

## SHS 402 Clinical Methods and Treatment of Communication Disorders

Spring 2018

Instructor: Myra Schatzki, M.S., CCC-SLP

G.A.: Caitlin Vose

Office: Coor 2324

Office: Coor 2222

Office hours: Mondays: 11am-1:30pm  
Wednesdays: by appt.

Office hrs: Wednesdays: 12:30-1:30

Email: [mschatzki@asu.edu](mailto:mschatzki@asu.edu)

Email: [cvose@asu.edu](mailto:cvose@asu.edu)

Phone: (480) 965-9224

Time/Room: MWF 2:00-2:50pm COOR 184

Prerequisite: SHS 250, 465

**Required Text:** Roth, F. P., & Worthington, C. K. (2016). Treatment Resource Manual for Speech-Language Pathology (5th Edition), Clifton Park, NY: age Learning. ISBN:978-1-2858-5115-0 **\*\* DO NOT NEED THE ACCESS CODE**

**Required Packet:** The packet for this course has been uploaded on Blackboard as they pertain to the subject matter. This is to help mitigate the cost for this class.

**Required Membership:** Video observation assignments will be conducted through the Master Clinician Network website: [masterclinician.org](http://masterclinician.org). Membership fee is \$35/yr. or \$45/2yrs. You will need to join this site by the end of the first week of class. There will be weekly video assignments to be completed.

Additional supplemental materials will also be available on Blackboard. To access Blackboard go to <http://my.asu.edu>. Information for this course, as well as the points you have earned, will be posted to Blackboard each week. You should check Blackboard several times during the week for new information. References for readings found on BB are included at the end of this syllabus.

**Email & Blackboard:** It is very important that you check your ASU e-mail and Blackboard Announcements often. Emails and/or Blackboard postings with reading lists, websites, updated summary outlines, changes to schedules, assignment updates, etc. will be communicated in this manner.

### Course Content and Format

The purpose of the course is to introduce students to clinical methods and treatment of communication disorders typically utilized by speech/language pathologists and audiologists. Opportunities will be provided for students to learn methods for eliciting therapy targets and to apply critical thinking to plan communication therapy. The emphasis will be on problem solving clinical situations rather than formulating a scripted method of intervention. Real therapy cases will be used to generate clinical questions and teach clinical techniques for the treatment of disorders in articulation, phonology, fluency, aphasia, language, voice, swallowing, and dysarthria. Structured observations of audiology and speech/language pathology services will be completed to allow students to earn 25 ASHA clinical clock hours of observation.

Students will learn:

- to analyze data in order to pose clinical questions and plan intervention
- to select appropriate targets for therapy

- to write functional and measurable goals and objectives
- methods to evoke communicative behavior
- techniques for managing behavior during intervention
- methods to strengthen or sustain target behaviors
- effective and efficient data collection methods.
- complete 25 hours of observation as required by the American Speech Language and Hearing Association
- the client's perspective of diagnostic testing.
- and demonstrate key teaching strategies.

### **Certification Standards**

Satisfactory completion of this course will provide students with 25 ASHA clinical clock hours of observation of assessment and treatment by communication disorders by speech/language pathologists and audiologists. In addition, completion of the course supplements several of the standards outlined in the knowledge and skill section of the ASHA standards for the Certificate of Clinical Competence in Speech-Language Pathology. This course, however, will not satisfy any of the requirements as it is meant to be an introduction to methods of intervention rather than a means to demonstrate the level of skill and knowledge required in the spirit of the ASHA competency measures.

This course fulfills a requirement for students admitted to the SLPA Certificate Program. A minimum grade of "B-" is required for this course to count toward the SLPA certificate.

### **Course Requirements:**

#### **Quiz on Syllabus (5 points)**

The syllabus quiz is designed to help emphasize and clarify the points that are often misunderstood. The quiz will also serve to acknowledge that you have reviewed the syllabus and that you understand your responsibilities.

#### **SLP or AuD Interview *and* Live Observation (30 points)**

To complete the live observation requirements students will need to observe live therapy and/or assessment **at the time of the interview** and submit a report. You must observe them for at least one hour and **have them sign your form with their ASHA number**. The report format will be posted on Blackboard. **Students must observe a licensed and ASHA certified SLP or AuD this semester. Please confirm this prior to going to their site.** A suggested list of sites to contact will be posted on Blackboard. Observations of SLPAs **do not** count.

