

# SPPA 3710 Intervention Methods in Speech/Language Pathology

Semester: **Fall 2014**

Instructor: **Jacqueline Podewils, M.S., CCC-SLP**

Office: **Room 223 E**

Classroom: **Cramer 046**

Class Meeting Times: **Monday, Wednesday & Friday 11:00 a.m.-11:50 a.m.**

**How to reach me:**

Phone: (414) 288-5667

e-mail: [jacqueline.podewils@marquette.edu](mailto:jacqueline.podewils@marquette.edu)

Office hours: By appointment. See schedule posted outside my office door 223E

Required Text: *Introduction to Clinical Methods in Communication Disorders: Third Edition*

Author: Paul, Rhea Publisher: Paul H. Brookes Publishing Company, 2014

Optional but recommended: *Terminology of Communication Disorders 5<sup>th</sup> Edition*

Authors: Nicolosi, Lucille, Harryman, Elizabeth, Kresheck, Janet

Publisher: Lippincott Williams & Wilkins 2004

The content of this course will target the following knowledge and skills (KASA) outcomes put forth in the 2014 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology.

IV-E Demonstrated knowledge of standards of ethical conduct.

IV-F Demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.

IV-G Demonstrated knowledge of contemporary issues.

V-A Demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.

V-B 2. Intervention:

- a. develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process.
- b. implement intervention plans (involve clients/patients and relevant others in the intervention process)
- c. select or develop and use appropriate materials and instrumentation for prevention and intervention
- d. measure and evaluate clients'/patients' performance and progress
- e. modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients
- f. complete administrative and reporting functions necessary to support intervention
- g. identify and refer clients/patients for services as appropriate

V-B 3. Interaction and Personal Qualities

- a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.
- b. Collaborate with other professionals in case management.
- c. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.
- d. Adhere to the ASHA Code of Ethics and behave professionally.

D.P.I. requirements addressed in this class include:

- Content Standard 2 g. and i. Ability to apply theory – *goal writing and the assessment of goal outcomes*
- Content Standard 3 e. Individual Differences – *ability to address individual differences*
- Content Standard 3 a. Individual Differences - *Motivation*
- Content Standard 4 b. Meeting the needs of children with speech and language disabilities – *Non-verbal modes*
- Content Standard 8 Cultural diversity, individual differences, and all areas of disability in the identification of children with speech and language disabilities, IEP planning, and service delivery – *Cultural Diversity*

**Course Objectives:** By the end of the semester, students will be familiar with acceptable clinical procedures and management techniques to plan intervention programs for clients in a variety of clinical settings.

By the end of the semester, students will be familiar with the professional issues and ethics involved in serving clients in various clinical settings, including those serving multicultural clients, the birth to 3 population, school age children and adults.

**Course Requirements:**

- Students will take three tests. The tests will not be cumulative.
- Clinical observation assignment
- Engaging / participation tasks performed within the class (must be present for credit)
- Clinic client case study presentation
- Initial DPI Portfolio assignment

**Attendance Policy: Attendance Policy:** Attendance will be taken at all class meetings. Attendance is expected. Any absence will prevent the student from getting full benefit from the class. If a student misses a class, he/she is responsible for the material covered. The instructor will not be responsible for providing missed material to the student. If a student is deemed to have excessive absences they will be assigned a grade of WA (Withdrawn-Excessive Absences). The University deems excessive absences for a 16 week course that meets for 50 minute sessions at a frequency of 3 times per week to be more than 6 classes missed. If a student is not present for one of the engaging scenario tasks, they will not have the opportunity to make it up.

**Exam policy:** Definition of excused absence for SPPA exams

Acceptable anticipated absences:

- The student is away from campus representing an official university function, e.g., participating in a professional meeting, as part of a judging team, or athletic team.
- Required court attendance as certified by the Clerk of Court.
- Religious observances when certified by a letter from the student's parent(s) or religious leader.

- Required military duty as certified by the student's commanding officer.

