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Spring 2-1-2023

SLP 588.01: Master of Science - Capstone Portfolio

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SLP 588 (01 & V50): Master of Science Capstone

Spring 2023 |3 credits | Remote Only (Zoom) |Wednesdays 3:30-4:50 pm| CRN 333824 (01) & 33823 (V50)
Zoom Link: https://umontana.zoom.us/j/93798828673?pwd=WXVMQXVnSVdZUGUxaDhadG9FUFIvdz09 (Password
"CAPSTONE")

Contact Information

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Office Hours: By Zoom Appointment Only

Course Catalogue Description

SLP 588 – SLP Master of Science Capstone Portfolio. Offered spring. Prereq., CSD 600. An integration of evidence-based practice foundations in Speech-Language Pathology. This course requires comprehensive portfolios that include a best-evidence systematic literature review, a clinical philosophy reflecting current learning theory, and evidence of application of current best practices. Level: Graduate.

Course Description & Format

Welcome to SLP 588. This Master of Science Capstone Portfolio course is a mentored independent study course designed to help you develop and compile your academic/research, clinical, and professional portfolio required for graduation and a career in speech-language pathology. **This capstone course is the UM SLHOS equivalent of a "comprehensive exam" for your degree in speech-language pathology.**

This course is offered in a fully remote manner. Some meetings will be conducted synchronously via Zoom videoconferencing. Other content is better presented through online media and self-guided study. The course content is presented by weekly activities and deadlines. Each week invites active student engagement in several types of activities, including reading, writing, reviewing/editing, engaging in discussions, completing individual assignments, and collaborating with other students in the class for the purpose of peer review. Consult your course syllabi, the UM academic calendar:
http://www.umt.edu/provost/about/academiccalendar.aspx and final exam schedule before making travel plans. **Vacation plans are not an acceptable reason for rescheduling missed assignments.**

Course Communication & Course Changes

I will communicate with you primarily via Microsoft TEAMS. You have been invited to join the TEAMS channel *"SLP 588 MS Capstone"* that is part of my team called "Dr. Off's Courses". Please be sure to check TEAMS daily. Please note that email is a very slow option for communicating with me. I require a 48 hour turn around for email. I will communicate much more quickly via TEAMS.

Although I make every effort to adhere to the course schedule as outlined below, it is tentative and ***subject to change***. Additional readings may be required occasionally and will be posted to Moodle along with any changes that may be made in the schedule. Any changes to the schedule or additional readings will be posted to "Announcements" in Moodle and the course channel in TEAMS.

Course Objectives

The student will complete and compile three components of a capstone portfolio including an evidence-based practice research component, a clinical component, and a professional development component as follows:

EBP Research Component
- Define an evidence-based research question relating to a selected clinical case from your externship
- Persuade readers of the importance of the defined problem
- Conduct a comprehensive literature search seeking the current best evidence for managing your clinical case
- ***Evidence-based Literature Review*** - write a summary and analysis of the current best evidence (i.e., a persuasive literature review) for managing your clinical case
- Review and revise scientific writing through peer review and self-guided review and revision
- Write a ***Plain Language Structured Abstract*** summarizing your ***Evidence-Based Clinical Case Summary***
- Use formatting procedures defined by the Publication Manual of the APA (7th edition)

Clinical Component
- Select a clinical case from your externship to track during a specified treatment/assessment period (verification from your externship supervisor is required – see ***Clinical Case Proposal*** and ***Clinical Case Verification Form***)
- Integrate the three evidence-based practice components (i.e., current best evidence, client values/goals, and clinical judgment) to select and implement an appropriate treatment/assessment approach to manage your clinical case
- Develop a written ***Evidence-based Clinical Case Summary*** including: (1) SUBJECTIVE: a detailed description of the case and EBP rational for the selected treatment/assessment approach, (2) OBJECTIVE: a description of the treatment or assessment approach you chose, details about how you executed the assessment/treatment approach, and treatment data and other reported outcomes, (3) ASSESSMENT: assessment and reflection of the treatment/assessment process, and (4) PLAN: recommendations, home programming, and referrals.
- ***Orally present*** and defend your ***Evidence-based Clinical Case Summary*** at the end of the semester using a PowerPoint template provided to you by the instructor. **All oral presentations will take place on Thursday, May 11th and Friday, May 12th. SLHOS requires your attendance/participation during all MS Capstone presentations and strongly encourages in-person attendance for these culminating presentations.**

