



SPPA425-001

Clinical Principles & Practices

Fall 2016

BULLETIN COURSE DESCRIPTION

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.

Heather Ferguson, M.S. CCC-SLP
Associate Professor of Speech-Language Pathology

Andrews University

Fall Semester 2016

SPPA 425 – Clinical Principles and Practice

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 2016-2017 Bulletin)

Course Credit

3.0

Course Pre/Co-requisites

SPPA 321 – Normal Language Development
SPPA 322 Child Language Disorders

Location

Bell Hall Room 183

Schedule

Tuesday and Thursday 2:00 to 3:15

Instructor

Heather Ferguson, MS – CCC/SLP
Associate Professor of Speech-Language Pathology

Department Mission

To cultivate competent professionals in a Christ-centered learning environment, who will positively impact and engage the global community.

Core Philosophical Values

We are committed to offering:

- Educational excellence
- Christ-centered environment
- Mutual Respect and Compassion
- Upholding Ethical and Professional Principles
- Highly Qualified Educators
- Patient/Client Interactions
- State of the Art Technology, Innovation, and Physical Plant
- Inter-professional Education (IPE)
- Unique Service Opportunity

BS in Speech-Language Pathology Goals

Upon Completion of a BS in Speech-Language Pathology students will:

- Be prepared for graduate education with a knowledge of and emphasis in speech-language pathology, audiology or both
- Demonstrate and apply concrete knowledge of speech, language and audiology as the components of communication
- Differentiate speech, language, and audiological delays differences, and disorders across the lifespan

Course Objectives

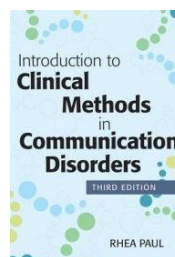
By the end of this course students will:

- Connect the principles of speech and language diagnostics/intervention to clinical practice
- Identify SMART speech-language goals and objectives
- Create SMART speech-language goals and objectives, definitive and accurate diagnostic statements, prognostic statements and documentation
- Apply appropriate speech and language intervention/therapy techniques and reinforcements
- Examine the ASHA code of ethics and its relationship to Seventh-day Adventist/Christian Principles
- Demonstrate appropriate professionalism and course participation as demonstrated through various course based activities

Required Materials

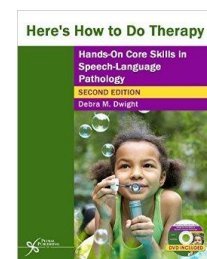
Introduction to Clinical Methods in Communication Disorders, 3rd Edition

Rhea Paul, PhD, CCC- SLP
Brookes Publishing (2014)



Here's How to Do Therapy, 2nd Edition

Debra M. Dwight
Plural Publishing (2015)



Course Requirements

Assessments: Each student will complete two exams. Exams will cover lecture material presented, videos, readings from the text, handouts, and other assignments.

Technology Requirements: Each student is required to have access to and working knowledge of technology such as PC or MAC. Each student is also required to have working knowledge and understanding of Andrews University online learning management system – Learning Hub.

Reading: Reading and reviewing assigned sections, handouts, and power-points are instrumental to learning and understanding. Additional material may be assigned for further study of a particular area/topic.

Written Work: All written assignments must be submitted following APA guidelines. APA style requires a specified title page, 11 or 12 point font, double spaced, one inch margins all around, and

appropriate headers, and page number. Each written document must follow APA 6th edition style and Andrews University. **Please see reference in LearningHub.**

Reflections: There will be one reflection due each week. The reflection will be based on something that you experienced in the class. It can be something you did not know and how you felt about learning that, something you want to know more about, or even your journey in this course. However, it is not limited to the things I mentioned above. Once you have completed your reflection comment in the reflection for two of your classmates that have no more than one reflection already. There may be times when you are asked to reflect on a specific activity. You may also be asked to share your reflection with the class. Each reflection is due by 11:00 a.m. of the following Monday on LearningHub.

