



**College of Health and Human Services
Department of Communication Sciences and Disorders**

The overall goal of the CSD program is to provide students with a basic foundation and general understanding of human communication processes. This goal includes providing a solid foundation for graduate study communication sciences and disorders or audiology. Another program goal, for those who are interested, is to provide the academic requirements for the NAU Certificate as a Speech-Language Pathologist Assistant.

CSD 460: Clinical Interaction in Speech-Language Pathology and Audiology Fall 2022 – Section 1227-1623

Web Course Syllabus

General Information	
CREDIT HOURS	3 hours
PROFESSOR	Jeffrey C. Meeks, EdD CCC-SLP
Email	jeffrey.meeks@nau.edu
Other:	Online and Collaborate (BBLearn)
OFFICE HOURS	By Appointment
COURSE PREREQUISITES	CSD 191, CSD 251, CSD 350, CSD 352, CSD 390, CSD 391, CSD 454 with a grade of C or higher
Permission Number Required	Email instructor for pre-clinical interaction requirements
COURSE DESCRIPTION	Observation of therapy procedures in various clinical settings. This course introduces clinic policies and procedures through a variety of clinical activities.

Course Standards and Student Learning Outcomes

The successful learner will complete the following:

- Perform the duties of an SLPA in training within the scope of practice outlined by the American Speech-Language and Hearing Association (ASHA).
- Document **a minimum of 50 hours** of clinical interaction activities under the supervision of a licensed master's level speech-language pathologist with at least two (2) years of full-time professional experience as a Speech Language Pathologist. **The 50 hours does not include observation hours. You must have a MINIMUM of 80% direct therapy hours (you providing therapy) and no more than 20% of indirect therapy (planning, paperwork, etc.).** (It is anticipated you will earn the full 100 hours required by Arizona and ASHA. However, the 50 hours is a minimum requirement for passing the course.)
- Problem solve and reflect upon your fieldwork experiences through activity and reflection logs.
- Self-evaluate clerical, technical, and interpersonal skills.
- Examine your SLPA-Student skills through supervisor evaluation.
- Reflect and describe your fieldwork experience overall in a mid-experience and final summary report.

***** It is the student's responsibility to establish a fieldwork site and find an SLP supervisor per your state licensure / certification requirements. The supervising SLP must have at least 2 years of licensed full-time work experience that does not include the CF year.**

1. **Contact Information:** No later than the first week of your clinical interaction experience, e-mail jeffrey.meeks@nau.edu with:

- (a) contact phone numbers where you can be reached;
- (b) your SLP supervisor's name, work address, and contact information, years of experience that does not include CFY, if they have previously supervised, if they have completed CEUs in supervision, ASHA membership #, state license #.

All future correspondence should take place within Blackboard.

2. **Activity and Reflection Logs:** Due **Each week on Monday** by 8:00 am **MUST** be completed and approved by CSD460 instructor

- Submit a journal entry of the previous week's activities in BB Learn.
 - Separate observation hour reflection logs from direct contact reflection log using BBlearn journal.
 - A form for these reports is included in the Course Content "Forms" folder.
 - You may modify the forms to your liking as long as all areas are addressed
 - Feel free to reproduce this form or type your own report (as long as you address all areas on the form)
 - DAILY Activity logs should include:
 - Breakdown of hours (direct service time, clerical time, preparation for therapy, collaboration and discussion)

- Reflection from your experience in a What I learned and What I would like to know/learn format

3. **Week 8, SLP Supervisor's Evaluation Mid:** When you are midway through your experience, submit the mid-experience report of your fieldwork experience. The report template can be found in Week 8. You must submit an evaluation from EACH supervising SLP if you have more than one.

4. **Week 8, Self Evaluation: A mid-experience self-evaluation will be completed and shared with your SLP supervisor/s.**

You are responsible for providing the SLP supervisor with your evaluation form completed. Review your self-evaluation with your supervisor/s. Both you and the SLP supervisor/s must sign and date this evaluation.

