

University of Utah
Clinical Methods (CSD 5400-01)
Fall Semester 2023
Tuesday/Thursday, 9:10-10:30 a.m., BEHS Room 114
3.0 credit hours

Instructor: Julia Lidgard, M.S., CCC-SLP (Professor (Clinical))
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Course Description:

The majority of undergraduate coursework in the Department of Communication Sciences and Disorders prepares pre-professional students for clinical practice by providing them with foundational information regarding the mechanisms and processes associated with typical and atypical speech, language, and hearing. However, the ability to effectively communicate information regarding communication development and disorders to a variety of audiences (e.g. clients, parents, teachers, professional colleagues, insurance companies, general public) across different genres is also a critical skill that requires training. This course provides pre-professional students going into various clinical fields (speech language pathology, audiology, OT, PT) with discipline specific research and writing opportunities to sharpen their critical thinking, writing, and public speaking skills through a variety of assignments representing different aspects of clinical practice and targeting a variety of audiences.

Providing feedback as well as revising based on feedback are important elements to the learning process. Students will participate in frequent group practicum in order to 1) provide feedback on peers' writing; 2) revise material based on provided feedback. Students are advised to reference the University of Utah Writing Center to increase writing confidence and skill.

Course Objectives:

At the conclusion of this course, students will be able to:

1. Demonstrate compliance with basic rules of English grammar by completing various grammar practicum.
2. Apply the learned principles of effective clinical writing (brainstorming, planning, drafting, revising, editing and proofreading) across various types of clinical documents.
3. Identify key components of 5 different types of documents relevant to speech pathology and audiology practice.
4. Provide feedback on peers' work and edit content based on peer's feedback across different clinical contexts and class practicum.
5. Apply the principles of effective public speaking during class practicum as well as during the end of semester literature review presentation.
6. State the laws, regulations and policies that apply to various aspects of clinical practice in communication disorders.
7. Interpret an oral mechanism assessment.
8. Discuss cultural and linguistic diversity and the way it affects clinical practice.
9. Discuss behavior management techniques and how to use them to maximize your clinical sessions.
10. Demonstrate clinical knowledge in diagnostic and therapeutic services pertaining to speech language pathology and audiology.

Required Text: (Intro) Introduction To Clinical Methods in Communication Disorders Third Edition, edited by Rhea Paul Ph.D. and Paul W. Cascella, Ph.D., Paul H. Brookes Publishing Co. (2014). **This book is available as an electronic version and can be found on Canvas under the BOOKSHELF tab.**

Requirements:

1. Ensure you are complying to the Health Sciences policy

All students obtaining degrees in Health Sciences must take regular HIPAA trainings, have their laptops encrypted and have all electronic devices be password protected. If you haven't done so already, please contact Leigh Ann Benevides at LeighAnn.Benevides@utah.edu to help you get all of these requirements completed. All non-matriculated students need to email Leigh Ann Benevides to be added to the undergrad CANVAS page.

2. Required Readings

Students are expected to read the assigned material prior to attending the next class. Class lecture and discussion will facilitate comprehension of the material.

3. Written Assignments

Assignments are to be submitted professionally as a hard copy (on paper) during the class period. If you do not attend class, you can email the assignment to the instructor but you will have a 2-point deduction for the instructor to print the assignment off for you. Assignments submitted after the due date, will result in a 5-point deduction for each late day.

a) S.O.A.P. Note (20 points)

Practicing clinicians must write summaries following each session to document the patient/client's performance and progress. This assignment will introduce the student to each section of a SOAP note (Subjective, Objective, Assessment, Plan) and provide them with an opportunity to convey technical clinical information concisely and professionally.

b) Long/Short term Goals (30 points)

Students will choose two clients from a provided list and write one long-term goal and two short-term goals for each client. This assignment will introduce the student to basic goal writing techniques similar to those found in public school IEPs (Individual Education Plans) and hospital goals.

c) Diagnostic Report (100 points)

Students will watch a video of an evaluation across two class periods, **in class**, while taking a language sample of the client. **Attendance is mandatory for the two days the video is played as you will not be able to observe the video during any other time.** Following a class discussion of key observational points, students will write a professional diagnostic report 4-5 pages, single spaced, in length. Students will attend a peer review to get feedback on their written work as well as provide feedback on their peers' work. Following peer feedback, student will edit and revise the drafts to submit the final report.

d) Oral Presentation (100 points)

Students will choose a topic from a provided list of topics, complete a literature review and present an in-service to the class.

4. Examinations (200 points)

Since this class is a content-based course, there will be two examinations worth 100 points each testing your knowledge in those areas. **No electronic devices of any sort are allowed at any point during the testing.** This includes all cell phones and smart watches. If you are caught with an electronic device, you will automatically receive a 0 on the test.

