



Course Syllabus

 [Edit](#)

CSD 6100 Foundations of Clinical Practice for the Speech-Language Pathology Assistant

FALL 2023

CLASS TIME, LOCATION, & CREDIT HOURS

Online (Asynchronous)

3 Credit Hours

INSTRUCTOR INFORMATION

***Tyler T. Christopulos Ph.D. CCC-SLP*****Assistant Professor***tyler.christopulos@utah.edu**Communication Sciences and Disorders**BEHS 1203; Office hours by appointment*

TEACHING ASSISTANT INFORMATION

None

COURSE DESCRIPTION

This course will explore topics required by the American Speech-Language-Hearing Association (ASHA) and the Utah State Board of Education (USBE) in preparation for students to meet the qualifications for national and Utah state licensure as a speech-language pathology assistant (SLPA). The course is designed to prepare students for the delivery of SLPA services to school-age children with speech and language disorders. Specific emphasis will be placed on understanding the roles of an SLPA in public schools, professional skill development of an SLPA, and treatment for disorders in phonological awareness, articulation, fluency, and receptive/expressive language development across multiple populations.

PRE- OR CO-REQUISITES

This course is to be taken concurrently with CSD 6110 Speech-Language Pathology Assistant Field-Based Clinical Externship.

REQUIRED MATERIAL

- Ostergren, J. A.; Vento-Wilson, M. (2023). *Speech-language pathology assistants: A resource manual - Third Edition*. Plural Publishing.
- Kraemer, R., & Bryla, J. (2018). *Clinical workbook for speech-language pathology assistants* (1st ed.). San Diego, CA: Plural Publishing.

STUDENT LEARNING OUTCOMES

By the end of this course, you will be able to:

1. Define the roles of a school-based SLPA in the areas of:
 1. SLPA and speech-language pathologist working relationship
 2. A member of the student's education team
 3. Ethical and professional conduct including patient/client/student confidentiality (i.e., HIPAA, FERPA)
 4. Cultural and linguistic diversity
 5. Health and universal safety precautions in the public-school setting
2. Describe the clinical and technical skills needed by a school-based SLPA in:
 1. Developing lesson plans and student goals
 2. Data collection and session note writing
 3. Using behavioral principles in individual and group treatment settings to promote a positive learning environment

3. Identify and explain treatment approaches for specific school-age populations with speech language disorders in the areas of:
 1. Phonological awareness
 2. Articulation
 3. Fluency
 4. Receptive/expressive language development
4. Critique personal interaction style, beliefs about learning, and role as an SLPA in public schools

TEACHING AND LEARNING METHODS

This is an online course that will be taught using online presentations and readings. All material related to this course can be found on the course CANVAS page. My overall course structure and instructional approach are two-fold: 1) To train you to think independently and find resources on your own; (2) To have the overall course content represent “real-world” situations you will experience as professionals. Our course Canvas page will be the primary point of information dissemination for course content. Online courses require unique focus, pacing, and dedication on students’ part in order to succeed. Please make sure you have your notifications for CANVAS page “*Announcements*” turned on as this is the primary way I communicate with the class. Course assignments represent a significant time commitment, specifically with regard to the *Portfolio* project. **STUDENTS SHOULD NOT WAIT UNTIL THE LAST MINUTE TO START THIS PROJECT. YOU HAVE BEEN WARNED 😊**.

ASSIGNMENTS AND EXAMS

Student learning outcomes will be accomplished through participation in weekly course modules, completion of weekly quizzes, and completion of assignments. All course material will be accessed through our course Canvas page. Satisfactory completion of this course will prepare you to meet the technical proficiencies of an SLPA, as described in ASHA's Speech-Language Pathology Assistant standards for certification (<https://www.asha.org/policy/slpa-scope-of-practice/>). See course schedule for assignment due dates.