5. **Week 16, SLP Supervisor Evaluations: Your SLP supervisor will evaluate you at the end of your fieldwork experience:** You are responsible for providing the SLP supervisor with the evaluation form prior to being evaluated. Review this evaluation with your supervisor. Both you and the SLP supervisor must sign and date this evaluation. These documents need to be submitted by an e-mail attachment to jeffrey.meeks@nau.edu or submitted via Blackboard.

6. **Summary of Fieldwork Experience:** Near the end of the semester, you will complete a Summary of Fieldwork Experience report. This report does not have to be shared with or signed by your SLP supervisor/s. When you have completed this report, sign and date it. When you have completed this report, documents need to be submitted in Blackboard.

7. **Contact Hours Logs:** You must document your time **EACH** day you do clinical interaction activities and have your SLP supervisor/s approve your activities and your time spent. • Types of activities should be specific to the client and focus of the treatment or tasks in which you are participating (see ASHA roles and responsibilities for SLPA roles that she/he may do and may NOT do)

- At the end of the semester submit all of the completed hour logs.
**** you need original signatures on each of the logs by myself and your supervisor, make arrangements prior to the end of the semester to complete this****

8. **Observation Log:** You do not submit this log for the course. However, document your observation hours. Some states require observation time for licensure or certification. Additionally, some graduate programs require observation, so you may need this documentation. See your states requirements. California requires observation hours in addition to your direct contact hours

9. **Technical Proficiency Self-Assessment:** You will complete the TPSA **before** starting your clinical hours and again at the end of the semester. The TPSA you completed at the beginning of the semester will be given to your SLP Supervisor **before** you begin your clinical experience. At the end of the semester, you will revise your TPSA to reflect the skills you've gained throughout the semester. You will submit those TPSAs to the instructor only.

10. **Licensure application forms:** These are not required for class as this is a licensure issue and not an academic issue. However, it is likely you will need signatures from your SLP supervisor/s or

the instructor for this course on a license application form. I recommend that you complete this before you leave your site/s at the end of your clinical experience. This will save precious time for you, the instructor, and the supervising SLP/s.

Textbook and Required Materials

There are no required textbooks for this course. You will already have obtained the textbooks in previous classes. If, for some reason, you do not have the textbooks in the recommended section below, you may want to have those for reference.

Recommended Optional Materials/References:

Ostergren, Jennifer A. (2019). Speech-language pathology assistants: A resource manual (2nd ed.). San Diego, CA: Plural Publishing. Available for free electronic download through the NAU Cline Library at:

http://libproxy.nau.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=2030399&site=ehost-live&scope=site&ebv=EB&ppid=pp_c

Paul, R. (2014). Introduction to clinical methods in communication disorders (3rd ed.). Baltimore, MD: Paul H. Brookes Publishing Company. This text is available for free access here:

http://libproxy.nau.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=709153&site=ehost-live&scope=site&ebv=EB&ppid=pp_Cover

Dwight, D. (2014). Here's how to do therapy: Hands on core skills in speech-language pathology (2nd ed.). Plural Publishing, Inc.

ASSESSMENT of STUDENT LEARNING OUTCOMES

- Complete the Technical Proficiency Self-Assessment Checklist for your pre and post experience.
- Complete a Self-Evaluation.
- Conduct the Supervisor Evaluation/s at the end of the semester or when your 100 hours are completed.
- Submitted and approved weekly activity and reflection logs of your experience/s each week that you are doing your clinical interaction.
- Complete the mid-experience and final summary reports.
- Document your time using the Contact Hours Logs each day you conduct clinical interaction activities. You must have this time approved by your supervising SLPs each day. Often, students log time that the SLP did not approve. You will submit your log/s when you are a quarter of the way through your experience and again at the end of your experience.

Tentative Timeline for Assessment: (These forms are found in the "Classroom," "Forms" section. Discussions are in the Classroom.)

