Fall 9-1-2023

SLP 550.01: Language Assessment and Intervention for Children Birth to Preschool

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SLP550: Language Assessment and Intervention for Children Birth to Preschool

University of MONTANA — THE SCHOOL OF Speech, Language, Hearing, & Occupational Sciences

Course Syllabus

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Course Description

Hours & Location

Fall 2023 |3 credits | Blended – Curry Health 008|Tuesdays 12:30 - 3:20 pm| CRN 74103 & 74104

Zoom Link

https://umontana.zoom.us/j/96946189480

Instructor

Danielle Fahey, PhD

Contact Info	Office Hours	Office Location
E: Danielle.fahey@umontana.edu	Wednesdays 10:00am-12:00pm	Curry 027
T(office): 406-243-4963	link: https://umontana.zoom.us/j/97326196841	

Teaching Assistant

Melissa Phelan

Contact Info	Office Hours	Office Location
E: melissa.phelan@umconnect.umt.edu	TBA	TBA

Course Catalogue Entry

SLP 550: Students learn language assessment and intervention for children with language delays and disorders from birth to age six including language sampling and analysis procedures, interpreting formal and informal testing, facilitating language through strategies and corresponding theories, planning clinical management and intervention, and enhancing emergent literacy.

Course Format

This is a 3-credit hour course offered in "blended" format for the Fall 2023 term. In the School of SLHOS at the University of Montana, we have both on-campus and distance students concurrently enrolled in courses. In order to serve the needs of our unique student body, we offer courses that are "blended," that is, the majority of the graduate-level coursework is not strictly "face-to-face" (f2f), nor is it strictly "online." Students will participate in lectures and discussions (either f2f or while synchronously online from a distance) as well as other activities designed to foster independent learning, including guided self-study, volunteer work in the university clinic or community, and/or reading journal articles or sample case studies.

Students who have identified themselves as distance students will be permitted to view lectures synchronously via internet. Students who have identified themselves as on-campus students, however, are expected to attend classes f2f. There are a few circumstances in which f2f students are permitted to join class online (e.g., illness, family emergency), and the student must request online access prior to class.

Student learning will be supported by Moodle, an online learning platform, and Zoom, a virtual meeting platform. All students should plan to utilize both Moodle and Zoom in order to access all of the course content as well as engage with the entire cohort. This course is heavily focused on discussion-based learning and active learning (rather than a professor-lectures-while-students-take-notes format). These discussions and activities very often involve discussions of clients we serve, family members who experience language-based learning disabilities, and even students disclosing that they themselves have a language-based learning disability. To preserve these rich discussions while respecting privacy, I do not record class meetings.

This class uses a flipped format. This means that slides and recorded lectures will be posted a week before class the assigned class. It is your responsibility to watch the lecture and read content before class begins. The benefit of this class format is that class meeting times will be reserved for interactive activities: you will be able to learn from early childhood experts and practitioners, discuss readings and questions with peers, and work on class assignments. This is particularly important for meeting with peers on group projects.

Course Objectives

The student will:
- Understand the inter-relatedness of content/form/use and importance of integrating these pieces in language assessment and intervention. Assessment Tools: Discussions, Exams
- Describe the typical development of birth to five language in the areas of content/form/use. Assessment Tools: Class Discussion, Language Sample Project, Exams
- Apply an understanding of language development by assessing and coding birth to five language in children with language impairment. Assessment Tools: CSBS-DP Assignment, Language Sample Project, Exams
- Understand apply appropriate learning theory through development of appropriate birth to five language interventions. Assessment Tools: Literature Unit Project, Class Discussion

ASHA Knowledge and Skills Acquisition

The ASHA Knowledge and Skills Acquisition (KASA) document details the Standards for the Certificate of Clinical Competence (SCCC). It is utilized to demonstrate compliance with accreditation standards related to preparing students to meet ASHA certification requirements. It covers nine main knowledge areas (articulation, fluency, voice and resonance, receptive/expressive language, hearing, swallowing, cognitive aspects, social aspects, and communication modalities) across five clinical parameters (etiology, characteristics, prevention, assessment, and intervention). Due to the importance of the KASA standards in tracking and documenting the student's achievement related to these knowledge areas and clinical parameters, they are directly related to the Learning Outcomes. Accordingly, the relevant Standard(s) are noted under each Learning Outcome. The relevant Conceptual Framework areas are also noted and discussed in more detail below:

