Description of Course
This course is a methodology course for clinical practicum. Its purpose is to provide the student with the skills necessary for clinical application. It is designed to be a combination of Lecture (L) and Use the Tool (Application).

Primary Instructors and Contact Information
Name: Cass Faux
Office Location: 405C
Telephone number: 520-621-7069
E-mail address: cassandm@email.arizona.edu
Office Hours/“Open Door Policy”
Web information including course homepage and instructor homepage: d2l.arizona.edu

Name: Janet L Hawley
Office Location: 416
Telephone number: 520-626-6073
E-mail address: janet@email.arizona.edu
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Web information including course homepage and instructor homepage: d2l.arizona.edu

Name: Carole Wymer
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E-mail address: carwym@email.arizona.edu
Office Hours/“Open Door Policy”
Web information can be found: d2l.arizona.edu

Auxiliary Instructors and Contact Information
Name: Jennifer Casteix
Office Location: 405G
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Name: Kathe McGrath
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Web information can be found: d2l.arizona.edu
Course Format and Teaching Methods
Lecture, small-group activities, experiential-learning, in-class discussion,

Course Objectives and Expected Learning Outcomes
Course Objectives: the student will demonstrate the ability to:
1. write a treatment plan that includes a long-term goal, behavioral objective, and a person-centered focus on function;
2. identify various data collection methods;
3. structure and generate a well-written “background summary”;
4. write daily notes in SOAP format within Lytec;
5. modify and manage existing behavior, teach new skills, or promote compensation;
6. write and execute a lesson plan including the session objective, therapy techniques, and activities;
7. demonstrate various treatment techniques for pediatric and adult populations.

http://assessment.arizona.edu/academic_degree_programs
http://assessment.arizona.edu/sci/Speech%20Hearing%20Sciences%20Grad

Absence and Class Participation Policy
The UA’s policy concerning Class Attendance, Participation, and Administrative Drops is available at http://catalog.arizona.edu/2015-16/policies/classatten.htm
The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable: http://policy.arizona.edu/human-resources/religious-accommodation-policy.
Absences preapproved by the UA Dean of Students (or dean’s designee) will be honored. See http://uhap.web.arizona.edu/policy/appointed-personnel/7.04.02

Participating in the course and attending lectures and other course events are vital to the learning process. As such, attendance is required at all lectures and discussion section meetings. Students who miss class due to illness or emergency are required to bring documentation from their health-care provider or other relevant, professional third parties. Failure to submit third-party documentation will result in unexcused absences.

Course Communications
Online communication will be conducted by official UA e-mail address and D2L

Readings
Required power points and readings can be accessed via D2L

STRUCTURING THERAPY
Structuring Therapy PPT (d2l.arizona.edu)

GOALS AND OBJECTIVES
Goals and Objectives PPT (d2l.arizona.edu)

EVIDENCE-BASED PRACTICE & MEASUREMANIA
Measuremania PPT (see d2l.arizona.edu)

SOAP
SOAP PPT (d2l.arizona.edu)

MANAGING BEHAVIOR

ORAL MECHANISM/MOTOR SPEECH
OME PPT (d2l.arizona.edu)

REPORT WRITING
Common Peccadillos & Proofing and Practice PPT (d2l.arizona.edu)

Resources/References (optional):
Optional texts can be purchased through the UA Bookstores


Assignments and Examinations: Schedule/Due Dates

<table>
<thead>
<tr>
<th>Assignment</th>
<th>In Class/Outside of Class</th>
<th>Due Date</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lytec</td>
<td>In Class Activity</td>
<td>8/24/16</td>
<td>3 points</td>
</tr>
<tr>
<td>Person-Centered Functional Goal and Objectives</td>
<td>In Class Activity</td>
<td>8/31/16</td>
<td>10 points</td>
</tr>
<tr>
<td>Participation</td>
<td>In Class Activities</td>
<td>Each Class</td>
<td>32 points (2 points/activity)</td>
</tr>
<tr>
<td>Background Summary</td>
<td>Outside of Class</td>
<td>9/23/16 (turn in to clinical instructor)</td>
<td>10 points</td>
</tr>
<tr>
<td>Demonstration of Therapy Techniques</td>
<td>In Class Activity</td>
<td>10/19 &amp; 10/26</td>
<td>10 points</td>
</tr>
<tr>
<td>Self-Analysis of Treatment Session</td>
<td>Outside of Class</td>
<td>Week of November 28</td>
<td>35 points (serves as your final examination)</td>
</tr>
</tbody>
</table>
Assignment Format (outside of class assignments)

- Interview your client/caregiver and write a **Background Summary**. This summary will go into your Progress Report. Interviewing styles and format for the Background Summary will be discussed in Tool School. Background Summary will be graded by your clinical instructor.