1. *Reflection Paper (30 point value)*: The objective of this assignment is for you to increase your understanding of the roles and responsibilities of the SLP, the communicative needs and intervention goals of the clients served by the SLP, and the treatment strategies utilized. Additionally, this is a time to reflect on your role as an SLPA and the challenges that role may present. You will write a 3-4 page (not including your journal logs) reflection paper of your externship experience. This assessment consists of 3 parts. Part 1 submittal: 1) What is your understanding of the above listed areas prior to starting your externship? Part 2 submittal: 2) What

- is your understanding of the above listed elements after completing a substantial portion of your externship? 3). Weekly journal logs.
2. Quizzes (130 points): Each week, there will be a 10-point quiz to be completed on Canvas before class. The quizzes will cover readings and previously taught in-class material. Quiz due dates are identified in the course schedule below. Quizzes must be completed BEFORE the start of class on the respective due date.
 3. Portfolio (75 points): A primary purpose of this course is to develop the skills and resources you will need to practice as an SLPA. Throughout the semester, you will collect and organize resources from this course, your externship, and other sources into a portfolio to submit at the end of the semester. Portfolios can be electronic (e.g., a collection of organized files, website links, etc.), or paper.
 4. Final Exam (60 points): There will be one cumulative final exam covering readings, information from assignments, handouts, and information presented in lectures.

GRADING CRITERIA

A total of 295 points are possible. Grades will be determined based on a percentage of total points earned.

The following grading standards will be used in this class:

Grade	Range
A	100 % to 92.5%
A-	< 92.5 % to 89.5%
B+	< 89.5 % to 87.5%
B	< 87.5 % to 82.5%
B-	< 82.5 % to 79.5%
C+	< 79.5 % to 77.5%
C	< 77.5 % to 72.5%
C-	< 72.5 % to 69.5%
D+	< 69.5 % to 67.5%
D	< 67.5 % to 62.5%
D-	< 62.5 % to 59.5%
F	< 59.5 % to 0.0%

COURSE POLICIES AND RESPONSIBILITIES

Remediation

A student's required knowledge and skills acquisition are described in the Standards for ASHA Speech Language Pathology Assistants Certification. The required knowledge and skills are assessed for all required coursework throughout the certification program. If the required knowledge and skills are not achieved through course activities or clinical assessment(s), the student must participate in a remediation activity deemed appropriate by the course instructor. Successful remediation of an ASHA standard does not result in a grade change but provides documentation that the student has met the ASHA requirements. If remediation is not completed by the end of the semester, a grade of "Incomplete" will be assigned. Remediation must be completed by the end of the following semester. You can find the Remediation Policy in the CSD Handbook. The standards can be found at <https://www.asha.org/Certification/2020-SLPA-Certification-Standards/>

Communicating with Instructor: If you are having difficulties with any of the concepts, please contact me well before a particular due date. I am happy to answer questions and provide additional instruction as needed. I try to respond to emails that are sent on Mondays-Fridays on the same day if received before 4:00 p.m. There will most likely be a delay in responding to emails that are sent after hours or on weekends.

Due Date Policy: Please note due dates on the schedule for weekly assignments and the *Child Language Sample Analysis* project. Late work will receive a zero. If an emergency arises that prevents you from completing your work on time, please email me as soon as possible so that arrangements can be made for you to keep up in the class. The late policy may be waived at my discretion in case of an emergency.

Cheating: I treat cases of academic dishonesty with utmost seriousness. Any submission not originating from your own efforts, or any work that violates assignment/exam instructions, will result in an automatic grade of "0" – **NO EXCEPTIONS**. Furthermore, the matter will be escalated to the Department Chair and Director of Undergraduate Studies, necessitating a meeting involving all involved parties. This situation is very embarrassing and difficult for students and can have a serious impact on your future academic and professional endeavours - **I strongly urge you to prioritize honesty.**

Mandatory Reporter:

Duty to Notify: As a University representative, most faculty, staff, and teaching assistants (other than professional mental health counselors) are required to report information learned about instances of sexual misconduct, discrimination, and/or immediate threats to safety to the University of Utah Office of Equal Opportunity and Affirmative Action and/or the Office of the Dean of Students.