In this course, students' knowledge of prevention, assessment, and intervention of school-age language disorders will be assessed on projects and through a service-learning experience. A competency must be Evident (80% or better) on these to pass the ASHA standards. If a student does not meet the required standard, an individualized remediation plan will be developed. In some instances, a student may pass the course without passing all of the competencies. While the initial grade a student earns on any given assignment is the grade of record, opportunities to demonstrate competency will be provided.

Criteria

To demonstrate required knowledge competencies, students will be evaluated through course assignments. For more information about ASHA's knowledge skills and competencies expected of SLP graduates, see the ASHA KASAs . For some competencies, more than one assignment will be given. Competency or mastery of a knowledge skill is determined by a pass on all, rather than some, of the assignments for evaluation. In other words, to achieve competency, students must score above 80% on all relevant assignments. In order to achieve mastery, students must score above 90% on all relevant assignments. For all KASAs, remediation involves TWO steps:

1. If an 80% is not achieved on the 1st submission, a student should (1) revise the assignment based upon feedback and (2) submit a 1-page reflection of the student's error and improved knowledge.
2. If an 80% is not achieved on the 2nd submission and/or the student does not submit a reflection, the student will be required to (3) submit a 5-page paper on the topic. More specific, detailed instructions will be provided to students requiring this remediation.

Knowledge Competencies	Competency *The student will:*	Evaluation Method *(assignments)*
IV-B: Knowledge of basic human communication and swallowing processes	Demonstrate knowledge of human communication, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.	Language Sample Analysis
IV-C: Knowledge of communication and swallowing disorders & differences	Demonstrate knowledge of typical and atypical development in diverse populations.	KATs
IV-D: Knowledge of the principles and methods of prevention, assessment & intervention	Demonstrate knowledge of assessment and intervention techniques for infants and young children with communication and swallowing disorders	Assessment Practice Project Intervention Practice Project
IV-F: Knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice	Demonstrate ability to analyze strength of evidence for assessments and intervention strategies provided to infants and young children.	Assessment Paper Intervention Paper Engagement
IV-G: Knowledge of contemporary professional issues (educational legal requirements or policies)	Demonstrate knowledge of laws regulating and requiring the provision of SLP services to infants and young children.	Final Project (IPE)

Course Requirements, Policies & Expectations

Materials & Technology

This course utilizes Perusall for assigning course readings. All readings are accessible through Perusall (https://www.perusall.com/) with the course ID: FAHEY-TKM84.

Students are required to complete 1 original comment and 1 suggested discussion question per reading before due date. Readings are due for a given week 48 hours before the beginning of class. This will allow discussion leaders time to review and aggregate comments and questions.

Required Textbooks

The primary required course texts include:

- Owens, R. E. (2018). Early Language Intervention: For Infants, Toddlers, and Preschoolers. New York: Pearson. (ISBN: 0134618904) – ***Owens*** **in the calendar**
- Goldstein, B. A. (ed.) (2018). Bilingual Language Development & Disorders in Spanish-English Speakers. Baltimore: Brookes. (ISBN:) – ***Goldstein*** **in the calendar**

Other Course Resources

- Assigned articles will be available for download on the course website in addition to Moodle.

- Additional readings, podcasts, and video materials will be posted 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. Please use technology during class in a responsible and respectful manner:
- Please silence all electronic devices before class begins
- If you receive an urgent phone call during class (e.g., a family emergency), please exit the classroom (or mute your microphone and stop your video) before initiating your conversation to minimize disruption
- While I won't be looking at your screen, please be mindful that people sitting behind you can be distracted by your screen

Grading Structure
Traditional grading only. Rubrics for all assignments will accompany assignment descriptions on Moodle. Revision may be required. The 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

Calendar
Absences & Leave Policies
Cultural or ceremonial leave allows excused absences for cultural, religious, and ceremonial purposes to meet the student's customs and traditions or to participate in related activities. To receive an authorized absence for a cultural, religious or ceremonial event the student or their advisor (proxy) must submit a formal written request to the instructor. This must include a brief description (with inclusive dates) of the cultural event or ceremony and the importance of the student's attendance or participation. Authorization for the absence is subject to approval by the instructor. Appeals may be made to the Chair, Dean or Provost. The excused absence or leave may not exceed five academic calendar days (not including weekends or holidays). Students remain responsible for completion or make-up of assignments as defined in the syllabus, at the discretion of the instructor.