Arrange to interview someone who works as a speech language pathologist or audiologist. Complete the interview at the site where the SLP/AuD works so that you have an opportunity to observe the setting in which they provide services. Do **NOT** complete this interview by e-mail or by phone. Prepare 8-10 questions to ask them about their job and the services that they provide to clients with communication disorders. Include questions that will be useful for you to learn what it would be like to work in that setting and with that population. Directions for writing up the interview and the grading rubric for the assignment are included on Blackboard. **You will need to upload the following documents into Blackboard:**

1. **Guidelines for "Live" Observation and Interview. – must sign.**
2. **Live Observation Report. Make sure to have the SLP/AUD sign and obtain their ASHA ID# on this form.**
3. **Reflection.**

**\*\*See rubric in the assignment folder.**

**DO NOT WAIT UNTIL THE LAST MINUTE TO COMPLETE THIS ASSIGNMENT. THIS IS AN EASY 30 POINTS!**

### **Online Video Observations (125 points)**

Students will be required to observe recorded speech/language pathology sessions to complete the necessary 25 hours of observation required by ASHA. A library of videos through the Master Clinician Network will be used to complete this requirement. To access these videos, you must sign up for a one-year subscription to [www.masterclinician.org](http://www.masterclinician.org). The cost is \$35/yr or \$45/2yrs. I have selected videos that I would like you to view but you have access to view the entire library of videos. After each viewed video, you will need to complete a quiz on blackboard and attest that you have watched the videos. I will use the videos from your MCN office to track the number of observations you have completed. At the end of the semester, you will receive a letter from me verifying that you have satisfied this requirement. Master Clinician will track the videos you've watched so taking the quiz is not enough.

Some observation hours will be obtained during in-class activities involving observation and discussion of case studies and speech and language assessments and treatments. A written assignment must be completed and turned in to receive credit for that in-class observation. **Due date to be determined.**

Completion of less than 25 hours of observation will result in a deficiency of ASHA observation requirements. Students' performance on the observation assignments will contribute 125 points toward your final grade. It will **not** be possible to provide students with more than 25 clinical clock hours of supervised observation as part of this course.

**In-Class Assignments (40 points)** Participation and completion of 4 in-class assignments will be required. You will need to download the assignment protocol from blackboard under Assignments. The assignments are: Teaching Strategies, Language Treatment Approaches, Stuttering Basic Clinical Skills, and CAAP. You will need to upload this to blackboard to get points and so that you can keep a copy of your work. **Due dates to be determined.**

**Exams (300 points)** There will be three exams (first two worth 75 points, and a third exam at the end of the semester worth 150 points toward your final grade). Exams may be made up only in the case of illness, whereby the student must present written documentation of the illness from a physician, or from the appropriate individual in case of an emergency beyond the student's control, i.e., bereavement, etc. *Arrangements for make-up exams or assignments must be made prior to the scheduled exam time.* You will also need a blue-ink pen for all of the exams.

**Attendance and Preparation for Class:** It is expected that you will attend class regularly unless an illness or emergency beyond your control prevents you from attending. You will need to demonstrate proof of absence. It is also expected that students will come to class **prepared**. This requires you to complete any assigned readings **prior** to the class period for which specific readings are assigned so that you can participate in class discussions effectively. Each week, assigned readings from the text and supplemental readings are identified on the course schedule and on blackboard. Attendance and class participation will be used to adjust borderline grades. Surprise pop quizzes may be given to help me judge students' preparation. Correct answers on pop quizzes will allow students to earn extra credit points. Additional extra credit points will be announced throughout the semester as opportunities arise.

**Final grades** will be based on your performance on the exams **and** successful completion of 25 hours of observation. Grades will be assigned as follows:

450-500 points = A (450-460=A-; 461-495=A; 496-500+=A+)

400-449 points = B (400-410=B-; 411-440=B; 441-449=B+)

350-399 points = C (350-390=C; 391-399=C+)

300-349 points = D

299 points and below = E

**Your grade is determined by the total points you earned in the class. If your grade is borderline, your attendance and participation in class will help you.**

**Special Needs** If you have documented special needs please see me at the beginning of the semester so that we can plan any modifications to the course that may be necessary. Information regarding disability is confidential (<http://www.asu.edu/drc> ).

**Code of Conduct** You are expected to be familiar with and abide by the *ASU Student Code of Conduct*. (<http://students.asu.edu/srr/code> ). Please also review the provost's statements on academic integrity (<http://provost.asu.edu/academicintegrity>). The minimum penalty for cheating or plagiarism is an E in the course. <http://students.asu.edu/srr/code>. Additionally, strict adherence to HIPAA guidelines is also essential to protect the confidentiality of patients viewed in the videotaped observation or observed in the ASU campus clinics or in off-campus facilities. HIPAA is the Health Insurance Portability and Accountability Act of 1996 which mandates laws and regulations governing the provision of health benefits, the delivery and payment of healthcare services, and the security and confidentiality of health information. Students must avoid discussing clinical activities and clients in public. The law protects the clients' right to privacy and any breach of the confidentiality of the clients' diagnostic and/or treatment sessions or files could result in litigation. Please be aware at all times of the presence of parents and clients in the halls, waiting room, restroom, etc. Do not discuss clients except within this class or with a faculty member.

