

COURSE:

SPPA 425 CLINICAL PRINCIPLES AND PRACTICE

Fall 2013 3 credits

Monday, Wednesday and Fridays 11:30 - 12:20

Bell Hall 161

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. (2004). *Survival Guide for the Beginning Speech-Language Pathologist*. (2nd ed.) Austin, TX: Pro-ed.

For **ISBN and price** information, please see the listing at the Andrews University Bookstore www.andrews.edu/bookstore

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 2013-2014 Bulletin)

PREREQUISITES:

SPPA 321 - Normal 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 2013-2014 Bulletin)

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 patient's 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 for each long term objective (total of 12 goals; 3 long term, 9 short term)
- 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 one of the long term objectives, otherwise known as a treatment hierarchy. So from where they were functioning at onset, until they achieve the long term goal.
- B. Select one short term goal from each of the long term ones you have created (for a total of 3 STG), and *describe* two different activities, for each goal, appropriate for your patient to practice in order to achieve that short term goal. Also write what the patient's desired responses should be 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 contingent events/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 2013-2014 Bulletin). 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 accommodation under the American Disabilities Act, please see contact Student Success in Nethery Hall 100 (disabilities@andrews.edu or 269-471-6096) as soon as possible so that accommodations can be arranged.

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	
	30	Treatment effectiveness - continued Hedge - Chapter 2	
September	2	Labor Day - No class	
	4	Evaluation process and report writing Meyer - Chapter 3	
	6	Evaluation process and report writing Meyer - Chapter 3	
	9	Evaluation process and report writing Meyer - Chapter 3	} Class meets from 10:40-11:20 Week of Prayer
	11	Evaluation process - continued Meyer - Chapter 3 & 4	
	13	Evaluation process - continued Meyer - Chapter 3 & 4	
	16	Evaluation process - continued Meyer - Chapter 3 & 4	
	18	Evaluation process - continued Meyer - Chapter 3 & 4	
	20	Target behaviors: Selection and definition Hedge - Chapter 3	
	23	Target behaviors: Selection and definition Hedge - Chapter 3	
	25	Target behaviors and behavioral objectives Meyer - Chapter 1	
	27	Target behaviors and objectives - continued Meyer - Chapter 2	
	30	Target behaviors and objectives - continued Meyer - Chapter 2	
October	2	Contingencies Hedge - Chapter 4	

4	Contingencies - continued Hedge - Chapter 4; Meyer - Chapter 7	Treatment Plan Due
7	Contingencies - continued Meyer - Chapter 7	
9	Contingencies - continued; Treatment programs: Basic sequence Meyer - Chapter 7 Hedge - Chapter 5	
11	Treatment programs: Basic sequence Hedge - Chapter 5	
14	FALL BREAK - No class	
16	Review for midterm	
18	Midterm Exam	
21	Treatment programs - continued Hedge - Chapter 5	
23	Stimulus control Hedge - Chapter 6	
25	Stimulus control - continued Hedge - Chapter 6	
28	Stimulus control - continued Hedge - Chapter 6	
30	Stimulus control - continued Hedge - Chapter 6	
November		
1	Decreasing undesirable behaviors Hedge - Chapter 8	
4	Decreasing undesirable behaviors Hedge - Chapter 8	
6	Discrimination, generalization, and maintenance Hedge - Chapter 7	
8	Discrimination etc. - continued Hedge - Chapter 7	
11	Progress notes and other paperwork Meyer - Chapter 5	

	13	Progress notes and other paperwork Meyer - Chapter 5	Executing Treatment Plan Due
	15	ASHA Conference - No class	
	18	Progress notes etc. - continued Meyer - Chapter 5 & 6	
	20	Progress reports Meyer - Chapter 5 & 6	
	22	Thanksgiving break - No class	
	25	Working with others Hedge - Chapter 9	
	27	Working with others Hedge - Chapter 9	
	29	“Underwater basket-weaving”	
December	2	Self-Evaluation Meyer - Chapter 8	
	4	Review for final exam	SOAP Note and Progress Report Due
	10	Final Exam Tuesday 10:00 -12:00	