

College of Health and Human Services
Department of Communication Sciences and Disorders
CSD 391 SLPA CLINICAL SKILLS

Course Prefix, Section number, Title: CSD 391, 1227-2491, SLPA Clinical Skills

Term/Year: Total Units of Course Credit: Fall 2022: 3 credits

Course Pre-requisite(s): NONE

Instruction Mode: Online, Asynchronous

Instructor: Dr. Jeff Meeks

Instructor's Contact Information: Email: jeffrey.meeks@nau.edu

Virtual Office Hours: Zoom link will be sent if you'd like to meet virtually.

Instructor's Availability: I am available by appointment online, virtual or by phone.

*****Please use the Bb Learn messaging system in the course for all course content questions/comments. Do not use my NAU email. Do not respond to "No-Reply" emails you receive from the class sent to your NAU email. Use my NAU email for all non-course related issues. I will not respond to "No-Reply" emails or course related emails sent to my NAU email. Thank you.**

Course Purpose: The purpose of CSD 391 is to provide the prospective speech-language pathologist assistant (SLPA) with basic information related to speech sound disorders, language disorders, and other communication disorders seen in typical SLPA employment settings. Students will learn how to assist the supervising speech-language pathologist (SLP) in treating common communication disorders using prescribed screening protocols and procedures. This course addresses the development and implementation of lesson plans, including cueing hierarchies, behavior modification principles, data collection, and professional writing skills. Students will learn about the role of the SLPA in assisting the SLP with treatment and screening of common communication disorders. This scope of practice is defined by the state issuing the SLPA license.

This course is required for the NAU Speech-Language Pathology Assistant Undergraduate Certificate or is taken as an elective course for the Bachelor of Science in Communication Sciences and Disorders. The NAU SLPA certificate is designed to address the minimum technical coursework requirements recommended by the American Speech-Language Hearing Association.

Student Learning Outcomes:

As an active and engaged learner in this course, you will:

- 1. Discuss and identify characteristics of speech sounds disorders, language disorders, and other communication disorders typically seen in SLPA employment settings, and across culturally and linguistically diverse populations.**
- 2. Identify behavior modification principles implemented in individual and group therapy sessions.**
- 3. Distinguish key aspects of treatment plans and goals.**
- 4. Using SLP treatment plans, develop lesson plans with evidence-based activities/tasks, relevant materials for the activity/task, and appropriate prompts and modifications.**
- 5. Conduct live or hypothetical speech and language screenings and report results without using interpretation or diagnostic judgement.**
- 6. Collect data and prepare modified SLPA S.O.A.P. notes from therapy sessions to report results without**

using interpretation or diagnostic judgement.

Assignments/Assessments of Course Student Learning Outcomes:

CSD 391 consists of lectures, assigned readings, video therapy observations, collaborative learning assignments, discussions, quizzes and exams.

GRADE POINT SCALE: The grade point scale is based on 550 possible points. Assignment of letter grades is based upon the percentage of the total points a student earns, as follows:

- A = 89.5% to 100%
- B = 79.5% to 89.4%
- C = 69.5% to 79.4%
- D = 59.5% to 69.4%
- F = <59.4%

READINGS AND MATERIALS:

Required Textbook:

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

Required Subscription:

You must subscribe to Master Clinician in order to complete required observations for this course. Go to <https://www.masterclinician.org> to enroll.

Recommended Textbook:

Kraemer, R. & Bryla, J. (2018). *Clinical workbook for speech-language pathology assistants*. San Diego, CA: Plural Publishing.

Prerequisite knowledge needed to be successful in this course: Knowledge of disorders in children and adults, phonetics, and anatomy.

TENTATIVE SCHEDULE

Type	Due Date & Description
Module 1: Pediatric Receptive & Expressive Language Disorders	Introduction – 9/5 Module 1 Lecture Summary – 9/5 Module 1 Observation Assignment – 9/5 Module 1 Screening Assignment – 9/5 Module 1 Discussion – 9/12 Module 1 Observation Discussion – 9/12 Module 1 Quiz – 9/12
Module 2: Articulation and Phonological Disorders	Module 2 Lecture Summary – 9/19 Module 2 Observation Assignment – 9/19 Module 2 Screening Assignment – 9/19 Module 2 Discussion – 9/26 Module 2 Observation Discussion – 9/26 Module 2 Quiz – 9/26