Major Course Assignment: Each student will be placed in a group at the beginning of the course. The groups will be chosen by the instructor and are not changeable. These groups will remain in place for the entire semester. Once assigned each group will:

- Receive a portfolio binder
- Be expected to name their group
- Be assigned a case client for the semester

The project is broken down into four sections. For each section the group must choose a facilitator, resources/materials manager, time manager, quality assurance manager. No member should hold a role more than once during the course. As each member executes their role they must have self-control, be accountable, finish what they began, and keep trying. The responsibility of each members is as follows:

- **Time Keeper** – Decide the amount of time spent on each task and make sure the group meets time targets
- **Quality Assurance Manager** – Make sure work meets success criteria and make sure all work and discussion is of the highest standard
- **Facilitator** – Support everyone to do their best thinking, checking understanding, encouraging everyone to contribute and ensure fairness
- **Resource/materials Manager** – Collect and return borrowed materials for the group. Collect any artifacts. Responsible for turning in the assignment. Participate in discussion.

The entire project is 30% of the student's total grade.

I. Initial Evaluation Report

The case given will have some specific facts however, there is room for each group to develop the client's case uniquely. For each group to determine appropriate possible diagnosis, secondary concerns, and prognosis some research must be conducted in order for each group to do a thorough job.

Each evaluation report must include:

- Biographical information
- Detailed relevant information from the case history
- Testing Behavior (what was the client doing during the evaluation that is important to helping people understand was happening during the test)



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- Evaluations (assessments) utilized
- Quantitative data (from the standardized tests)
- Results of Evaluation (narrative part of the report)
- Diagnostic Statement (pull it all together)
- Prognostic Statement (how possible is it that the client will make expected progress)
- Referral Statement (Are there any other professionals who could or should be involved in this case to assist in remediation)
- Patient or Parent's Goals/Expectations
- Three Long-term Goals with Three short term goals for each long-term goal
 - (12 goals 3 long-term goals and 9 short-term goals)
- Time and frequency of therapy

The relevant documents (artifacts) must be submitted in the binder along with the report. When the evaluation report is submitted it must be accompanied by but not limited to evaluation assessment forms, case history forms (created by the group), interview notes, check lists (completed by appropriate and applicable contributors), observations. All forms are to be filled in completely and accurately to fit your client disabilities.

II. Execution of the Treatment Plan

Each group will outline the strategy for executing the goals you set out in your evaluation and treatment plan.

- A. 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 that is appropriate for your patient/client to practice in order to achieve that short term goal. **Also write what the patient's desired responses should be during each activity.**
- B. For each activity note what antecedent statement/demonstration you will use. Based on the client's behavior/response note the contingent statements that you will use.
- C. A task analysis of what the patient has to be able to do in order to successfully achieve one of the long term objectives. Consider all areas of sensory, motor, cognitive and language skills and ability that are necessary for your client to be able to complete the task.
- D. How you will modify each of the tasks if they appear to be too difficult or too simple for your patient? Make each task harder AND easier.
- E. What kind(s) of data you will collect to tell you if your patient is achieving his/her short term goals.

III. Soap Notes and Progress Report

Once a therapist has completed therapy there must be a report of what happened in the therapy session. This is the purpose of the SOAP note. Write 2 SOAP notes (therapy treatment note). One will be a sample of a positive therapy session, the other will be a sample "not so positive" therapy session.

At the end of the outlined therapy period the therapist must complete a progress note. This note chronicles what happened from the initial evaluation or last progress note to this one. Keep in mind this does not mean that the client has met all of their goals and is being discontinued from therapy. It is where you believe after the period of time you outlined in your treatment plan your patient is in their progress toward meeting their goals.

Each completed section of 1 to 3 must be turned in using your group's assigned binder.

IV. Creation of a Prototyped Therapy Tool and Group Presentation

Each group will be required to create a prototyped therapy tool. The prototype created must have at least 2 purposes and be beneficial to their client. Each group will present their prototype in an interactive presentation. This presentation will consist of a description of the case, barriers to the client's progress, prognosis, and a demonstration of the prototyped therapy tool created. The group must be able to note its use, purpose and what it took to create it. The group will not be given a rubric but you will be given parameters. The parameters are as follows:

1. Prototype must be client centered. It must take the client's needs, personality and interests in mind. (Watch the video on "Human Centered Design"). Think about the "End User" your client.
2. The prototype must have at least two possible therapy uses. It is fine if only one of those uses are appropriate for your client.
3. It must be presented to the class in an interactive manner. Use your imagination