If you do choose to disclose instances of sexual misconduct, discrimination, or violence to me, please be aware that I am a mandatory reporter and am required by University policies to notify the appropriate Office.

Online Course Statement:

Online courses require significant self-motivation. Online courses are different than on-campus courses and online learning is not ideal for everyone. Some lessons take a considerable amount of time to complete. Please note that not all modules are created equal. Some may take a bit more time than others. Some people believe this to be a much easier way to study this subject than in the on-campus framework. Others may feel very intimidated at first. Be patient as you work your way through the first few modules. If you are serious about the material, you will learn as much as, if not more than, most on-campus students about this subject and develop reading and communication skills that are vital to the workforce of the 21st century.

- **Electronic or equipment failure**: It is your responsibility to maintain your computer and related equipment in order to participate in the online nature of the course.
- **Document archiving**: You are responsible for making sure your assignments, including attachments, are received before the deadline. Students are also responsible for ensuring that the documents submitted are the correct document to be graded.
- **Naming conventions and software type**: You are responsible for submitting the assignment with the required naming convention, correct file extension, and using the software type and version required for the assignment. See assignment instructions for acceptable formats.
- **Classroom equivalency**: Discussion threads, e-mails, and chat rooms are all considered to be equivalent to classrooms, and student behavior within those environments shall conform to the University of Utah Student Code. Specifically:
 - Posting photos or comments that would be off-topic in a classroom are still off-topic in an online posting.
 - Off-color language and photos are never appropriate.
 - Using angry or abusive language is called "flaming", is not acceptable, and will be dealt with according to the Student Code.
 - Course e-mails, e-journals, and other online course communications are part of the classroom and as such, are University property and subject to GRAMA regulations and the Student Code. Privacy regarding these communications between correspondents must not be assumed and should be mutually agreed upon in advance, in writing.

UNIVERSITY POLICIES

COVID-19 CAMPUS GUIDELINES



CAMPUS COVID-19 RESOURCES

INFORMATION & PRECAUTIONS

We are a mask friendly campus

Masks are no longer required in indoor spaces on main campus. The general public will not be required to wear masks in public facilities—including the Utah Museum of Fine Arts, Natural History Museum of Utah, and Pioneer Theatre. It is important that our campus remain “mask-friendly.” Those who still wish to wear masks are encouraged to do so, especially those at high risk of severe illness from COVID-19.

Masks are now optional in most University of Utah Health facilities. Please read the policy [here](#).



VACCINATION INFORMATION






GUIDANCE FOR THE CAMPUS COMMUNITY



WORK REIMAGINED



COVID-19 Central @ The U

 801-213-2874



DROP/WITHDRAWAL POLICIES

Students may drop a course within the first two weeks of a given semester without any penalties.

Students may officially withdraw (W) from a class or all classes after the drop deadline through the midpoint of a course. A “W” grade is recorded on the transcript and appropriate tuition/fees are assessed. The grade “W” is not used in calculating the student’s GPA.

For deadlines to withdraw from full-term, first, and second session classes, see the U's [Academic Calendar \(https://registrar.utah.edu/academic-calendars/index.php\)](https://registrar.utah.edu/academic-calendars/index.php).

PLAGIARISM AND CHEATING

It is assumed that all work submitted to your instructor is your own work. When you have used the ideas of others, you must properly indicate that you have done so.

Plagiarism and cheating are serious offenses and may be punished by failure on an individual assignment, and/or failure in the course. Academic misconduct, according to the University of Utah Student Code,

“...Includes, but is not limited to, cheating, misrepresenting one’s work, inappropriately collaborating, plagiarism, and fabrication or falsification of information...It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct.”

For details on plagiarism and other important course conduct issues, see the U's [Code of Student Rights and Responsibilities \(http://regulations.utah.edu/academics/6-400.php\)](http://regulations.utah.edu/academics/6-400.php).