COVID19 Policies
As UM returns to primarily face-to-face classes, we anticipate most students will attend classes in person. If you need COVID-related accommodation in order to attend class, email the Office of Disability Equity at ODE@umontana.edu. ODE will work with you and your advisor on a case-by-case basis. Please refer to the following webpage for additional COVID-related resources for mental health, academic support, and updates: https://www.umt.edu/provost/communications/communications-posts/um-plans-for-fall-2022-vpss.php. You may also visit the Curry Health webpage for symptom and health information related to COVID: https://www.umt.edu/curry-health-center/corona-virus.php

Schedule
Fall 2023: Tentative Class Calendar - subject to change as needed

Wk	Class Date	Topic	Weekly Content & Assignments
1	29-Aug	Intro & Typical development	

Wk	Class Date	Topic	Weekly Content & Assignments
2	5-Sep	Typical development (cont'd)	Textbook Chapters: Owens Appendix D Additional Readings: Lippi-Greene (2002); Nelson & Wilson (2021); Campbell et al. (1997)
3	12-Sep	Special populations	Textbook Chapters: Goldstein Ch2 & Ch6 Additional Readings: Mayberry & Squires (2006); Genesee & Nicoladis (2007); Werfel et al. (2022)
4	19-Sep	Components of early interventions	Textbook Chapters: Owens Ch1 Assignment Due: KAP #1 Additional Readings: Calandrella & Wilcox (2000); Boone & Coulter (1995)
5	26-Sep	Early communication impairments	Textbook Chapters: Owens Ch2 Additional Readings: Hart & Risley (2003); Fannin et al. (2018); Gilkerson et al. (2017); Golinkoff et al. (2019)
6	3-Oct	Principles of ECI	Guest Lecture: Prof Kim Ramsey on Gestalt Learning Textbook Chapters: Owens Ch3, Goldstein Ch1 Additional Readings: Case-Smith & Holland (2009); English et al. (1997); Brown et al. (2001)
7	10-Oct	Conducting language sample analyses	Additional Readings: McDaniel et al. (2023); Brimo et al. (2022)
8	17-Oct	Conducting language sample analyses (cont'd)	Additional Readings: Owens & Pavelko (2018); Guo et al. (2018); Pavelko & Owens (2019)
9	*24-Oct	Conducting language sample analyses (cont'd)	Assignment Due: Language Sample Analysis

Wk	Class Date	Topic	Weekly Content & Assignments
10	*31-Oct	Overview of evaluation & assessment	Guest Lecture: TBD Textbook Chapters: Owens Ch4 & Ch5 Additional Readings: Woods et al. (2011); McLeod et al. (2017); Crais (2011); Liu et al. (2017)
11	7-Nov	Presymbolic ECI	Textbook Chapters: Owens Ch6 & Goldstein Ch7 Additional Readings: Yoder & Warren (1998); Wilcox et al. (1990) Assignment Due: Assessment Practice Project
12	14-Nov	AAC	Guest Lecture: Prof Leah Meloy on AAC Textbook Chapters: Owens Ch7 & Ch8 Assignment Due: Assessment Paper
13	*21-Nov	Early symbolic intervention	Textbook Chapters: Owens Ch9 & Goldstein Ch16 Additional Readings: Solomon-Rice & Soto (2009); Roberts & Kaiser (2011)
14	28-Nov	Feeding & Swallowing	Guest Lecture: Prof Cailen Bosch on NICU care Textbook Chapters: Owens Ch10 & Goldstein Ch17 Assignment Due: Intervention Practice Project
15	5-Dec	Final project presentations	Assignment Due: Intervention Paper Final Project (IPE)

Assignments
Descriptions
Please review the following table for details about the course assessment information for SLP550. All assignments are due prior to the start of class unless otherwise indicated.