Type Time Period

Technical Proficiency Self Assessment Checklist

Turn in the TPSA checklist at the beginning and end of the semester. Give your SLP supervisor a copy of the TPSA at the beginning of the

semester. At the end of the semester, give your instructor a copy of the TPSA that reflects skills

you've gained over the semester.

Reflection & Activity Reports Turn in the Monday following the week of your clinical interaction or observation experiences.

Mid-experience Report Must complete and turn in midway through your clinical experience.

SELF EVALUATION Must complete and turn in midway (Week 8) through your clinical experience.

Grading System:

This is a pass/fail grade course. Your grade for this course will be assigned by the CSD 460 instructor. It will be based upon successful completion of the fieldwork experience, timely submission of written assignments (contact logs, activity and reflection logs, mid and final summary reports, self-evaluation, Technical Proficiency Self-Assessment Checklist), and evaluation by the supervising SLP/s.

Any student action that results in termination of the clinical interaction experience is grounds for failure ("F" grade) in the class. All written materials and other expectations must be completed at the assigned time and received before a grade will be assigned.

Attendance: Three or more absences and/or tardiness are grounds for failure in the course ("F" grade). SLPs and their clients are counting on you.

TIPS FOR A SUCCESSFUL PRACTICUM

- Discuss dress code expectations with your on-site supervisor and DRESS PROFESSIONALLY. This has created more problems than you may realize.
- Approach this experience with a positive attitude. This experience, like life, will be what YOU make of it. What you get out of it is largely up to you.
- Prepare ahead of time! Leave yourself plenty of time to be successful. I would expect you to be at least 30 minutes early for each therapy session/session day in order to prepare. Arriving 15 minutes before your day/session starts is considered being late!
- Communicate with your supervising SLP/s. This is an important aspect to success as an SLPA-Student and as a practicing professional.
- Take good care of yourself. Rest, good nutrition, exercise, and stress reduction are not only keys to a healthy lifestyle but to good academic performance as well. SLPAs/SLPs are known

to have huge caseloads with so much paperwork you'd think that's all we do! It's important to take care of yourself given the incredible amount of stress you endure.

- Do not hesitate to ask for my assistance. Believe it or not, that's what they pay me for! I enjoy teaching, and I enjoy talking with you. Please see me if you are having a problem with some aspect of your clinical interaction or with the course. I would love to talk with you about what is going well too!
- Remember to practice "unconditional positive regard" and always maintain a mindset of professionalism. You are considered a "professional" by others and it's important to meet that expectation. You are representing NAU when doing your clinical interaction and we expect a high standard of practice while enrolled in this class.
- Students are often surprised that this fieldwork course requires so much of their time. I realize that you may have other very important commitments, such as full-time employment and a family. I strongly encourage you to review your personal time commitments and expectations--both at the beginning of the semester and throughout the course--in order to determine whether you are scheduling your time realistically. Please contact me immediately if you need guidance in this matter. I will be happy to try to assist you.

CONFIRMATION OF CLASS MEMBERSHIP

In order to confirm your membership after you have reviewed the syllabus and contents you will mark the box "reviewed" that confirms the following: "I have read and understand the syllabus for this class, and I agree to abide by its content for this class." Until you have completed this, you will not be allowed to view the content of the course.

The class content exists and will be released after you complete the syllabus review and click on the "mark reviewed" box.

COURSE POLICIES:

Students are responsible for turning assignments in on or before the assigned due date to receive credit. Allow adequate time to correct potential technology problems. Academic dishonesty of any kind will not be tolerated. Any violations of this policy will result in a zero (0) for the assignment and be figured into the final grade accordingly. Additionally, you should be aware that academic dishonesty may result in University disciplinary action, including suspension/expulsion. For information on NAU policies on Safe Working and Learning Environment, Students with Disabilities, Institutional Review Board process, and Academic Integrity, please see the following section of this syllabus.

ASHA AND STATE COMPETENCIES

ASHA has standards of competence for speech-language pathologists (SLPs) and suggested guidelines for speech language pathology assistants (SLPAs). Review the **American Speech Language-Hearing Association** (ASHA) web page to become familiar with these competencies. This course was designed to equip you (an SLP or SLPA) with a component of these competencies.

