loud Crowd and MBSImp certifications.)</li> <li>2. Round table discussion about concepts in "Chop Wood, Carry Water".</li> <li>3. Round table discussion about clients</li> </ol>	<ol style="list-style-type: none"> <li>1. Voice, fluency and swallowing group plan of care due based on a case scenario by 2/7/19</li> <li>2. Creation of and submission to a cohort driven goal bank for voice, fluency and swallowing goals by 2/7/19</li> <li>3. Submission to blog and a comment regarding someone else's submission regarding take aways from the entire "Chop Wood, Carry Water" book. By 2/1/19</li> <li>4. Read through pg. 97 of "Thanks for the Feedback" by 2/7/19</li> </ol>	<ol style="list-style-type: none"> <li>1. Score CELF-5 language test</li> </ol>
2/14/19	<ol style="list-style-type: none"> <li>1. Coding and billing for, therapy tips for, resources and discussion about Augmentative Alternative communication and social/pragmatic language. Dr. Coles-White as guest speaker and a 2019 student (Alicia Mendez, as guest speakers to promote and clarify what the social skills camp will be like for the summer of 2019.)</li> <li>2. Focus on Visualizing and Verbalizing (setting the climate and error handling in class)</li> <li>3. Round table discussion about concepts in first four chapters of "Thanks for the Feedback".</li> <li>4. Round table discussion about clients</li> </ol>	<ol style="list-style-type: none"> <li>1. AAC and pragmatic language plan of care due based on case scenario by 2/21/19.</li> <li>2. Creation of and submission to a cohort driven goal bank for AAC and pragmatic language goals by 2/21/19.</li> <li>3. Submission to blog and a comment regarding someone else's submission regarding take aways from first four chapters of "Thanks for the Feedback" by 2/8/19.</li> <li>4. Read through pg. 182 of "Thanks for the Feedback" by 2/21/19</li> </ol>	
2/21/19	<ol style="list-style-type: none"> <li>1. Coding and billing for, therapy tips, resources and discussion about Language. Cognition and Hearing. Dr. Regal as guest speaker and a 2019 student (Tara Stanieszewski, Lily Vargas, Kayla Ursin or Jayna Colanese as guest speakers to promote and clarify what the Language and literacy based camp will be like for the summer of 2019.)</li> <li>2. Focus on LiPS (setting the climate and error handling in class)</li> </ol>	<ol style="list-style-type: none"> <li>1. Language. Cognition and Hearing plan of care due based on case scenario by 3/7/19.</li> <li>2. Creation of and submission to a cohort driven goal bank for language, cognition and hearing goals by 3/7/19.</li> <li>3. Submission to blog and a comment regarding someone else's submission regarding take aways for chapters 5-8 of "Thanks for the Feedback" by 2/22/19.</li> <li>4. Read the rest of "Thanks for the</li> </ol>	

	<ol style="list-style-type: none"> <li>3 Round table discussion about concepts in chapters 5-8 of “Thanks for the Feedback”.</li> <li>4 Round table discussion about clients</li> </ol>	Feedback”	
3/7/19	<ol style="list-style-type: none"> <li>1. Coding and billing for, therapy tips, resources and discussion about articulation, language early intervention and working in the public school environment. Mrs. Ferguson and Mrs. Mondak as guest speakers. Time will be spent discussing plans for summer early intervention programming and school groups.</li> <li>2. Behavior management-critical analysis</li> <li>3. Round table discussion about concepts in the rest of “Thanks for the Feedback”.</li> <li>4. “Round table discussion about clients</li> </ol>	<ol style="list-style-type: none"> <li>1. Language, articulation and early intervention type of plan of care due based on case scenario by 4/4/19.</li> <li>2. Creation of and submission to a cohort driven goal bank by 4/4/19.</li> <li>3. Submission to blog and a comment regarding someone else’s submission regarding the rest of “Thanks for the Feedback” by 3/8/19.</li> </ol>	<ol style="list-style-type: none"> <li>1. Submit scored GFTA-3 articulation test given video link for Juliana on Youtube</li> <li>2. Submit scored SSI-4 fluency test given video clip for Molly in Simucase</li> <li>3. Submit rough draft of SEEA essay to partner for peer edits and instructor for overall guiding comments.</li> </ol>
4/4/19	<ol style="list-style-type: none"> <li>1. Boot Camp Day 1 Guest speakers invited from school sites to discuss: <ul style="list-style-type: none"> <li>• Professionalism</li> <li>• Evidence Based Practice</li> <li>• Diagnostics and IEPs</li> <li>• Tips on how to be successful during off sites.</li> </ul> </li> </ol>	N/A	Make ups for competencies reviewed
4/18/19	<ol style="list-style-type: none"> <li>1. Boot Camp Day 2 Guest speakers invited from healthcare sites to discuss: <ul style="list-style-type: none"> <li>• Problem solving with complex clients in healthcare</li> <li>• Interprofessional practice and team expectations</li> <li>• Documentation and billing expectations</li> <li>• Tips on how to be successful during off sites.</li> </ul> </li> </ol>	N/A	Make ups for competencies reviewed

April 12, 2019- Submit Student’s Ethics Essay Award (SEEA) essay and application.



# Department of Speech-Language Pathology & Audiology

## Andrews University

---

### INSTRUCTOR PROFILE

---



**Lara Scheidler-Smith MA, CCC-SLP Offsite Clinic Director**

## Education

BS Speech-Language Pathology	Eastern Michigan University 1990
MA Speech-Language Pathology	Eastern Michigan University 1992

## Biography

Lara Scheidler-Smith is the Offsite Clinic Director and Assistant Professor of Speech-Language Pathology and Audiology at Andrews University.

The last 8 years prior to working at Andrews, Lara worked in the public schools in North Carolina and more recently Florida. She has also worked with the Navajo at La Vida Missions, along with her family, for 3 years. Previous to those adventures she engaged in early intervention, home health, private practice and hospital work as a Speech-Language Pathologist.

Lara was born in Denver, CO. She is married to Quinton Smith and together they have three children: Alexander, Isaac and Rose.