COURSE MATERIALS COPYRIGHT

The Content is made available only for your personal, noncommercial educational, and scholarly use. You may not use the Content for any other purpose, or distribute, post or make the Content available to others unless you obtain any required permission from the copyright holder. Some Content may be provided via streaming or other means that restrict copying; you may not circumvent those restrictions. You may not alter or remove any copyright or other proprietary notices included in the Content.

Please see the [Code of Student Rights and Responsibilities \(https://regulations.utah.edu/academics/6-400.php\)](https://regulations.utah.edu/academics/6-400.php), Section III.A.5 regarding the [use and distribution of class Content](#)

(<https://regulations.utah.edu/academics/6-400.php>) and materials. Section III.A.5. prohibits the following:
Sale or distribution of information representing the work product of a faculty member to a commercial entity for financial gain without the express written permission of the faculty member responsible for the course. (“Work product” means original works of authorship that have been fixed in a tangible medium and any works based upon and derived from the original work of authorship.)

SAFETY AT THE U

The University of Utah values the safety of all campus community members. You will receive important emergency alerts and safety messages regarding campus safety via text message.

For more safety information and to view available training resources, including helpful videos, visit safeu.utah.edu (<http://safeu.utah.edu>).

To report suspicious activity or to request a courtesy escort, contact:

Campus Police & Department of Public Safety

☎ 801-585-COPS (801-585-2677)

🌐 dps.utah.edu (<https://dps.utah.edu>)

📍 1735 E. S. Campus Dr.

Salt Lake City, UT 84112

WELLNESS AT THE U

Your personal health and wellness are essential to your success as a student. Personal concerns like stress, anxiety, relationship difficulties, depression, or cross-cultural differences can interfere with a student’s ability to succeed and thrive in this course and at the University of Utah.

Please feel welcome to reach out to your instructor or TA to handle issues regarding your coursework.

For helpful resources to manage your personal wellness and counseling options, contact:

Center for Student Wellness

☎ 801-581-7776

🌐 wellness.utah.edu (<http://wellness.utah.edu>)

📍 2100 Eccles Student Life Center

1836 Student Life Way

Salt Lake City, UT 84112

Women's Resource Center

☎ 801-581-8030

🌐 womenscenter.utah.edu (<https://womenscenter.utah.edu>)

📍 411 Union Building

200 S. Central Campus Dr.
Salt Lake City, UT 84112



ADDRESSING SEXUAL MISCONDUCT

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status, or genetic information.

If you or someone you know has been harassed or assaulted, you are encouraged to report it to university officials:

Title IX Coordinator & Office of Equal Opportunity and Affirmative Action

📞 801-581-8365

🌐 [oeo.utah.edu \(https://oeo.utah.edu/\)](https://oeo.utah.edu/)

📍 135 Park Building

201 Presidents' Cir.

Salt Lake City, UT 84112

Office of the Dean of Students

📞 801-581-7066

🌐 [deanofstudents.utah.edu \(https://deanofstudents.utah.edu/\)](https://deanofstudents.utah.edu/)

📍 270 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

To file a police report, contact:

Campus Police & Department of Public Safety

📞 801-585-COPS (801-585-2677)

🌐 [dps.utah.edu \(https://dps.utah.edu/\)](https://dps.utah.edu/)

📍 1735 E. S. Campus Dr.

Salt Lake City, UT 84112


If you do not feel comfortable reporting to authorities, the U's Victim-Survivor Advocates provide **free**, **confidential**, and **trauma-informed** support services to **students, faculty, and staff** who have experienced interpersonal violence.

To **privately** explore options and resources available to you with an advocate, contact:

Center for Student Wellness

📞 801-581-7776

 [wellness.utah.edu \(http://wellness.utah.edu/\)](http://wellness.utah.edu/)

 328 Student Services Building
201 S. 1460 E.
Salt Lake City, UT 84112




AMERICANS WITH DISABILITIES ACT (ADA)

The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities.


