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SLP 575.00: Advanced Clinical Procedure II

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SLP 575: Advanced Clinical Procedures II

8/28/2023 – 12/08/2023 | 1 credits | F2F/Remote/Distance | CRN 72858 & 72859

Contact Information

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Appointments: By arrangement

Course Catalogue Description

SLP 575: (R-3) Offered autumn. Prereq., [CSD 570](#), coreq., SLP 576. This course provides content focused on continued development of topics related to professional development as a speech-language pathologist and will support the clinical externship experience. Emphasis on professional practices and processes, ASHA and state compliance, clinical problem solving, evidence based practice, employment settings considerations, self-advocacy, communication, and multicultural considerations. Level: Graduate

Course Format

This course is a face-to-face/distance format with lecture, online supplements, guest lectures in professional practices and clinical procedures designed to build clinical and professional skills as you complete your first and/or second off-campus clinical practicum experience. The course meets weekly on Friday from 12:30 pm- 1:50 pm. This course will help you apply the knowledge you have gained during academic coursework and will help you meet the knowledge and skill standards and the [2020 ASHA Certification Standards](#) and [CAA 2017 Standards](#). Each week you will be asked to engage in several types of activities, including reflection of readings, video content and externship experiences, engaging in discussions, completing forum/assignments, and collaborating with other student in the class.

This course is taught in conjunction with you CSD 576 externship experience. You will be assigned a clinical educator, who will assign you clients. You will work with your externship clinical educator to provide speech-language services to your client(s).

Course Objectives

By the end of the course, the student will:

1. Students will develop their ability to interpret, integrate, and synthesize core concepts and knowledge
2. Students will develop their abilities to speak professionally about their clients to a variety of audiences

3. Students will gain knowledge and demonstrate knowledge of professional issues that affect speech-language pathology (i.e. trends in professional practice, academic program accreditation standards, and ASHA practice policies and guidelines.)
4. Students will demonstrate knowledge of entry-level certifications, licensure, and other relevant credentials as well as local, state and national regulations and policies relevant to professional practice.
5. Students will gain knowledge of professional practice competencies for effective communication skills.
6. Students will gain knowledge professional practice competencies for clinical reasoning-evidence based practice.
7. Students will gain knowledge professional practice competencies for cultural competence.
8. Students will gain knowledge professional practice competencies for professional duty.
9. Students will gain general knowledge and skills applicable to professional practice.
10. Students will gain knowledge and demonstrate critical thinking skills related to ethical conduct.

Professional Development Component

- Develop a 2-page **Professional Resume** with the objective of securing a clinical fellowship
- Develop a **Professional Cover Letter** that speaks to your research and clinical experience
- Develop and write a 500-word **Clinical Philosophy**

ASHA CFCC Knowledge and Skills Acquisition

American Speech, Language, and Hearing Association (ASHA) [2020 ASHA Certification Standards](#) and the Council on Academic Accreditation for Speech-Language Pathology [CAA 2017 Standards](#) details the accreditation standards for graduate programs. This document is used to demonstrate compliance with accreditation standards related to preparing students to meet ASHA certification requirements. Due to the importance of the Knowledge and Skill 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 below and under each weekly topic.

Standard IV-E: Ethical Conduct

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: standards of ethical conduct.

Standard IV-G: Contemporary Professional Issues

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: contemporary professional issues and advocacy.

Standard IV-H: Professional Practices

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: certification, specialty recognition, licensure, and other relevant professional credentials.

Standard V-A: Oral and Written Communication

- The student will demonstrate skill in oral and written or other forms of communication sufficient for entry into professional practice.

CAA Standards

3.1B An effective entry-level professional speech-language pathology program allows each student to acquire knowledge and skills in sufficient breadth and depth to function as an effective, well-educated, and competent clinical speech-language pathologist (i.e., one who can practice within the full scope of practice of speech-language pathology). The education program is designed to afford each student with opportunities to meet the expectations of the program that are consistent with the program's mission and goals and that prepare each student for professional practice in speech-language pathology.