Professional Development Component
- You developed the Professional Development Components of the MS Capstone Portfolio during the fall 2022 semester with Professor Jackson.
- To meet the requirements of this MS Capstone Portfolio, you must compile the following during this course:
  - Updated 2-page ***Professional Resume*** with the objective of securing a clinical fellowship
  - Updated ***Professional Cover Letter*** that speaks to your research and clinical experience
  - Updated ***Clinical Philosophy***

ASHA Knowledge and Skills Standards

In this course, each student will be provided with an opportunity to demonstrate required knowledge and/or skill development. ASHA has specified that to be competent and prepared for a clinical fellowship upon graduation, you must achieve a level of 80% or better on each associated standard of knowledge and skill. These knowledge and skills will be assessed as delineated in the syllabus (e.g., examination, paper, presentation, project). Within this course, if a student is struggling in any knowledge and skill area, an additional learning opportunity (e.g., additional spoken or written summarizations of knowledge, project/paper revisions) may be provided to help support competency development. Regardless of the final grade in the course, if students continue to fail to achieve a competency level in associated knowledge

and skill area, then a formal remediation plan will be developed and implemented. See formal remediation policy in the Graduate Student Handbook on the [SLHOS website.](#)

ASHA Standard	ASHA Standard Type	ASHA Standard Description
Standard IV-E, IV-G, IV-H	Contemporary Professional Issues	The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: standards of ethical conduct. The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: contemporary professional issues and advocacy.
Standard IV-F	Research	The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: processes used in research and integration of research principles into evidence-based clinical practice.
Standard V-A	Oral & Written Communication	The student will demonstrate skill in oral and written or other forms of communication sufficient for entry into professional practice.

Course Expectations, Guidelines, & Policies

Synchronous attendance via remote access (i.e., Zoom) is expected and will contribute to your final grade.

Here is what I expect from you during the Spring 2023 term:

1. **Participate & Attend Class**. All members of this class are expected to contribute to a welcoming, respectful, and inclusive environment for every other member of the class. Each student is expected to read assigned material and completed assigned work prior to class and to actively participate in class discussions. Students are expected to be present (via synchronous remote access) and participate in all discussions and in-class activities.

2. **Notify Me about Absences.** Students must notify the instructor of serious circumstances that result in missed deadlines to be considered for rescheduling. Should an unforeseen event such as hospitalization or family emergency result in missing a deadline, students must consult with the instructor(s) regarding possible accommodations to be determined at the discretion of the instructor; furthermore, students may be asked to provide written verification of the circumstances. Students who miss class (or any portion of class) are responsible for the content. Any student who misses a class has the responsibility for obtaining copies of notes, handouts, assignments, etc. from peers who were present during class meetings. If additional assistance is still necessary, an appointment should be scheduled with the instructor(s). Class time will not be used to go over material with students who missed class(es).

3. **Submit Assignments Appropriately and On Time.** Assignments must be submitted to the correct assignment drop box on Moodle. Assignments submitted via email, printed and turned in as a paper copy, etc., will not be graded. If the student is unable to submit an assignment electronically to the appropriate assignment drop box, it is the student's responsibility to contact UM Online technical support (406-243-4999) and resolve the issue. Work submitted late will result in the reduction of 2% per day that the assignment is late. Students are encouraged to turn assignments in on time.