Multicultural Issues Assignment: During the May 2016 graduation at Andrews University in May of 2016 over 98 countries were represented. What this tells me (your instructor) is that a person from anyone of these countries, their children, or spouse could have been one of our clients in our Speech and Hearing Clinic. Based on your case choose a country represented on the AU campus and research their cultural perspective. Report on the following:

- The culture/country of origin
- It's population representation in the United States
- Describe cultural perspectives
- How could these perspective affect the assessment, diagnosis and interventions (therapy) for such a population?
- Keep in mind the American Speech and Hearing Associations Code of Ethics
- Keep in mind that religious factors are often overlapping cultural issues

Paper should be 3 – 5 pages, double spaced APA Style

Course Changes

- **Changes:** For the purpose of an enhanced learning experience for the students some assignments, quizzes, tests and projects may be changed or altered at the discretion of the instructor. Likewise, the class schedule is tentative and subject to change.
- **All assignments are due at the beginning of class.** After that time a daily deduction of 5%

- will be applied to the final of the assignment. After 3 days (72 hours) the assignment will no longer be accepted.
- Assignments are to be placed in the learning hub drop box (unless otherwise specified). Emailed, hand delivered assignments will not be accepted or graded.

Final Exam Schedule

Thursday, December 8, 2016 1:30 to 3:30

Assignments

All assignments are due at the beginning of class. After that time a daily deduction of 5% will be applied to the final grade for the assignment. After 3 days (72 hours) the assignment will no longer be accepted.

Assignments are to be placed in the **learning hub drop box** provided unless otherwise specified. Emailed and/or hand delivered assignments that are to be placed in LearningHub will not be accepted or graded.

Attendance Policy

Regular attendance to all classes, laboratories and other academic appointments is required of each student. Attendance to all classes is imperative as a means of insuring that students have continuity and develop a working knowledge of the content. Therefore, all absences are counted as absences. Even excused absences are absences. If a student is ill to the point of having to miss more than three classes it may be necessary for the student retake the course missing more than 10% of all classes could result in a failing grade. Class Absences. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.

Academic Dishonesty Policy

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. Each student will be asked to sign an integrity commitment for this class.

Disability Accommodation

If you qualify for special assistance under the American Disabilities Act, please contact the Student Success office at Nethery Hall 100 or disabilities@andrews.edu. It is the responsibility of all students to inform the instructor of all disabilities that could impact his/her ability to successfully complete the course without accommodations.



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Professionalism

To prepare students for the professional workforce certain guidelines must be adhered to:

- Cell phones must be silenced for all classes
- Personal computers/mac book/tablets may be utilized in the class however, please be courteous and used those devices for class work only.
- Recording devices are allowed only if pre-approved by the instructor. At no time are recordings of any classes permitted to be posted to any public website or social media.
- Late Assignments are unacceptable unless prearranged with instructor.
- Active participation in class discussions and critiques is an essential part of learning. Without participating and expressing opinions and thoughts, it is impossible to clarify your goals and develop a personal style.

Emergency Protocols

Andrews University takes the safety of its students seriously. Signs identifying emergency protocol are posted throughout buildings. Instructors will provide guidance and direction to students in the classroom 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.

Grading Scale

A grade below a C is considered a failure of this course.

A	94.0 – 100.0%
A-	90.0 – 93.99%
B+	87.5 – 89.99%
B	83.5 – 87.49%
B-	80.0 – 83.49%
C+	77.5 – 79.99%
C	73.5 – 77.49%
C-	70.0 – 73.49%
D	65.0 – 69.99%
F	Below 65%

Evaluation of Student Performance

- Examinations 30%
- Project 30%
- Reflections 15%
- Class Assignments 15%
- Participation 10%