- 3.1.1B Professional Practice Competencies
The program must provide content and opportunities for students to learn so that each student can demonstrate the following attributes and abilities and demonstrate those attributes and abilities in the manners identified. Accountability, Integrity, Effective Communication Skills, Clinical Reasoning, Evidence Based Practice, Concern for Individuals Served, Cultural Competence, Professional Duty and Collaborative Practice.
- 3.1.6B General Knowledge and Skills Applicable to Professional Practice

In this course each student will be provided with an opportunity to demonstrate required knowledge and/or skill development. ASHA has specified that in order 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 this course, if students continue to fail to achieve a competency level in an associated knowledge and skill area, then a formal remediation plan will be developed and implement. See formal remediation policy at the [School website](#).

Grades of C+ and Dismissal

Any student that earns two grades of C+ or lower will be dismissed from the graduate program. If a student earns a C+ or lower in a class then a Student Remediation Committee will convene to determine the remediation for the student. (See Remediation section for details and processes.) Any student that earns one grade of C+ or lower in a graduate class must retake the class or take an independent study to demonstrate competencies associated ASHA standards or knowledge and skills. Retaking a course will not result in the replacement of the C+ or lower grade. If a C+ or lower is earned in this subsequent class, the student will be dismissed from the graduate program.

Course Guidelines and Policies

Required Textbooks None

Additional readings and materials will be posted throughout the term on the course website (Moodle). In addition, several sessions will involve interaction with media. Please follow the detailed course information that will be released each week on Moodle.

Independent Knowledge & Access to: Sufficient internet speed/bandwidth, Word processing, PDF converter, Flipgrid, Video Recording (e.g., phone, computer), screen recording (e.g., screencast-o-matic, computer's internal camera), PPT voice over, Zoom, upload to YouTube. When facing difficulty using technology, and good ole Google isn't helping, contact IT Help (406) 243-4357.

Attendance Policy

Students are expected to attend all sessions and are responsible for any content that is missed because of absence. Distance students should be logged in and visible during the entire class. If you are unable to attend a class, please email your instructor ahead of time requesting to be excused. Students are expected to participate during all class meetings and complete all assignments on time.

Students must notify the instructor of serious circumstances that result in a missed class or assignment in order to be considered for accommodations. Should an unforeseen event such as hospitalization or family emergency result

in missing an assignment or exam, students must consult with the instructor regarding possible accommodations to be determined at the discretion of the instructor; furthermore, students may be asked to provide written verification of the circumstances. If individual mode of access alterations needs to be made due to COVID-19 consideration, the student must consult and get approval by the professor prior to altering class access modes. (F2F vs Zoom)

Students are responsible for any information or updates provided through their UM email accounts. Please check your UM email account regularly.

Late assignments

Work submitted late will result in the reduction of 1 point *per day* the assignment is late. Students are encouraged to turn assignments in on-time.

Class Participation

The Student Conduct Code, embodying the ideals of academic honesty, integrity, human rights, and responsible citizenship, governs all student conduct at The University of Montana-Missoula. You are expected to follow this code. This is an interactive course with weekly forums and/or assignments. Your fellow graduate student clinicians will soon be your colleagues in the field, and I want to encourage a culture of support, education, analysis and creativity. I strongly request class participation, questions, and discussion – the more you actively engage during class time and forums the better you will absorb, learn the material, and develop skills required for your future profession.

Technology Expectations

Access to Moodle, Zoom, and online materials. [Basic Minimum System Requirements for Moodle](#)

Academic Honesty

Students are expected to adhere to academic conduct policies of the University of Montana as explained in Section V of your [University of Montana Student Conduct Code](#): “Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. Academic misconduct is defined as all forms of academic dishonesty, including but not limited to: (1) plagiarism, (2) misconduct during an examination or academic exercise, (3) unauthorized possession of examination or other course materials, (4) tampering with course materials, (5) submitting false information, (6) submitting work previously presented in another course, (7) improperly influencing conduct, (8) substituting, or arranging substitution, for another student during an examination or other academic exercise, (9) facilitating academic dishonesty, and (10) Altering transcripts, grades, examinations, or other academically related documents.”

Plagiarism/Academic Conduct/Student Code of conduct

Plagiarism is further 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 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., lesson plan copied from a book, the Internet, or material developed by another student) will be considered plagiarism and grounds for no credit on the assignment unless properly credited. Students are encouraged to use a variety of resources in obtaining ideas and illustrations that will help complete assignments. See the APA Guide (7th edition) for the correct method to cite other authors’ work. Another useful resource I strongly recommend is [The Purdue OWL](#).