4. **Format Assignments Appropriately and Use Person-First Language.** Unless otherwise specified, all typed assignments must be

   - single-spaced, using APA (7th ed)-approved .12 fonts

   - submitted as **Word** documents (not PDF, not JPG, etc.) unless otherwise noted

   - named using the file-naming convention noted in the assignment description

- In ALL work, use *person-first language* to be consistent with IDEA. Emphasize the person more than the disability (e.g., *a person with aphasia*, NOT *an aphasic*).

5. **Avoid Plagiarism.** Plagiarism is defined in the University of Montana's Student Conduct Code as "Representing another person's words, ideas, data, or materials as one's own". Students must acknowledge the work of others using appropriate referencing procedures as described in the APA (7th Edition) Manual. Students may be penalized for plagiarism under academic misconduct policies, which may include disciplinary sanctions, suspension, or expulsion. Submission of work taken directly from another source (e.g., copied from a book, the Internet, or material developed by another student) will be considered plagiarism and grounds for no credit on the assignment. Students are encouraged to use a variety of resources in obtaining ideas that will help complete assignments. *See the APA Guide (7th edition)* for the correct method to cite other authors' work.

6. **Have Academic Honesty**. The [Student Conduct Code](#) at the University of Montana embodies and promotes honesty, integrity, accountability, rights, and responsibilities associated with constructive citizenship in our academic community. This Code describes expected standards of behaviour for all students, including academic conduct and general conduct, and it outlines students' rights, responsibilities, and the campus processes for adjudicating alleged violations. The updated version of the Code takes effect on August 1, 2020: [Student Conduct Code](#) (PDF Format). [Student Conduct Code](#) (Word Format). Questions regarding general conduct or concerns about student misconduct may be directed to the UM Housing Office at (406) 243-2611, or by email at kelly.magnuson@umontana.edu. If you wish to report an incident, please fill out the form below: https://cm.maxient.com/reportingform.php?UnivofMontana&layout_id=1 Questions regarding academic conduct can also be directed to the Office of the Provost and Vice President for Academic Affairs at (406) 243-4689.

7. **Access Disability Modifications (if needed).** The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and the [Office of Disability Equity (ODE)](#). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with ODE, please contact ODE which is located in Aber Hall on the 1st floor, call 406.243.2243, or email ode@umontana.edu. The faculty of the School of Speech, Language, Hearing, & Occupational Sciences (SLHOS) are committed to working with you and ODE to provide an appropriate modification.

Here is what you can expect from me:
1. If the class meeting will be recorded, I will notify you of this recording prior to the start of class.

2. I use Moodle for course management purposes. All course information will be posted to Moodle and all assignments will be submitted to Moodle.

3. I use Powerpoint slides to supplement my lectures and class activities. I share my general slides/lecture notes on Moodle. I highly recommend that you take your own notes during class lectures and workshops/activities as not all of the information we discuss in class will be on the PowerPoint slides. I share these general lecture notes to: (1) decrease the amount of in-class note-taking, thereby allowing more time for in-class activities, and (2) provide students who are unable to attend that class with an overview of the content covered.

4. Student work will be returned as scheduled on the syllabus. All work will be returned via Moodle.

5. I will make every effort to create a learning environment in which students will feel comfortable asking questions, engaging in respectful debates, and discussing potentially sensitive issues without fearing judgment, ridicule, or backlash (from the instructor or classmates).

6. I will treat you with respect and I welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability, and other visible and nonvisible differences. I will gladly honor your request to address you by an alternate name or gender pronoun.

7. I will keep our outside-of-class conversations confidential. Personal information conveyed to me (e.g., request to extend a deadline due attendance at a grieving ceremony, incarceration of a family member, mental health issues) will be kept confidential.

