

COURSE: SPPA 425 CLINICAL PRINCIPLES AND PRACTICE

Fall 2008 3 credits
Tuesdays and Thursdays 12:30 - 1:45
Bell Hall 180

INSTRUCTOR:

Brynja Davis M.S CCC-SLP
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REQUIRED TEXTS:

Hegde, M.N. (1998). *Treatment Procedures in Communicative Disorders*. (3rd ed.) Austin, TX: Pro-ed.

Meyer, S.M. (1998). *Survival Guide for the Beginning Speech-Language Pathologist*. Gaithersburg, MD: Aspen.

COURSE DESCRIPTION:

A Discussion of principles underlying clinician/client relationships and interventions for communication disorders. Instruction in clinical management for speech-language pathology, including developing instructional programs, obtaining target behaviors, record keeping, and report writing. (AU 2008-2009 Bulletin, p. 204)

PREREQUISITES:

SPPA 321 - Speech and Language Development
SPPA 332 - Child Language Disorders

COURSE OBJECTIVES:

By the end of the semester the student will be able to:

1. Describe the complexity of the clinician/client relationship, and outline the main principles underlying behavior change.
2. Write and analyze therapy goals as to the objectivity, appropriateness, prerequisite abilities needed, and level of difficulty for the client.
3. Compare various motivational techniques, primarily types of positive and negative reinforcements, and choose those most applicable for specific clients.
4. Discuss and observe a variety of therapeutic interactions.
5. Create a treatment plan.

COURSE REQUIREMENTS:

Class attendance: Record will be taken during the first five minutes of class. Promptness is important to the continuity of class discussion, and activities done during class are designed to help students put into practice knowledge gained from textbooks and other sources. Per AU attendance policy, being absent more than 20% of class periods (6) may result in an automatic F. (See AU 2008-2009 Bulletin, p. 28)

Miscellaneous assignments and quizzes: Students can expect regular quizzes, as well as other miscellaneous assignments related to treatment practices and procedures. Some of these assignments may be collaborative. Worth **20%** of final grade.

Projects: Early in the semester you will be assigned a patient with a specific diagnosis. With this information you will complete **three** projects related to the process of treatment, from developing a treatment plan, to executing and reporting on it. Three part project worth **40%** of final grade.

I. Treatment Plan

Develop an appropriate treatment plan, it should include the following:

- A. Diagnostic statement
- B. Treatment frequency
- C. A minimum of 3 long term objectives and 3 short term goals under each
- D. Prognostic statement
- E. Referral statement
- F. Patient or parent's goals/expectations

II Executing the Treatment Plan

Develop a strategy for achieving the goals set in the treatment plan, including:

- A. A task analysis of what the patient has to be able to do in order to successfully achieve the long term objectives.
- B. Select one short term goal you have listed, and describe two different activities appropriate for your patient to practice in order to achieve that short term goal, and what the desired response the patient should have during each activity.
- C. What antecedent events you will use in order to obtain the desired responses from the patient for each activity.
- D. A description of the types of feedback you would give your patient, including positive and negative reinforcements.

- E. How you will modify each of the tasks if they appear to be too difficult or too simple for your patient.
- F. What kind(s) of data you will collect to tell you if your patient is achieving his/her short term goals.

III SOAP Note and Progress Report

Write a sample SOAP note and progress report about your patient.

Examinations: There will be 2 exams given during the semester, a midterm exam and a final exam. If you miss a test because of a verifiable illness, you must contact the instructor as soon as you become aware you will miss the test. Schedule a make-up exam directly with me within two school days of the missed test, or you may receive a zero for that exam. Exams worth **40%** of final grade.

GRADING SUMMARY:

Miscellaneous assignments and quizzes	20%
Three part treatment project	40%
Midterm and final exams	40%

A	94 - 100%
A-	90 - 93%
B+	88 - 89%
B	83 - 87%
B-	80 - 82%
C+	78 - 79%
C	73 - 77%
C-	70 - 72%
D	60 - 69%
F	below 60%

ASHA Certification Standards: This course is designed to address the following Knowledge And Skills Areas (KASA) required for ASHA certification in Speech-Language Pathology by ASHA's Council for Clinical Certification (CFCC).

Standard III-B The applicant must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, linguistic and cultural bases. This course will expect knowledge in the anatomical, neurological, acoustic, psychological, developmental, linguistic and cultural areas of articulation and language disorders in children.