5. Attendance and Daily Participation

Because the start of many sessions will include daily activities in which students will engage in grammar practicum or writing methodology, your attendance and participation is crucial. However, actual role will only be taken during the in-class oral presentations at the end of the semester. AND, you must attend the two sessions where the diagnostic video is played in order to complete the diagnostic

6. Clinical Observations

If student is obtaining a bachelor's degree in speech and hearing sciences, then student is required to complete 25 clinical observation hours. If hours are NOT completed by the assigned due date, a loss of an entire grade (i.e., A- will drop to B+) will occur on the corresponding test. If student is not majoring in speech and hearing sciences, then you do not need to worry about this requirement at all.

Optional:

Become a member of Masterclinician

All students taking this course have the option of either observing your observation hours at the University of Utah Speech Language Hearing Clinic or you can sign up to become a member of MasterClinician. The cost to join for a 1-year membership is \$54.00. This will allow you to observe the assigned evidenced based sessions and complete the necessary observation write-ups. This will also allow you to observe some of the necessary 25 clinic observations without having to observe in the clinic.

- Go to masterclinician.org and click on ‘sign up’. Click on ‘student registration – 1 year for \$54.00’. It will then prompt you to complete a small questionnaire and upload a photo.
- If you complete any of your 25 hours under MasterClinician, you must assign Julia Lidgard as the instructor for your observations and then very briefly complete the questions at the end of the video so I receive the message that you completed the observation. **YOU MUST DO THIS IN ORDER FOR ME TO SIGN OFF ON THE COMPLETED HOUR.**

Grades:

1.	Two Evaluations	200
2.	Diagnostic report	100
3.	Oral Presentation	100
4.	Write up of two treatment goals (15 points each)	30
5.	SOAP note	20
6.	Completed 25 clinical observations	**
<u>Total points possible =</u>		<u>450 points</u>

Grading Criteria:

A 93-100%; A- 90-92%; B+ 87-89%; B 83-86%; B- 80-82%; C+ 77-79%; C 73-76%; C-70-72%

Withdrawal Information

Last day to drop classes:	Friday, September 1, 2023
Last day to withdraw from classes:	Friday, October 20, 2023
Classes end	Thursday, December 7, 2023

Course Policies:

Clinic Observations: All students in the Department of Communication Sciences and Disorders are required to complete 25 hours of clinical observation prior to graduation. Some courses include clinical observations in their requirements, but students may also complete additional observation hours independently. However, students will only be allowed to schedule and attend observations after they have fulfilled the three following requirements: (1) Complete HIPAA training (as evidenced by passing the HIPAA quiz with at least 80% accuracy), (2) Sign the ASHA Pledge of Confidentiality, and (3) Attest to their compliance with the Media Security Policy (see below). Instructions on how to complete these requirements is provided to enrolled students each semester via email by the Department's Academic Coordinator. Any questions should be directed to them at 801-585-0427. **All 25 hours are due for instructor approval by December 6 – either submitted electronically or in hard copy.**

Department Media Security Policy: All employees and **students** in the Department of Communication Sciences and Disorders are subject to **mandatory compliance requirements for encryption** and/or security of **mobile devices** (e.g. **cell phones, laptop computers, tablets**, etc.) that are used for University purposes (business, therapy, education). 100% compliance is required by a Federal mandate. The potential ramifications of noncompliance are severe and could be debilitating. For assistance with this encryption, contact the **Campus Help Desk** at University Information Technologies (IT) at **801-581-4000**.

It is expected that students will adhere to generally accepted standards of academic honesty, including but not limited to refraining from cheating, plagiarizing, misrepresenting one's work, and/or inappropriately collaborating. This includes the use of generative AI tools that have not been cited or use documented or authorized. Students will also be expected to adhere to the prescribed professional and ethical standards of the profession/discipline for which the student is preparing. Any student who engages in academic dishonesty or who violates the professional and ethical standards for the

profession/discipline for which the student is preparing, may be subject to academic sanctions as per the University of Utah's Student Code: <http://regulations.utah.edu/academics/6-400.php>"

The code of Student Rights and Responsibilities: The code, which specifies student rights as well as conduct involving cheating, plagiarism, collusion, fraud, theft, etc., is provided at <http://regulations.utah.edu/academics/6-400.php>.

Statement of Equal Access: The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. In order to establish the existence of a disability and/or request reasonable accommodation for classes, students should contact the Center for Disabled Student Services (160 Olpin Union Building, 581-5020). If arrangements are not necessary through the Center for Disabled Student Services, but through the instructor alone, please bring concerns to the instructor so that accommodations can be considered.

Statement of 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 the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

Wellness Statement. Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness, <http://wellness.utah.edu/>; 801-581-7776.

The Americans with Disabilities Act. The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services (CDS; <http://disability.utah.edu/>; 162 Olpin Union Building; (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the CDS.