- **Self-Analysis of Treatment Session** will be completed outside of class during the weeks of 11/28/16 (45 points). You will be graded by your clinical instructor.

  Select a 5 minute video of a selected, individual treatment session and present an oral reflection during your individual meeting with your clinical instructor.

  Your reflection should include the following components:

  **Components:**

  - Structuring Therapy: 5 points
  - Target Objective(s): 5 points
  - Lesson Plan: 5 points
  - Evidence-Based Practice and Intervention: 5 points
  - Data Collection: 5 points
  - Managing Behavior: 5 points
  - Professional Communication: 5 points

  Your grade will be based on the quality of your analysis and inclusion of the noted components, and not on the quality of the therapy session. **This Self-Analysis assignment will serve as your final examination for the course.**

  **Rubric:**

<table>
<thead>
<tr>
<th>Components</th>
<th>Excellent</th>
<th>Adequate</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structuring Therapy</td>
<td>Component is thoroughly and thoughtfully addressed</td>
<td>Component is discussed sufficiently; although the information is not expansive or detailed</td>
<td>Component is insufficiently addressed or reflects a limited grasp of the key features</td>
</tr>
<tr>
<td>Target Objective</td>
<td></td>
<td></td>
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<tr>
<td>Lesson Plan</td>
<td></td>
<td></td>
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<tr>
<td>EBP and Intervention</td>
<td></td>
<td></td>
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<tr>
<td>Data Collection</td>
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<tr>
<td>Managing Behavior</td>
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<tr>
<td>Professional Communication</td>
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</tbody>
</table>

  Points 5 each 3 each 1 each

  Total points: **35 points**

**Final Examination or Project**

The Self-Analysis assignment will serve as your final examination for the course.

**Grading Scale**

90-100 points = S; 80-89 = P; 70-79 = F
Requests for incomplete (I) or withdrawal (W) must be made in accordance with University policies, which are available at http://catalog.arizona.edu/2015-16/policies/grade.htm#I and http://catalog.arizona.edu/2015-16/policies/grade.htm#W, respectively.

Scheduled Topics/Activities
Unit 1: Logistics [clinic tour, clinic resources (e.g., Lytec, Encounter forms, CALIPSO, clinic manual ASHA standards, ASHA code of Ethics, ASHA Portal)]

Unit 2: Getting to know your Client (interviewing, communication sampling procedures, data collection)

Unit 3: Establishing Objectives (goals and objectives, writing SOAP notes)

Unit 4: Structuring Therapy [communication intervention principles and procedures (clinician directed and client centered), behavior management, reinforcement, feedback, proxemics, lesson plan]

Unit 5: Professional Communication (progress reports and counseling)

Unit 6: Related Topics (oral mechanism examination, augmentative and alternative communication, iPad apps, speech-language and hearing screenings)