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Course Schedule/Outline

Date	Topic	Assignment/Activity
August 23	Syllabus Review and Class Expectations	
August 25	Paul – Ch 1. Intro to Clinical Practice	
August 30	Power Point Online	
September 1	Treatment Paradigm	Quiz – Paul Chapter 1
September 6	Hegde, Chapter 1	
September 8	Chapter 4 Principles of Assessment	
September 13	Oral-Peripheral Examination	Watch OPE Video Before Class
September 15	Case History Forms and Interviews	Oral Peripheral Exam Quiz
September 20	Evaluation Process and Report Writing	
September 22	Parts of the Evaluation Report	
September 27		
September 29	Exam 1	
October 4	Evidence Based Practice	
October 6	SMART Goal Writing Page 215 – Paul	
October 11	NO CLASSES	
October 13	SMART Goal Writing-Cont'd	
October 18	Multicultural Issues in Speech-Language Pathology	Group Evaluation Report Due
October 20		
October 25	Chapter 6 - Communication Intervention	
October 27	Exam 2	
November 1	Communication Intervention Cont'd	
November 3	Data Collection Dwight ch. 6	Treatment Plan Due
November 8	SOAP Notes (Paul 216, 217;	
November 10	and	
November 15	Progress Notes (Paul 217,	
November 17	NO CLASS	
November 22	Guest Speaker	Multicultural Report
November 24	Have a Great Thanksgiving Break	
November 29	Therapy Based Activity – How could you use it?	Soap Note/Report Due
December 1	Exam 3	
December 8	Final Presentations – Attendance is Mandatory	



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School of Health Professions
Andrews University

Initial Speech-Language Evaluation Report

Name:

Address:

Date of Birth:

Phone:

Date of Evaluation:

Grade:

Clinical Supervisor:

Age:

Student Clinician:

Parents:

Primary concerns:

History and Relevant Information:

Testing Behaviors:

- compliant distractible shy impulsive
 non-compliant restless/ fidgets friendly reflective
 frustrated attention difficulties: trouble sustaining, focusing, shifting
 flat affect unmotivated indifferent oppositional

Assessment Information:

Formal Measures (put these in as tables/grids with standard score, percentile info. Included for each subtest-as demonstrated on the model report)

Informal Measures

Other Speech and Language Areas

Speech and Language Area	Concerns noted
<u>Articulation</u>	
<u>Hearing</u>	
<u>Voice and Velopharyngeal</u>	
<u>Oral Peripheral Evaluation</u>	
<u>Fluency</u>	
<u>Swallowing/Feeding</u>	
<u>Literacy/ Writing</u>	
<u>Cognition</u>	
<u>Central Auditory Processing</u>	
<u>Language</u>	

Clinical Summary:

Recommendations:

Goals and Objectives:

Long Term Goal:

Short Term Objective:

Short Term Objective:

Long Term Goal:



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Short Term Objective:

Short Term Objective:

Long Term Goal:

Short Term Objective:

Short Term Objective:

Signature of Graduate Clinician

Date of Report

Signature of Clinical Supervisor

Date of Report



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SPPA425 Syllabus Agreement

Instructor: Heather Ferguson, MS-CCC/SLP
Department: Speech-Language Pathology and Audiology
Semester: Fall 2016

As a student in the Diagnostics in Speech-Language Pathology class I agree to:

- Demonstrate professional behavior at all times. I understand that I am part of a professional program and professional learning community that considers professionalism to be an important part of the learning experience.
- Demonstrate integrity in my learning, demonstration of knowledge, and work completed. Complete and turn in only original work. I understand that there are consequences for plagiarism which could result in dismissal from the program.
- Consider not only my own wellbeing but that of my peers and classmates.
- Understand that I am an active part of the learning processes.

Student Name

Student Signature

Date

INSTRUCTOR PROFILE



Heather Ferguson, M.A. CCC-SLP

Department Chair

Program Director MS SLP

Associate Professor of Speech-Language Pathology

Education

Andrews University BS Speech-Language Pathology and Audiology

Southern Connecticut State University MS Speech-Language Pathology

Biography

Heather Ferguson, an associate professor of Speech-Language Pathology and Audiology completed her undergraduate degree at Andrews University in Speech-Language Pathology and Audiology and her M.S. degree in Speech-Language Pathology at Southern Connecticut State University. Presently, Heather is pursuing her PhD in Higher Education Administration.

Prior to joining the faculty of Andrews University Heather worked as a school based speech-language pathologist for Bridgeport Public Schools in Bridgeport, Connecticut for 12 years. While working for Bridgeport Public Schools Heather served as a team member for a cooperative early intervention and education program for Bridgeport Public School and the Royal Bafokeng of South Africa. Her areas of interest and specialty are in language disabilities and their impact on literacy for school aged children.

Heather was born in Toronto, Ontario, Canada. She is married to Mario Ferguson and together they have two children, Micah and Malaika.

Current Research or Professional Activities

Working on PhD at Andrews University