Disability Modifications

Students with disabilities may request reasonable modifications by contacting me. The University of Montana assures equal access to instruction for students with disabilities in collaboration with instructors and Office for Disability Equity for Students, which is located in Lommasson Center 154. The University does not permit fundamental alterations of academic standards or retroactive modifications. For more information, visit Office for Disability Equity website at <https://www.umt.edu/disability/>.

Support Services

[The Writing Center](#) is available to help you improve your writing skills. Writing instructors are available to help you plan and develop your thoughts. For more information email growl@mso.umt.edu or call (406) 243-2266

Diversity Statement

Your experience in this class is important to me. I welcome individuals of all backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, races, national origins, religious affiliations, sexual orientations, ages, abilities, and other visible and nonvisible differences. Please know that I will gladly honor your request to address you by an alternate name or gender pronoun. All members of this class are expected to contribute to a welcoming, respectful, and inclusive environment for every other member of this class.

Performance Assessments

Assignments:

Assignments, including forums, will be worth 100% of the grade.

Please follow individual instructions for submission.

Item	Percent Value
Variety of assignments, in-place assignment/participation, and/or forum posts -Details of assignments and/or forums will be given weekly via Moodle and during class.	70%
Professional Components: Resume, Cover Letter, and Clinical Philosophy	30%
Total	100%
*indicates a competency for the course (you must obtain 80% or higher)	

Discussion forums (i.e., Moodle):

Each person must reply to the forum and comment as instructed on other contributions. Students will often be expected to participate in forum posts on a variety of topics. Minimum participation will reflect a basic understanding, but does not encourage reflections or further discussion. Thoughtful participation demonstrates a full understanding of the topic and encourages others' learning by providing additional information, resources, opportunity for reflection, or encourages deeper discussion.

Online forums may be used during this course. Each student will post a response and then comment on a minimum of 2 other responses, unless indicated otherwise. Participation will be graded using the following rubric:

0 points	Cheerleading (i.e., "I agree," "good job," etc.) as a response, or no contribution at all.
1 point	Participation that reflects a basic understanding, but doesn't encourage reflection, thought, or further discussion.

2 points	Thoughtful participation that demonstrates a full understanding of the topic and encourages others' learning by providing additional information, resources, opportunity for reflection, or encourages deeper discussion.
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Grading Criteria:

The grading scale is as follows:

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
93-100%	90-92%	87-89%	83-86%	80-82%	77-79%	73-76%	70-72%	67-69%	63-66%	60-62%	59
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Calendar (please read paragraph below carefully)

This course relies on the [2023-2024 Academic Calendar](#). Please review the details in the tentative calendar. Any changes in our tentative calendar will be shared via your UM email accounts.

Course Date	Topic	Assignment(s) Due:
Pre-semester	Onboarding PowerPoint sent via email for review (Standard IV-E, IV-G, IV-H; Standard 3.1.1B Professional Practice Competencies: Effective Communication Skills, 3.1.6B General Knowledge and Skills)	
Sept. 1	Week 1: Praxis Exam In-person (Standard IV-H; 3.1.6B General Knowledge and Skills)	- Forum/Assignment (Due dates will always be included on Moodle, but typically the following Thursday by 11:55 pm) - FORUM #1: Introductions - FORUM #2: - Clinical Practicum Agreement due within one week of rotation start date (Upload to Moodle or email to Professor Jackson)
Sept. 8	Meet via ZOOM – (FASST Friday for 1st years) Week 2: Clinical Fellowship (Standard IV-G, IV-H; 3.1.6B General Knowledge and Skills)	- Forum/Assignment - FORUM #3 - Clinical Practicum Agreement due within one week of rotation start date (Upload to Moodle or email to Professor Jackson) - Forum/Assignment
Sept. 15	Week 3: Guest speaker- Ann Glaser from EBS; CF & Interviewing Skills (Standard IV-G, IV-H; 3.1.6B General Knowledge and Skills) FASST Friday, for 1st years, happens right after class	- Forum/Assignment - FORUM #4
Sept 22	Week 4: Potential Guest Speaker- Child Abuse and Elder Mistreatment, Mandatory Reporting and Suicide Prevention/Awareness (Standard IV-E, IV-G; Standard 3.1.1B Professional Practice Competencies: Accountability, Integrity, Effective Communication Skills, Concern for Individuals Served, and Professional Duty, 3.1.6B General Knowledge and Skills)	- Forum/Assignment - FORUM #5