The state of Arizona requires certain competencies and coursework for speech professionals and paraprofessionals beyond the scope of this course. For additional information contact the **Arizona**

Department of Health Services Special Licensing Division.

FINAL EXAM SCHEDULE:

To access the final exam schedule for mountain campus classes, refer to the Registrar's link:
<https://nau.edu/Registrar/>

For Extended Campuses calendar access: <http://extended.nau.edu/>

COVID-19 REQUIREMENTS AND INFORMATION

Additional information about the University's response to COVID-19 is available from the **Jacks are Back!** web page located at <https://nau.edu/jacks-are-back>.

SYLLABUS POLICY STATEMENTS

ACADEMIC INTEGRITY

NAU expects every student to firmly adhere to a strong ethical code of academic integrity in all their scholarly pursuits. The primary attributes of academic integrity are honesty, trustworthiness, fairness, and responsibility. As a student, you are expected to submit original work while giving proper credit to other people's ideas or contributions. Acting with academic integrity means completing your assignments independently while truthfully acknowledging all sources of information, or collaboration with others when appropriate. When you submit your work, you are implicitly declaring that the work is your own. Academic integrity is expected not only during formal coursework, but in all your relationships or interactions that are connected to the educational enterprise. All forms of academic deceit such as plagiarism, cheating, collusion, falsification or fabrication of results or records, permitting your work to be submitted by another, or inappropriately recycling your own work from one class to another, constitute academic misconduct that may result in serious disciplinary consequences. All students and faculty members are responsible for reporting suspected instances of academic misconduct. All students are encouraged to complete NAU's online academic integrity workshop available in the E-Learning Center and should review the full *Academic Integrity* policy available at <https://policy.nau.edu/policy/policy.aspx?num=100601>.

COPYRIGHT INFRINGEMENT

All lectures and course materials, including but not limited to exams, quizzes, study outlines, and similar materials are protected by copyright. These materials may not be shared, uploaded, distributed, reproduced, or publicly displayed without the express written permission of NAU. Sharing materials on websites such as Course Hero, Chegg, or related websites is considered copyright infringement subject to United States Copyright Law and a violation of NAU Student Code of Conduct. For additional information on ABOR policies relating to course materials, please refer to ABOR Policy 6-908 A(2)(5).

COURSE TIME COMMITMENT

Pursuant to Arizona Board of Regents guidance (ABOR Policy 2-224, *Academic Credit*), each unit of credit requires a minimum of 45 hours of work by students, including but not limited to, class time, preparation, homework, and studying. For example, for a 3-credit course a student should expect to work at least 8.5 hours each week in a 16-week session and a minimum of 33 hours per week for a 3-credit course in a 4-week session.

DISRUPTIVE BEHAVIOR

Membership in NAU's academic community entails a special obligation to maintain class environments that are conducive to learning, whether instruction is taking place in the classroom, a laboratory or clinical setting, during course-related fieldwork, or online. Students have the obligation to engage in the educational process in a manner that does not interfere with normal class activities or violate the rights of others. Instructors have the authority and

responsibility to address disruptive behavior that interferes with student learning, which can include the involuntary withdrawal of a student from a course with a grade of "W". For additional information, see NAU's *Disruptive Behavior in an Instructional Setting* policy at <https://nau.edu/university-policy-library/disruptive-behavior>.

NONDISCRIMINATION AND ANTI-HARASSMENT

NAU prohibits discrimination and harassment based on sex, gender, gender identity, race, color, age, national origin, religion, sexual orientation, disability, veteran status and genetic information. Certain consensual amorous or sexual relationships between faculty and students are also prohibited as set forth in the *Consensual Romantic and Sexual Relationships* policy. The Equity and Access Office (EAO) responds to complaints regarding discrimination and harassment that fall under NAU's *Nondiscrimination and Anti-Harassment* policy. EAO also assists with religious accommodations. For additional information about nondiscrimination or anti-harassment or to file a complaint, contact EAO located in Old Main (building 10), Room 113, PO Box 4083, Flagstaff, AZ 86011, or by phone at 928-523-3312 (TTY: 928-523-1006), fax at 928-523-9977, email at equityandaccess@nau.edu, or visit the EAO website at <https://nau.edu/equity-and-access>.