All written information in this course can be made available in an alternative format with prior notification to the Center for Disability & Access (CDA). CDA will work with you and the instructor to make arrangements for accommodations. Prior notice is appreciated. To read the full accommodations policy for the University of Utah, please see Section Q of the [Instruction & Evaluation regulations \(http://regulations.utah.edu/academics/6-100.php\)](http://regulations.utah.edu/academics/6-100.php).

If you will need accommodations in this class, or for more information about what support they provide, contact:

Center for Disability & Access

 801-581-5020

 [disability.utah.edu \(https://disability.utah.edu/\)](https://disability.utah.edu/)

 162 Union Building
200 S. Central Campus Dr.
Salt Lake City, UT 84112

DIVERSE STUDENT SUPPORT

Your success at the University of Utah is important to all of us here! If you feel like you need extra support in academics, overcoming personal difficulties, or finding community, the U is here for you.

Student Support Services (TRIO)

TRIO federal programs are targeted to serve and assist low-income individuals, first-generation college students, and individuals with disabilities.

Student Support Services (SSS) is a TRIO program for current or incoming undergraduate university students who are seeking their first bachelor's degree and need academic assistance and other services to be successful at the University of Utah.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:



Student Support Services (TRIO)

📞 801-581-7188

🌐 [trio.utah.edu \(https://trio.utah.edu/\)](https://trio.utah.edu/)

📍 Room 2075

1901 E. S. Campus Dr.

Salt Lake City, UT 84112

American Indian Students

The AIRC works to increase American Indian student visibility and success on campus by advocating for and providing student-centered programs and tools to enhance academic success, cultural events to promote personal well-being, and a supportive “home-away-from-home” space for students to grow and develop leadership skills.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

American Indian Resource Center

📞 801-581-7019

🌐 [diversity.utah.edu/centers/airc \(https://diversity.utah.edu/centers/airc/\)](https://diversity.utah.edu/centers/airc/)

📍 Fort Douglas Building 622

1925 De Trobriand St.

Salt Lake City, UT 84113

Black Students

Using a pan-African lens, the Black Cultural Center seeks to counteract persistent campus-wide and global anti-blackness. The Black Cultural Center works to holistically enrich, educate, and advocate for students, faculty, and staff through Black-centered programming, culturally affirming educational initiatives, and retention strategies.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Black Cultural Center

📞 801-213-1441

🌐 [diversity.utah.edu/centers/bcc \(https://diversity.utah.edu/centers/bcc/\)](https://diversity.utah.edu/centers/bcc/)

📍 Fort Douglas Building 603

95 Fort Douglas Blvd.

Salt Lake City, UT 84113

Students with Children

Our mission is to support and coordinate information, program development, and services that enhance family resources as well as the availability, affordability, and quality of child care for University students, faculty, and staff.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Center for Childcare & Family Resources

📞 801-585-5897

🌐 [childcare.utah.edu \(https://childcare.utah.edu/\)](https://childcare.utah.edu/)

📍 408 Union Building
200 S. Central Campus Dr.
Salt Lake City, UT 84112

Students With Disabilities

The Center for Disability and Access is dedicated to serving students with disabilities by providing the opportunity for success and equal access at the University of Utah. They also strive to create an inclusive, safe, and respectful environment.

For more information about what support they provide and links to other resources, view their website or contact:

Center for Disability and Access

📞 801-581-5020

🌐 [disability.utah.edu \(https://disability.utah.edu/\)](https://disability.utah.edu/)

📍 162 Union Building
200 S. Central Campus Dr.
Salt Lake City, UT 84112

Students of Ethnic Descent

The Center for Ethnic Student Affairs offers several programs dedicated to the success of students with varied cultural and ethnic backgrounds. Its mission is to create an inclusive, safe campus community that values the experiences of all students.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Center for Ethnic Student Affairs