Module 3: Fluency Disorders	Module 3 Lecture Summary – 10/3 Module 3 Observation Assignment – 10/3 Module 3 Dysfluency Assignment – 10/3 Module 3 Observation Discussion – 10/10
	Module 3 Discussion – 10/10 Module 3 Quiz – 10/10
Module 4: Autism Spectrum Disorders	Module 4 Lecture Summary – 10/17 Module 4 Observation Assignment – 10/17 Module 4 Autism Assignment – 10/17 Module 4 Observation Discussion – 10/24 Module 4 Autism Discussion – 10/24 Module 4 Quiz – 10/24
Module 5: Apraxia	Module 5 Lecture Summary – 10/31 Module 5 Observation Assignment – 10/31 Module 5 Apraxia Assignment – 10/31 Module 5 Observation Discussion – 11/7 Module 5 Discussion – 11/7 Module 5 Quiz – 11/7
Module 6: Dysarthria	Module 6 Lecture Summary – 11/14 Module 6 Observation Assignment – 11/14 Module 6 Assignment – 11/14 Module 6 Observation Discussion – 11/21 Module 6 Discussion – 11/21 Module 6 Quiz – 11/21
Module 7: Brain Injury and Aphasia	Module 7 Lecture Summary – 11/28 Module 7 Observation Assignment – 11/28 Module 7 Assignment – 11/28 Module 7 Observation Discussion – 12/5 Module 7 Discussion – 12/5 Module 7 Quiz – 12/5
Module 8: Special Topics and Final	Module 8 Observation Discussion – 12/12 Module 8 Lecture Summary – 12/12 391 Final Exam – 12/12

TIPS FOR SUCCESS IN THIS CLASS

- **READ THE SYLLABUS.** The syllabus contains the expectations for this course. It is time well spent to read, understand, and ask questions if you don't understand an expectation. Waiting until the last day of class to take time knowing what is expected in this course is not a wise choice.
- **Plan to spend at least 9 hours per week** devoted to this course. It is expected that for every credit hour of a course, you spend 3 hours in the course each week e.g. 3 credit course=9 hours/week. This expectation comes from the Arizona State Board of Regents (ABoR).
- **Know the due dates.** Turn in Activities, Tool Box item, etc. early if possible. Many students make the mistake of waiting until the 11th hour when something is due and then have technology difficulties. **Late submissions have a penalty of -15% per day late, no exceptions.**

- **Contact the Student Technology Center if you're having trouble with any technology aspect of the course.** They are open 24-7 and can proxy into your computer (with your permission) to help you. The TA and myself are here for you regarding course content. Trying to assist you with technology is a rabbit hole we'd never come out of.
- **Please feel free to contact the instructor if you have any questions.** That's why I'm here! I'm happy to help with questions, concerns, etc. about the course or content. However, I do not work on the class on the weekends so please plan accordingly.

Class Policies

PROFESSIONAL DISPOSITIONS

Students are expected to:

- 1) Attend class via the internet daily. During this time, you should check course announcements, e-mail, calendar, discussions, assignments, and other tools used in the course. Many of the class activities are interactive and they are impossible to make-up after they have been completed. Simply reading the book does not equal being an active class participant! For a three credit course, you are expected to spend at least 9 hours a week on the course.
- 2) Participate fully in class assignments and discussions.
- 3) Complete assignments by the due date. Late assignment submissions automatically lose -15% for every day late without an institutional excuse. You will need to contact the Student Life office and proceed with a memo of absence in order to submit late work.
- 4) Students are responsible for regular online communication and submission of assignments according to scheduled deadlines.
- 5) Complete exams as scheduled. If you miss the midterm exam, you can take it late. However, you can only earn as high as 70% (or a low C grade) on the exam. *** If you miss the final exam due date, you cannot take the final exam late.
- 6) Review the course syllabus, assignment guidelines, and due dates before asking questions that have already been explained in the course materials.
- 7) Submit original work. Plagiarism of copy-written materials and/or other individual's work will not be tolerated. Review NAU's policies regarding academic dishonesty. Plagiarism and cheating are serious offenses at the university/college level.
- 8) Demonstrate professional conduct. This includes posting well thought out comments and questions as well as respectfully responding to other classmates. Mutually respectful dialogue and professional written and verbal communication should be used throughout the course. For example, use complete sentences in all communication, proof written messages (e-mails and discussion posts) for spelling and grammatical errors before submitting.

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.