Required Textbooks
✓ *Publication Manual of the American Psychology Association, The Official Guide to APA Style, 7th edition* (2020). American Psychological Association, Washington, DC. ISBN 978-1-4338-3215-4 (hardcover); ISBN 978-1-4338-3216-1 (paperback); ISBN 978-1-4338-3217-8 (spiral)
✓ Greene, A.E. (2013). *Writing Science in Plain English.* Chicago: The University of Chicago Press. ISBN-13: 978-0-226-02637-4

Recommended Textbooks
✓ Brookshire, R.H., and Brundage, S.B. (2016). *Writing Scientific Research in Communication Sciences and Disorders*. San Diego: Plural Publishing, Inc. ISBN: 978-1-59756-614-8.
✓ Dollaghan, C. (2007). *The Handbook for Evidence-Based Practice in Communication Disorders.* Paul H. Brookes Publishing. ISBN: 1557668701, 9781557668707
✓ Lof, G.L. & Johnson, A.F. (2015). *National Speech-Language Pathology Examination and Review and Study Guide.* Evanston, IL: TherapyEd. ISBN-13: 9780990416234. **NOTE: This text is designed to help you study for the PRAXIS exam if you have not taken it already.**

Additional Course Resources
✓ Additional readings and materials will be posted throughout the term on the course website (Moodle).
✓ *The UM Writing and Public Speaking Center provides one-on-one tutoring to students at all levels and at any time in the writing process. Visit early. Visit often. They're ready when you are.* www.umt.edu/writingcenter*.*

Technology
You should have independent knowledge of and access to the following: sufficient internet speed/bandwidth, word processing, PDF converter, video recording, screen recording, and Zoom. When facing difficulty using technology (and Google can't help), please contact IT Help (406) 243-4357.

Please use technology during class in a responsible and respectful manner:
- Please silence all electronic devices before class begins
- Participate synchronously and fully (i.e., video & audio/mic on)
- Minimize visual distractions broadcast to the online classroom (e.g., no TV in the background, do not walk around with your laptop, etc.)
- If you receive an urgent phone call during class (e.g., a family emergency), please mute your microphone and stop your video before initiating your conversation to minimize disruption

Communicating with the Instructor(s)
Please use class time, by-appointment office hours, and TEAMS for communicating with the instructor. If you have a question about something, chances are, so do your classmates. It is far more efficient to ask these questions and have them answered during class or on the course TEAMS channel so that all students can benefit from the clarification. Please be mindful of the fact that your professors' time is limited and frequent interruptions are detrimental to completing tasks in a timely fashion. We do truly love talking with you- but don't always have time! **Allow at least 2 business days between the hours of 9:00 am**

and 5:00 pm for your instructor to respond to emails. Make sure that the message in the subject line of the email reflects the content in the message being sent.

Course Grading Procedures

Assessment Information
Please review the following table for details about the course assessment information for SLP 588

Contribution to Course Grade	Assessment Item	Description of Assessment Item	Due Date
45%	RESEARCH: Evidence-based Literature Review	Plain Language Structured Abstract + Evidence-Based Literature Review + Evidence Tables + References	Peer Review due 03/17 by 4:00 pm Draft due 04/07 4:00 pm Final draft due 05/05 4:00 pm
5%	Clinical Component #1	Clinical Case Proposal & signed Clinical Case Verification Form	Due 02/03 4:00 pm
20%	Clinical Component #2	Written Clinical Case Summary (S, O, A, & P sections)	Peer Review due 3/17 4:00 pm Draft due 04/07 4:00 pm Final draft due 05/05 4:00 pm
20%	Clinical Component #3	Oral presentation & defense of Evidence-based Clinical Case Summary	Presentation file due 05/10 9:00 am Oral presentations TBS 05/11 and 05/12. Synchronous attendance required.
0%	Updated Professional Development Components	Updated 2-page Resume; Updated Professional Cover Letter; Updated Clinical Philosophy	Compilation due 05/5 by 5:00 pm
10%	Participation & Compiled Portfolio	Synchronous attendance of class meetings, participation in online forums, participation in peer review & revision process. Compiled single PDF of MS Capstone Portfolio.	Throughout course. Final compiled PDF of MS Capstone Portfolio due 05/5 by 5:00 pm.