📞 801-581-8151

🌐 [diversity.utah.edu/centers/cesa/ \(https://diversity.utah.edu/centers/cesa/\)](https://diversity.utah.edu/centers/cesa/)

📍 235 Union Building

200 S. Central Campus Dr.
Salt Lake City, UT 84112



English as a Second/Additional Language (ESL) Students

If you are an English language learner, there are several resources on campus available to help you develop your English writing and language skills. Feel free to contact:

Writing Center

☎ 801-587-9122

🌐 writingcenter.utah.edu [\(http://writingcenter.utah.edu/\)](http://writingcenter.utah.edu/)

📍 2701 Marriott Library

295 S 1500 E

Salt Lake City, UT 84112

English for Academic Success (EAS) Program

☎ 801-581-8047

🌐 linguistics.utah.edu [\(https://linguistics.utah.edu/\)](https://linguistics.utah.edu/)

📍 2300 LNCO

255 S. Central Campus Dr.

Salt Lake City, UT 84112

English Language Institute

☎ 801-581-4600

🌐 continue.utah.edu/eli [\(http://continue.utah.edu/eli\)](http://continue.utah.edu/eli/)

📍 540 Arapeen Dr.

Salt Lake City, UT 84108

Undocumented Students

Immigration is a complex phenomenon with broad impact—those who are directly affected by it and those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles that prevent you from engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center.


Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families.

For more information about what support they provide and links to other resources, view their website or contact:

Dream Center

☎ 801-213-3697

 dream.utah.edu [.\(http://dream.utah.edu/\)](http://dream.utah.edu)

 200 S. CENTRAL CAMPUS DRIVE
UNION, ROOM 80
SALT LAKE CITY, UT 84112




LGBTQ+ Students


The LGBTQ+ Resource Center acts in accountability with the campus community by identifying the needs of people with a queer range of [a]gender and [a]sexual experiences and responding with university-wide services.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

LGBTQ+ Resource Center

 801-587-7973

 lgbt.utah.edu [.\(http://lgbt.utah.edu/\)](http://lgbt.utah.edu)


 409 Union Building
200 S. Central Campus Dr.
Salt Lake City, UT 84112

Veterans & Military Students


The mission of the Veterans Support Center is to improve and enhance the individual and academic success of veterans, service members, and their family members who attend the university; to help them receive the benefits they earned, and to serve as a liaison between the student veteran community and the university.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Veterans Support Center

 801-587-7722

 [.\(http://lgbt.utah.edu/ veteranscenter.utah.edu](http://lgbt.utah.edu/veteranscenter.utah.edu) [\(http://veteranscenter.utah.edu/\)](http://veteranscenter.utah.edu/)

 418 Union Building
200 S. Central Campus Dr.
Salt Lake City, UT 84112

Women

The Women's Resource Center (WRC) at the University of Utah serves as the central resource for educational and support services for women. Honoring the complexities of women's identities, the WRC facilitates choices and changes through programs, counseling, and training grounded in a commitment to advance social justice and equality.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:



Women's Resource Center

📞 801-581-8030

🌐 [womenscenter.utah.edu \(https://womenscenter.utah.edu/\)](https://womenscenter.utah.edu/)

📍 411 Union Building
200 S. Central Campus Dr.
Salt Lake City, UT 84112

Inclusivity at the U

The Office for Inclusive Excellence is here to engage, support, and advance an environment fostering the values of respect, diversity, equity, inclusivity, and academic excellence for students in our increasingly global campus community. They also handle reports of bias in the classroom as outlined below:

Bias or hate incidents consist of speech, conduct, or some other form of expression or action that is motivated wholly or in part by prejudice or bias whose impact discriminates, demeans, embarrasses, assigns stereotypes, harasses, or excludes individuals because of their race, color, ethnicity, national origin, language, sex, size, gender identity or expression, sexual orientation, disability, age, or religion.