Unit 7: Using Technology in the Clinics

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 22</td>
<td>Orientation to Tool School</td>
<td>Review Clinic Manual; Lytec video (d2l)</td>
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<tr>
<td>(9-11:30)</td>
<td>Introductions, Clinic Tour, Clinic Manual (slihsfac.arizona.edu), Lytec Overview, Encounter form (activity), CALIPSO, Clinic Assignments</td>
<td>CALIPSO video (d2l)</td>
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<tr>
<td></td>
<td><strong>Unit 1</strong></td>
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<tr>
<td>August 24</td>
<td>Lytec (activity), Writing SOAP notes, Goals &amp; Objectives; Establishing Person-Centered Functional Goals</td>
<td>powerpoint (ppt) in d2l (SOAP; Goals and Objectives); In-class activity (Lytec) Reading SOAP</td>
<td>Lytec assignment due</td>
</tr>
<tr>
<td>(9-11:30)</td>
<td><strong>Unit 3</strong></td>
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<tr>
<td>Date</td>
<td>Unit</td>
<td>Activity</td>
<td>Resource</td>
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<tr>
<td>August 31</td>
<td>Unit 2 &amp; 3</td>
<td>Person-Centered Functional Goals (continued); Interviewing (taking a Case History/Demographics and Background History (this information will go in your progress report))</td>
<td>ppt in d2l (Goals and Objectives)</td>
</tr>
<tr>
<td>Sept 1</td>
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<td>Start-up in clinic (Mentorship as Clinician Assistant Helpers (MaTCH) program begins)</td>
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<tr>
<td>Sept 7</td>
<td>Unit 2</td>
<td>Communication Sampling Procedures for Adult and Pediatric populations</td>
<td>ppt in d2l</td>
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<tr>
<td>Sept 14</td>
<td>Unit 4</td>
<td>Structuring Therapy/Feedback and Reinforcement</td>
<td>ppt in d2l</td>
</tr>
<tr>
<td>Sept 21</td>
<td>Unit 2</td>
<td>Data Collection</td>
<td>ppt in d2l</td>
</tr>
<tr>
<td>September 28</td>
<td>Unit 4</td>
<td>Putting it together: The Lesson Plan</td>
<td>In-class activity</td>
</tr>
<tr>
<td>October 5</td>
<td>Unit 5</td>
<td>Writing Progress Reports</td>
<td>ppt in d2l</td>
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<tr>
<td>October 12</td>
<td>Unit 6</td>
<td>Oral Mechanism Examination</td>
<td>ppt in d2l</td>
</tr>
<tr>
<td>Date</td>
<td>Unit</td>
<td>Topic</td>
<td>Presentation Format</td>
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<tr>
<td>October 19</td>
<td>Unit 4</td>
<td>Specific Treatment Techniques (Pediatric)</td>
<td>ppt in d2l</td>
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<tr>
<td>October 26</td>
<td>Unit 4</td>
<td>Specific Treatment Techniques (Adult)</td>
<td>ppt in d2l</td>
</tr>
<tr>
<td>November 2</td>
<td>Unit 1 &amp; 7</td>
<td>Clinic Staff (question and answer); A-V equipment (digital video extraction); Clinic Apps</td>
<td>ppt in d2l</td>
</tr>
<tr>
<td>November 9</td>
<td>Unit 5</td>
<td>Professional Communication and Counselling</td>
<td>ppt in d2l</td>
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<tr>
<td>November 16</td>
<td>Unit 4</td>
<td>Behavior Management</td>
<td>Ppt in d2l</td>
</tr>
<tr>
<td>November 23</td>
<td>Unit 6</td>
<td>Augmentative and Alternative Communication (terminology and exploration)</td>
<td>Ppt in d2l</td>
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<tr>
<td>November 30</td>
<td>Unit 6</td>
<td>Augmentative and Alternative Communication (treatment approaches)</td>
<td>Ppt in d2l</td>
</tr>
<tr>
<td>December 7</td>
<td>Unit 6</td>
<td>Conducting Speech-Language and Hearing Screenings</td>
<td>ppt in d2l</td>
</tr>
</tbody>
</table>
Classroom Behavior Policy
To foster a positive learning environment, students and instructors have a shared responsibility. We want a safe, welcoming, and inclusive environment where all of us feel comfortable with each other and where we can challenge ourselves to succeed. To that end, our focus is on the tasks at hand and not on extraneous activities (e.g., texting, chatting, reading a newspaper, making phone calls, web surfing, etc.).

Threatening Behavior Policy
The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to oneself. See http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students.

Accessibility and Accommodations
Our goal in this classroom is that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options. You are also welcome to contact the Disability Resource Center (520-621-3268) to establish reasonable accommodations. For additional information on the Disability Resource Center and reasonable accommodations, please visit http://drc.arizona.edu.

If you have reasonable accommodations, please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate.

Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.

Code of Academic Integrity
Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity.

The University Libraries have some excellent tips for avoiding plagiarism, available at http://www.library.arizona.edu/help/tutorials/plagiarism/index.html.

Selling class notes and/or other course materials to other students or to a third party for resale is not permitted without the instructor’s express written consent. Violations to this and other course rules are subject to the Code of Academic Integrity and may result in course sanctions. Additionally, students who use D2L or UA e-mail to sell or buy these copyrighted materials are subject to Code of Conduct Violations for misuse of student e-mail addresses. This conduct may also constitute copyright infringement.

UA Nondiscrimination and Anti-harassment Policy
The University is committed to creating and maintaining an environment free of discrimination; see http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy.

Our classroom is a place where everyone is encouraged to express well-formed opinions and their reasons for those opinions. We also want to create a tolerant and open environment where such opinions can be expressed without resorting to bullying or discrimination of others.

Additional Resources for Students
UA Academic policies and procedures are available at http://catalog.arizona.edu/2015-16/policies/aaindex.html.
Student Assistance and Advocacy information is available at
http://deanofstudents.arizona.edu/student-assistance/students/student-assistance

Confidentiality of Student Records
http://www.registrar.arizona.edu/ferpa/default.htm

Subject to Change Statement
Information contained in the course syllabus, other than the grade and absence policy, may be
subject to change with advance notice, as deemed appropriate by the instructor.