Participation
Students will actively participate during synchronous class meetings, class & forum-based discussions, and during class activities. These activities will occur throughout the term, will be embedded in the course content, and will be graded. Students will not be able to make-up participation points if activities are missed.

Grading Criteria
Traditional grading only. Rubrics for all components of the portfolio are posted to Moodle. Academic and clinical faculty readers will assign a grade for each component of the portfolio. Each component of the portfolio contributes to the final grade assigned to SLP 588. Revision may be required to reach mastery.

The traditional grading scale is as follows: A = 93% or higher; A- = 90-92%; B+ = 87-89%; B = 83-86%; B- = 80-82%; C+ = 77-79%; C = 73-76%; C- = 70-72%; D+ = 67-69%; D = 63-66%; D- = 60-62%; F = 59% or lower

Place of Course in SLHOS Graduate Speech-Language Pathology Program
Purpose

The purpose of this required, three-credit course is to guide students through the completion of a final culminating portfolio that spans academic research, clinical, and professional development components, which ultimately is representative of the academic and clinical knowledge acquired throughout the Masters Degree Program. The final portfolio integrates elements of research, evidence-based practice, clinical application, and professional development. The course fulfills a departmental requirement (Masters of Science Capstone) for a graduate degree in the School of Speech, Language, Hearing, & Occupational Sciences.

Conceptual Framework for Learning Community and Diversity

As part of the College of Health, this course provides students with a learning community that a) integrates ideas, b) encourages cooperative endeavors, and c) respects diversity and individual worth. The goals of the learning community will be demonstrated through the following course-specific experiences: a) learning scientific writing; b) participating in discussions and online forums during which students will interact with each other to apply course concepts; c) using person-first language and accessible, non-biased scientific writing. This course provides an authentic experience that allows students to integrate their academic, research, clinical, and professional knowledge.

Mission & Vision of the School of Speech, Language, Hearing, & Occupational Sciences

The mission of the School of Speech, Language, Hearing, & Occupational Sciences is to enrich lives and communities in the rural mountain west and beyond through meaningful education, research, and service in the Speech, Language, Hearing, and Occupational Sciences. Our vision is to be leaders in improving lives and connecting communities through dynamic research, teaching, and clinical practice.

Student Resources

Please see the course Moodle shell for a list of campus resources available to help students be successful across UM courses. UM provides a wide range of supports for tutoring, financial, and personal development.

Campus Safety & Emergency Procedures

Campus safety is of the utmost importance at the University of Montana. Emergencies are rare, but if one should arise during class, everyone will need to work together. Be aware of your surroundings and familiar with some basic safety and security concepts. Emergency procedures will be discussed during the first class of each semester or session. **Above all, remember to dial 911 to report all emergencies.** Emergency procedures are posted in every classroom. Should a building evacuation become necessary, know the evacuation route, the location of the nearest fire extinguisher and the location of the nearest area of refuge. Areas of refuge are located at the elevator doors. Please notify your instructor(s) at the beginning of the semester if you have special needs or will require assistance during an emergency situation. UM's emergency notification system notifies the campus community of emergencies by sending subscribers a text or email. Sign up for notifications through Cyberbear. Please report suspicious activity by calling 911 or (406) 243-4000. An online form is also available. You may elect to remain anonymous when making a report. Active shooter preparedness requires that we develop a survival mindset. UM recommends the "Run, Hide, Fight" response for an active shooter incident. Finally, stay current with campus safety information by following UM's Police Department on Twitter @UMPublicSafety.

RUN
- Quickly assess your situation.
- Leave your belongings behind.
- Keep your hands visible for law enforcement.

HIDE
- Hide in an area out of the shooter's view.
- Block entry to your hiding place and lock the doors.
- Silence your cell phone and/or pager.