**In the case of an emergency:** Leave the building as soon as possible and follow any directions and instructions from officials.

### **Common Courtesy**

- Turn off cell phones once class has started. If you have a special circumstance/emergency for a specific class time, please notify me before class.
- Please let me know ahead of time if you need to arrive late or leave early.

## Clinical Methods and Treatment of Communication Disorders: Course Schedule

### UNIT 1: Basic Clinical Principals

<b>Week of:</b>	<b>Topic</b>	<b>Readings</b>	<b>Assignments</b>	<b>MCN Quizzes Due Sunday Midnight</b>
<b>Jan. 8</b>	Introduction – Syllabus	Syllabus	Syllabus Quiz	
<b>10</b>	Principals of Intervention	TRM-Ch1		Exavier (4-5)
<b>12</b>	Cont.....			Abigail (6-10) Session 2
<b>15</b>	MLK – NO Class			
<b>17</b>	Behavior Modification			Jack (4-5)
<b>19</b>	Cont...			Kobe (4-5)
<b>22</b>	Teaching Strategies			
<b>24</b>	Cont...			
<b>26</b>	Goals and Report Writing	TRM – Ch2	Teaching Strategy Assignment	Zoe (6-10) Jack (6-10)
<b>29</b>	Cont...			
<b>31</b>	Cultural Considerations	TRM-Ch12		Kaitlyn (6-10)
<b>Feb. 2</b>	Cont...			Shane (6-10)
<b>5</b>	Counseling	TRM-Ch11		
<b>7</b>	Cont...			Grace (11-17)
<b>9</b>	Review			Carol (18-65)
<b>12</b>	<b>Unit 1 Exam</b>			

**Unit 2: Therapy: Articulation, Phonology, and Language**

<b>Week of:</b>	<b>Topic</b>	<b>Readings</b>	<b>Assignments</b>	<b>MCN Quizzes Due Sunday Midnight</b>
<b>Feb. 14</b>	Articulation Intervention	TRM-Ch3		Jackson (6-10) – Session 1
<b>16</b>	Cont.....			Beth (18-65)
<b>19</b>	Phonology Intervention			Kobe (2-3) 1-29-98
<b>21</b>	Cont....		CAAP	
<b>23</b>	Language Tx Infants & Preschoolers	TRM-Ch4		Abigail (6-10) – Session 1
<b>26</b>	Cont...			
<b>28</b>	School-age & Adolescents	TRM-Ch5		Wyatt (2-3) 02-01-10
<b>Mar. 2</b>	Cont...			John (18-65)
<b>4-11</b>	Spring Break			
<b>12</b>	Language Treatment Strategies	In class videos	Language Treatment Assisgnment	Mark (18-65)
<b>14</b>	Autism	TRM-Ch6		
<b>16</b>	Cont...			Lucy (65+)
<b>19</b>	Review			
<b>21</b>	<b>Unit 2 Exam</b>			Shirley (65+)

### Unit 3: Therapy: Fluency, Motor Speech Disorders, Aphasia, Voice, and Dysphagia

Week of:	Topic	Readings	Assignments	MCN Quizzes Due Sunday Midnight
<b>Feb. 23</b>	Fluency	TRM-Ch9		Emma (4-5)
<b>26</b>	Cont....			Mia (6-10) Rebecca (18-65)
<b>28</b>	Cont...			
<b>30</b>	Cont....		BCS Upload	
<b>Apr. 2</b>	Aphasia	TRM – Ch8		Ali (18-65) Bob (65+)
<b>4</b>	Cont....			
<b>6</b>	Dysarthria & Apraxia			
<b>9</b>	Cont...			Aletia (4-5)
<b>11</b>	Cont...	TRM – Ch7		
<b>13</b>	Voice			
<b>16</b>	Cont....			
<b>18</b>	Cont...		SLP/AUD Interview due midnight. See assignment folder in blackboard for details.	
<b>20</b>	Dyphagia	TRM – Ch10		
<b>23</b>	Cont...			
<b>25</b>	Cont...			
<b>27</b>	Review			
<b>Apr30</b>	<b>Final Exam</b>	2:30 – 4:20		

#### References

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- Bothe, A.K., Davidow, J.H., Bramlett, R.E., Franic, D.M., & Ingham, R.J. (2006). Stuttering treatment research 1970-2005: II. Systematic review incorporating trial quality assessment of pharmacological approaches. *American Journal of Speech-Language Pathology*, 15, 342-352.
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- Law, J., Garrett, Z., & Nye, C. (2004). The efficacy of treatment for children with Developmental speech and language delay/disorder: A meta-analysis. *Journal of Speech, Language, and Hearing Research*, 47, 924-943.
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