INSTRUCTOR: Lynne Jackowiak
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OFFICE HOURS: Tuesday 8:30-10:30 AM MT OFFICE LOCATION: Gunter Hall 0240

COURSE DESCRIPTION
This course will introduce the student to issues related to treating individuals with speech and/or language disorders and differences. Topics include writing treatment plans, evaluating clinical performance, working with supervisors, measuring outcomes, and risk management.

DATES OF COURSE: January 12, 2015-May 8, 2015

REQUIRED READINGS
Department/Clinic Handbook


Other readings as assigned.

RECOMMENDED TEXT

(Note: this book is a favorite among students. It is like a giant encyclopedia of our profession. It is a good overall resource and helps when it is time to take your NESPA exam. Students have found the price varies greatly from source to source, so shop around.)
LEARNING OBJECTIVES

Learners will
1. Write behavioral objectives which meet the standards of the profession.
2. Write accurate treatment plans which include behavioral objectives, rationale for chosen treatment approach and appropriate resources,
3. Write a lesson plan which meets the standard of the profession.
4. Demonstrate understanding of the ASHA requirements for certification.
5. Evaluate their own clinic performance, recognizing strengths and areas for growth.
6. Develop a plan for growth and professional development.
7. Identify risk management situations and present reasonable solutions to given situations.
8. Discuss issues of supervision and student learning,
9. Develop a professional portfolio.
10. Work with assigned clients to apply the information covered in class.
11. Complete 30-50 hours of supervised practicum. The preference is 50 as you will need a total of 200 hours before starting the internship.

COURSE OUTLINE

Each unit will start on a Monday and end on a Sunday. Most units are 2 weeks long. Each unit will be in a separate folder in the Course Materials section of Blackboard. The following is an outline of the entire course. You will find more detail and typically more resources in the folders.

Unit 1: Introduction to the clinical training program and grading criteria.
Dates: January 12 – January 25
1. Introduction and overview
2. Making sure the paperwork is in order.
3. Setting a schedule
4. Getting started
5. Tracking hours
6. Risk management training
7. Clinician evaluation
8. Readings: Meyer--Introduction; Lubinski, Golper & Frattali (LGF)
   Chapter 21
9. Assignments:
   a. Posting schedule
   b. Risk management quiz
   c. Evaluation discussion
Unit 2: Getting the most from your supervisor

Dates: January 26 – February 8
1. Supervisor responsibilities
2. Clinician responsibilities
3. Tips for successful communication
4. Clinical notebook
5. Journaling
6. Assignments:
   a. Discussion
   b. Journaling

Unit 3: Writing behavioral objectives

Dates: February 9 – February 22
1. Components of behavioral objectives
2. Long term goals
3. Short term objectives
4. State standards
5. Readings and resources: Meyer Chapters 1 & 2
6. Assignment
   a. Writing behavioral objectives

Unit 4: Treatment plans

Dates: February 23 – April 11
1. What is a treatment plan?
2. Nuts and bolts of treatment plans
3. Identifying resources
4. Accountability
5. Readings and resources: Meyer Chapters 3, 4, 8
6. Assignment
   a. Treatment plan (this will build in sections)

Unit 5: Lesson plans and data keeping

Dates: February 23-March 22
1. Lesson plan formats
2. Methods of data keeping
3. Readings and resources: Meyer Chapters 5 & 6
4. Assignment
   a. Lesson plan

SPRING BREAK!!! March 14-March 22 😊
Unit 6: Clinical Strategies
Dates: March 23 – April 12
1. Ideas for therapy
2. Strategies for managing individuals and groups
3. Motivators
4. Readings and resources: Meyer Chapters 9 & 10
5. Assignment
   a. Discussion

Unit 7: ASHA requirements for clinical training
Dates: April 13 - April 26
1. Clinical hours
2. Categories
3. Tracking hours
4. Resources: Handbook, ASHA website
5. Assignment: none

Unit 8: Ending the semester
Dates: April 27 - May 8
1. Paperwork
2. Due dates
3. Assignment: Paperwork in on time!

LEARNER OUTCOME MEASURES

Students will be evaluated on their classroom assignments as well as clinical performance.

The clinical evaluation is described in the handbook. The clinical grade will count for 75% of the total grade.

The assignments for this class will count toward 25% of your total clinic grade. The grade will be combined with the clinical grade.
Assignments and points

1. Clinical Schedule – 5 pts.
2. Risk management quiz – 10 pts.
5. Treatment plan – 100 pts.
10. Class discussions – 15 pts. (5 each)
    a. Clinician evaluation
    b. Supervision
    c. Therapy ideas

Total points: 245

All assignments are due by midnight MT of the due date. Any assignments submitted after this time will have their grade lowered. No assignments will be accepted more than a week late.

GRADING: This class is graded S/U

Clinician Evaluation as completed by your supervisor will count for 75% of your grade. Class assignments will count for 25% of your grade.

70-100% = Satisfactory
< 70% = Unsatisfactory

ADDITIONAL INFORMATION:

1. Students with disabilities who believe they may need accommodations in this class are encouraged to contact the Disability Access Center (970) 351-2289 as soon as possible to better ensure that such accommodations are implemented in a timely fashion.
2. University policies and guidelines will be followed regarding academic integrity.
3. Honor Code: All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: Honesty, Trust, Respect, Fairness, and Responsibility. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community's academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.
4. Acquisition of the knowledge base in the profession of speech-language pathology requires that students integrate and apply information from previous coursework to current coursework and clinical practicum assignments. Students are responsible for materials applicable to this course from already completed undergraduate and graduate coursework. For ASLS 583, this includes (but is not limited to) material from classes in clinical strategies, research methods, clinical & academic writing, and APA (5) style. If you believe that you need review in any of these areas, please see me for suggestions.

KASA Standards – ASHA
This course supports ASHA Knowledge and Skills standards:
   a. IV-G 2a-g. Intervention