Grade	Assessment Item	Description of Assessment Item	Group allowed?	KASA
10%	Engagement	Reading comments & flipped classroom discussion leading	individual	IV-F
15%	Knowledge Application Projects (KAP)	Active learning sessions comprise hands-on, active-learning activities.	group	IV-C
10%	Assessment Practice Project	You will watch a video of a child being evaluated. Then, you will score and interpret the results accordingly. The intent of this assignment is to give you some hands-on experience in scoring a speech-language evaluation of a child at the Emerging Language (EL) stage of development. You will complete the assigned assessment's scoring summary, write a short paragraph noting whether the observed child's emerging communication and/or symbolic play skills are delayed, and then write a short description of the observed behaviors (e.g., behavior regulation, joint attention, use gestures, symbolic play). Details of this assignment will be provided via Moodle, and further instructions will be provided in class.	group	IV-D
15%	Language Sample Analysis Project	You will completely analyze a provided language sample according to the conventions learned in class and develop appropriate goals and a treatment plan. Further instructions will be provided in class.	individual	IV-B
10%	Assessment Analysis Paper	You will write a paper analyzing the pros and cons of an assessment for the ages covered in this course.	individual	IV-F
10%	Intervention Practice Project	You will design an intervention for case study provided in the Owens text.	group	IV-D
10%	Intervention Analysis Paper	You will write a paper comparing 2 intervention methods for a speech/language/hearing disorder (different from the one in your case study).	individual	IV-F
20%	Final project: Interprofessional development activity	With partners (5/group) you will develop a language teaching unit using a predictable storybook. Further instructions will be provided in class.	group	IV-G

Submission Policies & Deadlines

Assignments must be submitted to the correct assignment drop box on Moodle. Assignments submitted in other formats 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 (243-4999) and resolve the issue. Work submitted late will result in a reduction of 2% per day that the assignment is late. Plan in advance for assignment deadlines. Contact your instructor before the deadline if you know you will not meet it.

Formatting Requirements

Formatting assignments properly should receive their proper attention in this course. In graduate-level writing, formatting plays a larger role. Well-formatted documents can improve clarity. On the other hand, improperly-formatted documents may be outright rejected, regardless of content.

Unless otherwise specified in the assignment description, all typed assignments must be double-spaced, using APA-approved fonts, font sizes, and margins. All documents _must be submitted_ as **Word** documents (.doc or .docx, _not_ .pdf or

.pages, etc) named using the file-naming convention noted in the assignment description (below). DO NOT USE spaces and symbols *except* period (.), dash (-) and underscore (_) as these can prevent opening the file on some systems.

Surname.Name.Assignment.SLP550.Fall2023

Expectations & Acknowledgements

Participation

Students will participate during class meetings and discussions, during class workshops, and during peer review 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.

Respectful Communication

The central purpose of this course is not merely to write articulately and persuasively, but to communicate in that manner. In order to be persuasive, it is important to be respectful to your audience. Your audience may be me, your classmates, or the wider world – sometimes you don't really know in advance. Being respectful in your language choices is a requirement of this course, of UM, and of your future professions, particularly in the healthcare field. In your written 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). In your email correspondence (with me or others), utilize the subject line and include greetings and closings. In your speech, call individuals by the name, pronouns and title they request.

Please use class time and office hours 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 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.

Acknowledgments on Diversity & Identity in Educational Environments

The University of Montana values leadership, engagement, diversity, and sustainability, because our institution is committed to respecting, welcoming, encouraging, and celebrating the differences among us. As members of the University of Montana community, we aspire to:
- Respect the dignity and rights of all persons.
- Practice honesty, trustworthiness, and academic integrity.
- Promote justice, learning, individual success, and service.
- Act as good stewards of institutional resources.
- Respect the natural environment.

In this class, we are seriously committed to supporting diversity and inclusion among all classroom community members. We proactively strive to construct a safe and inclusive environment by respecting each other's dignity and privacy. Furthermore, I would like to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.)