TITLE IX

Title IX of the Education Amendments of 1972, as amended, protects individuals from discrimination based on sex in any educational program or activity operated by recipients of federal financial assistance. In accordance with Title IX, Northern Arizona University prohibits discrimination based on sex or gender in all its programs or activities. Sex discrimination includes sexual harassment, sexual assault, relationship violence, and stalking. NAU does not discriminate on the basis of sex in the education programs or activities that it operates, including in admission and employment. NAU is committed to providing an environment free from discrimination based on sex or gender and provides a number of supportive measures that assist students, faculty, and staff.

One may direct inquiries concerning the application of Title IX to either or both the Title IX Coordinator or the U.S. Department of Education, Assistant Secretary, Office of Civil Rights. You may contact the Title IX Coordinator in the Office for the Resolution of Sexual Misconduct by phone at 928-523-5434, by fax at 928-523-0640, or by email at titleix@nau.edu. In furtherance of its Title IX obligations, NAU promptly will investigate or equitably resolve all reports of sex or gender-based discrimination, harassment, or sexual misconduct and will eliminate any hostile environment as defined by law. The Office for the Resolution of Sexual Misconduct (ORSM): Title IX Institutional Compliance, Prevention & Response addresses matters that fall under the university's Sexual Misconduct policy. Additional important information and related resources, including how to request immediate help or confidential support following an act of sexual violence, is available at <https://in.nau.edu/title-ix>.

ACCESSIBILITY

Professional disability specialists are available at Disability Resources to facilitate a range of academic support services and accommodations for students with disabilities. If you have a documented disability, you can request assistance by contacting Disability Resources at 928-523-8773 (voice), 928-523-8747 (fax), or dr@nau.edu (e-mail). Once eligibility has been determined, students register with Disability Resources every semester to activate their approved accommodations. Although a student may request an accommodation at any time, it is best to initiate the application process at least four weeks before a student wishes to receive an accommodation. Students may begin the accommodation process by submitting a self-identification form online at <https://nau.edu/disability-resources/student-eligibility-process> or by contacting Disability Resources. The Director of Disability Resources, Jamie Axelrod, serves as NAU's Americans with Disabilities Act Coordinator and Section 504 Compliance Officer. He can be reached at jamie.axelrod@nau.edu.

RESPONSIBLE CONDUCT OF RESEARCH

Students who engage in research at NAU must receive appropriate Responsible Conduct of Research (RCR) training. This instruction is designed to help ensure proper awareness and application of well-established professional norms and ethical principles related to the performance of all scientific research activities. More information regarding RCR training is available at <https://nau.edu/research/compliance/research-integrity>.

MISCONDUCT IN RESEARCH

As noted, NAU expects every student to firmly adhere to a strong code of academic integrity in all their scholarly pursuits. This includes avoiding fabrication, falsification, or plagiarism when conducting research or reporting research results. Engaging in research misconduct may result in serious disciplinary consequences. Students must also report any suspected or actual instances of research misconduct of which they become aware. Allegations of research misconduct

should be reported to your instructor or the University's Research Integrity Officer, Dr. David Faguy, who can be reached at david.faguy@nau.edu or 928-523-6117. More information about misconduct in research is available at <https://nau.edu/university-policy-library/misconduct-in-research>.

SENSITIVE COURSE MATERIALS

University education aims to expand student understanding and awareness. Thus, it necessarily involves engagement with a wide range of information, ideas, and creative representations. In their college studies, students can expect to encounter and to critically appraise materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty.

Last revised August 25, 2022