Standard III-D The applicant must demonstrate knowledge of the principles and methods of prevention, assessment and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders. Knowledge for this course will be expected in the areas of articulation and language for children.

Standard IV-B Possesses skill in oral and written forms of communication sufficient for entry into professional practice. For this course we will continue the process of becoming proficient in these areas through various projects, evaluation and progress report writing, developing and writing treatment objectives, papers, and presentations.

COURSE POLICIES:

Late work: Assignments and projects will not be accepted for full credit if turned in late. 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. Late work will be discounted 10% each day until a 50% reduction has been reached. No credit will be given for work turned in after that time.

Academic dishonesty: Andrews University, as a Seventh-Day Adventist Christian institution expects students to demonstrate the ability to think clearly and exhibit personal moral integrity in every sphere of life. Honesty in all academic matters is a vital component of personal integrity. Breaches in academic integrity principles are taken seriously by your instructor and the University. Academic dishonesty is a serious offence. It can be defined as (but not limited to):

Falsifying official documents; Plagiarizing, which includes copying others= published work and/or failing to give credit properly to other authors and creators; Misusing copyrighted material and/or violating licensing agreements; Using media from any source or medium, including the Internet with intent to mislead, deceive, or defraud; Presenting another=s work as one=s own; Using material during a quiz or exam other than those specifically allowed by the teacher; Stealing, accepting, or studying from stolen quizzes or exam materials; Copying from another student during a regular or take-home test or quiz; Assisting another in acts of academic dishonesty. Please see the Student Handbook for information regarding University enforcement penalties for academic dishonesty. (Andrews University 2008-2009 Bulletin, p. 28). In addition, a student will receive a reduced grade, and may receive a failing grade in the course.

American Disabilities Act: If you qualify for accommodations under this act, please see me as soon as possible for referral and assistance in arranging such accommodations.

Cell Phones: All cell phones are to be turned off during class time. Ringing or vibrating phones are a distraction to the students as well as to the instructor.

Changes: At the discretion of the teacher some assignments, quizzes, tests and projects may be changed for an enhanced learning experience for the students. Likewise the class schedule is fluid if more time or less is needed to cover each topic mentioned.

TENTATIVE CLASS SCHEDULE:

August	26	Orientation to class	
	28	Treatment paradigms and treatment effectiveness Hedge - Chapter 1 & 2	
September	2	Treatment effectiveness - continued Hedge - Chapter 2	
	4	Evaluation process and report writing Meyer - Chapter 3	
	9	Evaluation process - continued Meyer - Chapter 3 & 4	
	11	Evaluation process - continued Meyer - Chapter 3 & 4	
	16	Target behaviors: Selection and definition Hedge - Chapter 3	
	18	Target behaviors and behavioral objectives Meyer - Chapter 1	
	23	Target behaviors and objectives - continued Meyer - Chapter 2	
	25	Contingencies Hedge - Chapter 4	
	30	Therapy material extravaganza	
October	2	Contingencies - continued Hedge - Chapter 4; Meyer - Chapter 7	Treatment Plan Due
	7	Contingencies - continued; Treatment programs: Basic sequence Meyer - Chapter 7 Hedge - Chapter 5	
	9	Treatment programs - continued Hedge - Chapter 5	

	14	Fall break - No class	
	16	Midterm Exam	
	21	Stimulus control Hedge - Chapter 6	
	23	Stimulus control - continued Hedge - Chapter 6	
	28	Stimulus control - continued Hedge - Chapter 6	
	30	Decreasing undesirable behaviors Hedge - Chapter 8	
November	4	Discrimination, generalization, and maintenance Hedge - Chapter 7	
	6	Discrimination etc. - continued Hedge - Chapter 7	
	11	Progress notes and other paperwork Meyer - Chapter 5	Executing Treatment Plan Due
	13	Progress notes etc. - continued Meyer - Chapter 5 & 6	
	18	Progress reports Meyer - Chapter 5 & 6	
	20	ASHA - No class	
	25	Working with others Hedge - Chapter 9	
	27	Thanksgiving break - No class	
December	2	Self-Evaluation Meyer - Chapter 8	SOAP Note and Progress Report Due
	4	Review for final exam	
	9	Final Exam	

Tuesday 1:30 - 3:30pm.