To help accomplish this:
- If you have a name and/or set of pronouns that differ from those that appear in your official records, please let me know!
- If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you. Remember that you can also submit anonymous feedback (which will lead to me making a general announcement to the class, if necessary to address your concerns). If you prefer to speak with someone outside of the course, Salena Beaumont Hill, Director of Inclusive Excellence, is an excellent resource.

- I (like many people) am still in the process of learning about diverse perspectives and identities. If something was said in class (by anyone) that made you feel uncomfortable, please talk to me about it. (Again, anonymous feedback is always an option).

In an ideal world, science would be objective. However, much of science is subjective and is historically built on a small subset of privileged voices. I acknowledge that the readings for this course were primarily authored by white men. Furthermore, the course often focuses on historically important neuroscience research which were mostly conducted by white men or with white participants. We will discuss the contributions to communication sciences & disorders by researchers and participants of diverse identities. However, I acknowledge that it is possible that there may be both overt and covert biases in the material due to the lens with which it was written, even though the material is primarily of a scientific nature. Integrating a diverse set of experiences is important for a more comprehensive understanding of science. Please contact me (in person or electronically) or submit anonymous feedback if you have any suggestions to improve the quality of the course materials.

Acknowledgments on Language Varieties & Accents
- All language varieties (often called dialects) are equally deserving of respect. All varieties are equally logical, structured and grammatical. No healthy adult speaks their native variety ungrammatically. Most of us speak varieties of English that are not typically considered "Academic English". Sound differences between varieties are represented as accents. Everyone has an accent.
- As a linguist, I will respect and celebrate your variety and accent!
- As language science scholars and future SLPs, you are expected to respect language variations. This includes learning about the variety of your peers, instructors, and future patients in order to have successful interactions and provide appropriate care. This follows current ASHA knowledge standards.
- If you would like to write using your language variety or dialect, you are welcome to do so for this class. We are here to learn to develop your writing skills and ability to craft an argument, but you can develop these skills in any language variety that you are comfortable using.
- Conventions of 'Academicese', a register (way of speaking and writing) at universities, will be discussed. Typical conventions will be analyzed overtly, since this way of communicating is often expected in academic settings but is not a native dialect for any speakers.

Land Acknowledgment
The University of Montana acknowledges that we are in the aboriginal territories of the Salish and Kalispel people. Today, we honor the path they have always shown us in caring for this place for the generations to come.

General Student Expectations
Here is what I expect from you this semester:
1. **Communication!** As a graduate professional course, SLP550 is not easy. If you are having difficulty with coursework, falling behind, or external pressures are preventing you from completing your assignments, I still expect you to communicate with me. I am far more likely to grant you an extension on an assignment than to waive a late penalty. Please note, extensions may be granted – they are not provided on demand.
2. **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 prior to class and participate in class discussions. Students are expected to be present and participate in all discussions and in-class activities.
3. **Notify the Instructor(s) about Absences**. Students must notify the instructor(s) 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).

4. **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.
5. **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.
6. **Access Disability Modifications** (if needed). The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and the Office for Disability Equity. If you think you may have a disability adversely affecting your academic performance, and you have not already registered with the Office of Disability Equity, please contact the Office of Disability Equity in Lommasson Center 154 or call 406.243.2243. The faculty of the School of Speech, Language, Hearing, & Occupational Sciences (SLHOS) are committed to working with you and the Office of Disability Equity to provide an appropriate modification.

General Instructor Expectations

Here is what you can expect from me this semester:
1. Recordings will be posted at least 1 week prior to the start of assigned 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 from class lectures and workshops/activities as not all of the information we discuss in class will be on the PowerPoint slides. I highly recommend taking hand-written notes to increase your learning. 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 unless otherwise specified.
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.
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.

Student Resources

IT Help

UM IT offers IT help for students in-person or remotely. For assistance, you can drop-in to UM IT Help at the Social Sciences building, suite 120, or visit the [UM IT Quick Help Home website](#).

If you need support for accessible technology services, UM IT Accessible Technology Services supports students and employees in creating and using accessible web, media, documents, course materials, education, assistive technology, and electronic and information technology resources. For information about adopting these technologies, contact ats@umontana.edu.