For more information about what support they provide and links to other resources, or to report a bias incident, view their website or contact:

Office for Inclusive Excellence

📞 801-581-4600

🌐 [inclusive-excellence.utah.edu \(https://inclusive-excellence.utah.edu/\)](https://inclusive-excellence.utah.edu/)

<http://continue.utah.edu/eli>

📍 200 S. CENTRAL CAMPUS DRIVE
UNION, ROOM 70
SALT LAKE CITY, UT 84112

Other Student Groups at the U

To learn more about some of the other resource groups available at the U, check out:

🌐 [getinvolved.utah.edu/ \(https://getinvolved.utah.edu/\)](https://getinvolved.utah.edu/)

🌐 [https://ssc.utah.edu/tools-for-success.php \(https://ssc.utah.edu/tools-for-success.php\)](https://ssc.utah.edu/tools-for-success.php)



CANVAS INFORMATION


Canvas is the where course content, grades, and communication will reside for this course.

- Access Canvas through utah.instructure.com or through **CIS** (<https://cis.utah.edu>)
- For Canvas, Passwords, or any other computer-related technical support contact the **Campus Help Desk** (<https://it.utah.edu/help/>).
 - 801 581-4000
 - [http://it.utah.edu/help](https://it.utah.edu/help/) (<https://it.utah.edu/help/>)
 - helpdesk@utah.edu (<mailto:helpdesk@utah.edu>)
- For Canvas related issues or bugs, contact the Teaching & Learning Technologies help desk
 - 801-581-6112 ext 2
 - classhelp@utah.edu (<mailto:classhelp@utah.edu>)

COURSE SCHEDULE

Note: Our schedule is subject to revision based on the needs of our class; any updates will be made available for students through Canvas.

<u>Week</u>	<u>Date</u>	<u>Topic(s)</u>	<u>Readings/Assignments</u> <u>/Quizzes/Exams</u>	<u>Due Date</u>
1	08/21-8/25	Lesson plans and goals	Ostergren Chapter 7 <i>Quiz 1</i>	8/25
2	8/28 - 9/1	Data collection	Ostergren Chapter 8 <i>Quiz 2</i>	9/1
3	9/4 – 9/8	Treatment implementation	Ostergren Chapter 10 <i>Quiz 3</i>	9/8
4	9/11 – 9/15	Speech sound remediation	Ostergren Chapter 13	

			Part 1 of Reflection Paper Due	9/15	
			<i>Quiz 4</i>	9/15	
5**	9/18 – 9/22	Note writing	Ostergren Chapter 9 <i>Quiz 5</i>	9/22	
6	9/25 – 9/29	Early & Language intervention	Ostergren Chapter 14 & 15 <i>Quiz 6</i>	9/29	
7	10/2 – 10/6	Role of SLPA; Supervision and mentoring	Ostergren Chapters 1-2 <i>Quiz 7</i>	10/6	
8	10/9 – 10/13	Group therapy	Ostergren Chapter 12 <i>Quiz 8</i>	10/13	
9	10/16 – 10/20		Spring Break		
10	10/23 – 10/27	Behavioral principles	Ostergren Chapter 11 <i>Quiz 9</i>	10/27	
11	10/30 – 11/3	Autism Spectrum Disorder (ASD)	Ostergren Chapter 17 <i>Quiz 10</i>	11/3	
12	11/6 – 11/10	Augmentative and Alternative Communication (AAC)	Ostergren Chapter 18 <i>Quiz 11</i>	11/10	
13	11/13 – 11/17	Ethical and professional conduct	Ostergren Chapters 3-4 <i>Quiz 12</i>	11/17	

14	11/20 – 11/24	Cultural and linguistic diversity	Ostergren Chapter 5 Portfolio Due <i>Quiz 13</i>	11/24 11/24
15	11/27 – 12/1	Health and safety	Ostergren Chapter 6 Journal Logs, Part 2 of Reflection Paper Due <i>Quiz 14</i>	12/1 12/1
16	12/4 – 12/8		Final Cumulative Exam	12/8