Policy regarding COVID:

Vaccinations

Get a COVID-19 vaccination if you have not already done so. Vaccination is proving highly effective in preventing severe COVID-19 symptoms, hospitalization and death from coronavirus. Vaccination is the single best way to stop this COVID resurgence in its tracks.

Course Outline for CSD 5400 - 01

Date	Topic	Distributed Assignment and its Due Date	Readings for next Class	Practicum Experience
Tues, August 22	Discussion of syllabus, assignments/expectations and Scope of Practice		(Intro) Ch. 1 (Intro) Ch. 2	
Thur., August 24	ASHA Code of Ethics		(Intro) Ch. 4 (Intro) Ch. 5	Finding errors in rules of Form
Tues, August 29	Speech Mechanism Assessment		(Intro) Ch. 7	1. Perform oral mech on peer 2. practice discussing results with 'caregiver' using target audience.
Thur., August 31	Interviewing and Counseling		(Intro) Ch. 6	

Tues, September 5	Communication Sampling Procedures			Perform manual language sample analysis
Thur., September 7	Writing a diagnostic report			
Tues., September 12	Watch a video of a diagnostic evaluation; Discuss the subjective and objective findings from video to prepare for writing diagnostic report			
Thur., Sept. 14	Finish watching video of a diagnostic evaluation. Continue discussing the subjective and objective findings from video to prepare for writing diagnostic report	First Draft of Report Due date: Thursday, September 21		
Tues., Sept. 19	Fetal Alcohol Syndrome/ Attention Deficit Disorder & Discuss Dx report questions			
Thur., Sept. 21 Due today: 1st draft of diagnostic report to be edited by peers	Peer Editing of Diagnostic Report	Students will edit/revise the diagnostic report based on provided peer feedback. Second draft of report Due date: Thursday, September 28		Editing: Students will edit peers' diagnostic reports following provided rubric
Tues., Sept. 26	Writing Long and Short term goals and Collecting Baseline Measures			Students will practice writing long and short term goals within small groups of peers
Thur., Sept. 28 Due today: 2nd draft of DX report for instructor grade	Writing goals based on video presentations Test Review	Students will choose 2 clients out of a provided list and write one long term goal and two short term goals for EACH client Due date: Thursdays, October 5		Students will practice writing long and short term goals within small groups of peers
Tues., October 3	1 st Evaluation			
Thur., October 5 Due today: goals assignment	Preparing for Oral Presentations	Students will pick topic of choice for their oral presentations Due date for presentations: Tuesday, November 28		
Tues., October 10 Thurs., October 12	CLASSES CANCELLED due to FALL BREAK			
Tues., October 17	Writing S.O.A.P. Notes	First draft of soap note for peer audience Due date: Thursday, October 19	(Intro) Chapter 8	Run on Sentences
Thur., October 19 Due today: 1st draft of s.o.a.p. note for peer review	Peer editing of s.o.a.p notes Public Policy	Edit s.o.a.p. note based on peer feedback Due date for final draft: Tuesday, October 24	(Intro) Ch. 9	Review peers soap note draft #1

Tues., October 24 Due today: 2nd draft of s.o.a.p note for instructor grade	Providing services in the Medical and School Setting			
Thur., October 26	Guest speaker: Susan Bell, M.S., CCC-SLP “Working in the schools”		(Intro) Ch. 10	
Tues., October 31	Cultural and Linguistic Diversity			
Thur., November 2	Cultural and Linguistic Diversity			
Tues., November 7	Behavior Management	In small groups of peers, create a list of the most challenging and the least challenging behaviors you have observed in children; Describe to your peers what made these behaviors challenging/easy. Come up with a behavior management plan for the more difficult behavior to facilitate improved interactions.		
Thur., November 9	Behavior Management		(Intro) Ch. 12	
Tues., November 14	Family Centered Practice	In small Groups, students will alternately take on the roll of a clinician as well as a caregiver. Clinicians will need to explain results of testing while using a variety of speaking methods/styles to relay information effectively		
Thur., November 16	Sequence of play acquisition; Play therapy; Maximizing Effectiveness of Toys Test Review			
Tues., November 21	2 nd Evaluation			
Thur., November 23	NO CLASS in observance of Thanksgiving Holiday			
Tues., November 28 Thur., November 30 Tues., December 5 Thur., December 7	Class Presentations – each student will present their oral presentations during these four days. Role will be taken and a five point deduction will occur off the final examination for <u>each day</u> student is absent.	Observation sheet with 25 clinical observation hours due by December 5 – either emailed to julia.lidgard@health.utah.edu or given a paper document to Julia during class.		

Too often we underestimate the power of a touch, a smile, a kind word, a listening ear, an honest compliment, or the smallest act of caring, all of which have the potential to turn a life around.

-Leo Buscaglia