If you need software for your schoolwork, UM IT offers free or discounted products to affiliates. Visit the [UM IT General Software Request website](#) for a list of available software.

Disability

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and the Office for Disability Equity (ODE). If you anticipate or experience barriers based on disability, please contact the ODE at 406-243-2243 or [ode@umontana.edu](#), or visit [Office of Disability Equity website](#). for more information. Retroactive accommodation requests will not be honored, so please, do not delay. As your instructor, I will work with you and the ODE to implement an effective accommodation, and you are welcome to contact me privately if you wish.

Physical & Mental Health

Counseling Services

[Curry Health Center Counseling Services](#) provides a confidential and inclusive environment to address the personal, behavioral and mental health needs of all UM and Missoula College students. They specialize in addressing the concerns and goals of our diverse community. Every student has to navigate a wide variety of stressors and challenges during their college career. They're here to offer support as well as assist in getting connected to resources on and off campus. Their licensed counselors, social workers and psychologists, as well as graduate students, offer individual and group therapy in addition to urgent counseling.

Your initial consultation is at no cost and subsequent individual sessions are $20 (up to a total of 12 sessions in an academic year). There is no cost to Group Therapy and if you have the Student Health Insurance Plan (SHIP), this insurance covers the $20 fee.

For the summer session, all summer semester enrolled students who have paid the health fee are eligible for Counseling Services. SHIP coverage applies in the summer (good until July 31) and any student without SHIP will be charged $20 per session after a 'first session' is conducted.

Students who are not enrolled for summer courses but who were enrolled for the Spring Semester, are still eligible for Counseling Services in the summer. Charges for services in this situation are $45 per session. After the summer semester is over, non-enrolled students are no longer eligible for services.

You can schedule your initial consultation appointment through the [Student Health Portal](#), or you can call counseling services at 406-243-4712 to set up an appointment or to speak with staff about their services. Once you have made an appointment, your counselor will contact you regarding your appointment through the Student Health Portal.

Clinical Psychology Center (CPC)

[The Clinical Psychology Center (CPC)](#) is operated by the Department of Psychology at the University of Montana. At the CPC, we provide confidential assessment, consultation, intervention, and psychotherapy services. Our clients are children, adolescents, adults, couples, families, and groups. If you are interested in receiving services, please call their office at (406) 243-2367 or email [cpcfrontdesk@umt.edu](#).

Student Advocacy Resource Center (SARC)

SARC advocates can accompany survivors through the process including accompaniment to resources or reporting offices.

If you have experienced sexual assault, relationship violence, bullying, intimidation, or discrimination, SARC is here to help you. Their services are comprehensive, and they actively listen, believe in, assist and support their clients. Based upon your decisions and choices, they also provide referrals, connections, and advocacy within the justice, medical, and social service systems. Their work is personal for you and your circumstances. All their services are confidential and free.

Main Office Phone: (406) 243-4429

24-Hour Support Line: (406) 243-6559

Location: Curry Health Center East Entrance, Upstairs and to the Left, Room 108

Hours: Monday - Friday, 9:00 AM - 4:00 PM (no appointment necessary)

Gender & Sexuality

Title IX coordinates the University's response to complaints of sex-based discrimination, including sexual harassment, stalking, sexual assault, relationship violence, and other forms of sexual misconduct, as well as retaliation through the Equal Opportunity & Affirmative Action Office (Title IX). If you have been the victim of sexual misconduct or are aware of sexual misconduct and would like to find out about how the University can help you, contact Title IX. If you have concerns about behavior that makes you uncomfortable, but you're not sure if it is serious enough to warrant a complaint, or if you're not sure what you'd like to happen, Jessica can help.

Contact: Jessica Weltman

Phone: (406) 243-5710

Location: Brantly Hall 115

Referral Form webpage

Campus Safety

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.

Other Resources

Additional UM office and support services by identity and need can be found at the webpage for [Diversity, Equity, Inclusion and Justice at UM.](#) Other types of Resources include childcare and lactation rooms, the food pantry, international student resources, veterans services, and student success services. If you need help finding an appropriate service here at UM, remember that I am also a resource! I can help you connect to an office or resource that will meet your needs.