Sept. 29	Week 5: Professional Components: Resume, Cover Letter, and Clinical Philosophy with Professor Jackson and Closson (Standard IV-G, IV-H, V-A; 3.1.6B General Knowledge and Skills)	-No Forum this week <ul style="list-style-type: none"> • Work on assignments • Professional Components draft DUE by Thursday, Nov. 2 at 11:55 pm; upload to drop box on Week 5 Moodle page!
Oct. 6	Week 6: No class (FASST Friday for 1st years)	- No Forum this week
Oct. 13	Week 7: TBD-potentially no class-Midterm evals (FASST Friday for 1st years)	-No Assignment <ul style="list-style-type: none"> • Prepare goals for mid-term conference • Work on professional components
Oct. 20	Week 8: No Class-MSHA /midterm evals	-No Assignment <ul style="list-style-type: none"> • Prepare goals for mid-term conference • Work on professional components
Oct. 27	Week 9: Guest Speaker- Kirsten Ulias with Chatterbox; Employment settings overview (e.g., pros and cons, salary/benefits, initial interviews, teletherapy) (Standard IV-G; 3.1.6B General Knowledge and Skills)	- Drafts for resume, cover letter and clinical philosophy DUE by Thursday, Nov. 2 at 11:55 pm; upload to drop box on Week 5 Moodle page! -Forum/Assignment - FORUM #6
Nov. 3	Week 10: Guest Speaker-Kaitlin Kolka, M.S., CCC-SLP, Northcentral Learning Resource Center Co-op & Your Future as a Clinical Educator, Rural SLPs, (Standard IV-G, IV-H; 3.1.6B General Knowledge and Skills)	-Forum/Assignment - FORUM #7
Nov. 10	Week 11: No Class-Veteran's Day	-No Assignment
Nov. 17	Week 12: Review State SLP Licensure Requirements (Standard IV-G and IV-H; Standard 3.1.1B Professional Practice Competencies-Professional Duty)	-Forum/Assignment - FORUM #8 -Professional component feedback by Friday November 17th at 11:55 pm -Work on final drafts
Nov. 24	Week 13: No Class-Thanksgiving break	-Work on final drafts
Dec. 1	Week 14: Final evaluations Day in the Life at a SNF - better understanding this setting a squishing those misconceptions. Carly Peever, M.S. CCC-SLP, Ensign Services; Standard IV-G, IV-H; 3.1.6B General Knowledge and Skills)	Professional Components: Final drafts due by Friday, Dec. 1 at 11:55 pm; if you would like to keep the score of your first draft do NOT upload a new draft. (If nothing is uploaded, you will receive your draft score.) - FORUM #9
Dec. 8	Week 15: No Class/Final evals	
Dec. 15	Finals week; Last day of finals week There will not be a final in this course	
	Optional topics:	

	<p>May be altered for topics if needed, if not, will be in SLP 675 in the Spring.</p> <p>Building your Careers (Standard IV-G, IV-H; 3.1.6B General Knowledge and Skills)</p> <p>Prevention, Cultural Responsiveness, and Cultural Competency (Standard IV-D, IV-G; Standard 3.1.1B Professional Practice Competencies, 3.1.6B General Knowledge and Skills)</p>	
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*Additional Assignments may be given – the list above should be considered the minimum

*Changes to guest speakers may alter the entire course schedule

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.

Place of Course in Program

Purpose

The purpose of this one-credit course is to provide students with support during their 576 externship experiences in addition to imparting knowledge and skills consistent with ASHA standards. The students will complete this course while participating in their off campus clinical externship. The course fulfills the clinical course requirement for a major in Communicative Sciences and Disorders.

Conceptual Framework for Learning Community and Diversity

As part of the School of Speech, Language, Hearing, and Occupational Sciences, this course provides 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) integration of academic knowledge to clinical skills, to serve clients with a variety of communication disorders across the lifespan, through clinical externship practicum experience, b) gain and demonstrate knowledge of professional issues in speech-language pathology, c) demonstrate accountability, integrity and effective communication skills during clinical externship practicum interactions and professional duties. Additional information is available regarding our [Conceptual Framework](#).

Mission 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 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.

The University of Montana acknowledges that we are in the aboriginal territories of the Salish and Kalispel people, a number of whom our within our community today. Today, we honor the path they have always shown us in caring for this place for the generations to come.