FIGHT
- As a last resort and only when your life is in imminent danger.
- Attempt to incapacitate the shooter.

- Act with physical aggression and throw items at the active shooter.

Course Schedule/Calendar

Please see the following table for an overview of course sessions, topics, and deadlines.

SLP 588 Spring 2023: Tentative Class Calendar - subject to change as needed

Week	Date of Class	Topic and Readings	Due Dates
01	01/18	**Synchronous class meeting:** Introduction to course, portfolio assignments, and course resources. Overview of EBP Lit Review. Determine peer reviewer pairs. **Reading & Independent Work:** Read chapters 1 & 2 of Anne Greene's *Writing Science in Plain English.* Use the rest of the book to guide your writing throughout the semester. Review all Moodle sections completely.	
02	01/25	**Synchronous class meeting:** Selecting your clinical case. Review *Clinical Case Proposal* and *Clinical Case Verification Form.* *GUEST SPEAKER: Amy Ratto-Parks, UM Writing & Public Speaking Center (3:30 pm)*	
03	02/01	**Independent Study:** Work with your externship supervisor to select an appropriate clinical case. Review Moodle shell Clinical Components and watch videos of Professors Griffin and Fitz-Gale about tips for selecting your clinical case and trouble-shooting.	*Clinical Case Proposal* & signed *Clinical Case Verification Form* due 02/03 by 4:00 pm to Moodle
04	02/08	**Synchronous class meeting:** Reviewing the evidence. Review EBP Research Components *(EBP Literature Review)*	
05	02/15	**Independent study:** Continue to search the literature for evidence for your EBP Literature Review. Fill in *Research Review Summary Table* and *Assessment of Methodological Study Quality Table* for *EBP Literature Review*.	*Instructors to return Clinical Case Proposal feedback with assignment of faculty reader (by Friday 2/17 @ 5:00 pm) via Moodle*
06	02/22	**Synchronous class meeting:** Writing your clinical case summary (S, O, A, P sections)	
07	03/01	**Independent study:** Continue to work on research and clinical components.	
08	03/08	**Synchronous class meeting:** Pulling together Research & Clinical Components into the *"Evidence-based Clinical Case Summary".* The peer review process.	Start peer review process
09	03/15	**Independent study:** Finish peer review. Drop-in office hours on 3/15 during class period for pre-spring break Q&A.	Peer review of *Evidence-based Clinical Case Summary* due 03/17 by 4:00 pm
10	03/22	SPRING BREAK: Revise and continue working on *Evidence-based Clinical Case Summary*	
11	03/29	**Synchronous class meeting:** Responding to feedback. The revision process.	
12	04/05	**Independent study:** Finalize draft of *Evidence-Based Clinical Case Summary*	Draft of *Evidence-Based Clinical Case Summary (i.e., Research & Clinical Components as one document)* due 4/07 by 4:00 pm
13	04/12	**Independent study:** Revise – even while you are waiting for feedback. Office hours by appointment. *(Dr. Off @ CAPCSD Conference – Orlando, FL)*	
14	04/19	**Synchronous class meeting:** Preparing your *Oral Defense of your Evidence-Based Clinical Case Summary*.	*Instructors to return feedback for Evidence-Based Clinical Case Summary*

Week	Date of Class	Topic and Readings	Due Dates
15	04/26	**Independent study:** Revise. Finalize.	
16	05/03	**Synchronous class meeting:** Compiling your MS Capstone Portfolio as a single PDF.	Final draft of *Evidence-based Clinical Case Summary* due 05/05 by 4:00 pm Final Compiled *MS Capstone Portfolio (single PDF)* including all Portfolio Components due 05/05 by 5:00 pm.
17	05/11 & 05/12	*Evidence-Based Clinical Case Summary Presentations*	PowerPoint file of *Evidence-Based Clinical Case Summary Presentation* due 05/10 by 9:00 am