Acceptable emergency absences:

- Illness or injury when certified by an attending physician, dentist, or nurse. The certification should show the date service was provided to the student but should not describe the nature of that service.
- Death or serious illness in the immediate family (parents, step-parents, siblings, spouse, children, step-children, foster children, in-laws, sibling in-laws, grandparents, great grandparents, step-great grandparents, grandchildren, aunts, uncles, nieces, and nephews) when certified by a letter from the student's parent(s) or spouse.

**Grading information:**

Midterm grade based upon score from Exam I as outlined below.

Scale based on whether Exam I is a 60 point exam or a 50 point exam:

<u>Grade:</u>	<u>Point values (60)</u>	<u>Point value (50)</u>
A	58-60	48-50
AB	55-57	46-47.5
B	52-54	43-45.5
BC	49-51	41-42.5
C	46-48	38-40.5
CD	43-45	36-37.5
D	37-42	31-35.5
F	0-36	0-30.5

-----  
 Final grade based upon cumulative points scored from the following works:

- 2 exams at 60 points each, 1 exam at 50 points = 170 points
- 2 observation assignments at 5 points each = 10 points
- Client presentation assignment = 5 points
- Portfolio assignment = 5 points
- Engaging/class participation tasks 5 at 2 points each = 10 points

Total points possible = 200 points

Final grade will be assigned based upon cumulative point achievement as follows:

<u>Grade:</u>	<u>Point Values:</u>
A	194-200
AB	188-193
B	180-187
BC	174-179
C	167-173
CD	161-166
D	154-160
F	0-153

### **Formative Assessments:**

- Students will complete periodic “think” papers to identifying concepts they are “square with,” ideas that are going “around and around” in their head, or a “point” they would like to make.
- Initial development of portfolio and first review
- Performance on engaging/participation tasks

### **Summative Assessments:**

- Summative knowledge will be assessed via performance on Exams I, II, and Final exam
- Client presentation assignment
- Reflection portion addressing how clinic experience applies to DPI standards and initial portfolio submission

## **TOPICS:**

### **UNIT 1 GETTING STARTED**

- Introduction / orientation to campus clinical experience. Provide Clinic Manual. Review clinical procedures. Tour clinic. Familiarize with and clinic materials/resource room.

Assigned reading: **Clinic Manual**

- Introduction to Knowledge and Skills Acquisition (Clinical competency model)
- HIPAA Presentation– Health Insurance Portability and Accountability Act
- Infection control
- Speech/Language Pathologist : Scientist, Humanist, Scope of Practice, ASHA  
Text read: **Chapter 1**
- Learning Styles / Preferences

### **UNIT 2 CLINICAL PROCESS**

- Establishing Baseline
- Clinical documentation SOAP format Text read: **Chapter 8 page 216**
- Intervention: Principles and Procedures Text read: **Chapter 6**
- Therapy procedures: Cueing techniques, Data collection/scoring
- Therapy activities you can use to motivate your client
- Evidence-Based Practice/ASHA position statements/Systematic Reviews  
Text read: **Chapter 3**
- Clinical Communication Text read: **Chapter 7**

### UNIT 3 PROFESSIONAL AFFAIRS

- Ethics - ASHA=s Code of Ethics Text reading: **Chapter 2 & Appendix 2A**
- Legislation / public policy that guide speech and language service delivery  
Text read: **Chapter 8**
- Portfolio development for Department of Public Instruction Licensure (DPI)

### UNIT 4 CLINIC POPULATIONS

- Clinical service delivery models Text read: **Chapter 9**
- Cultural & Linguistic Diversity/English Language Learners Text read: **Chapter 10**
- An overview of legislation affecting services for Birth to 2 years and school age 3-21 years, including PL94:142 and PL99:457 Text read: **Chapter 8**
- Newborn issues related to swallowing & feeding
- Public Policies that guide intervention services Text read: **Chapter 9**
- Sensory Integration
- Working in the medical setting: acute, sub-acute, rehabilitation, inpatient, outpatient
- Technology and Communication Disorders (incorporates and beyond AAC)  
Text read: **Chapter 11**

Refer to the following University links regarding guidelines and disciplinary procedures relevant to academic dishonesty:

<http://bulletin.marquette.edu/undergrad/academicregulations/>  
<http://www.marquette.edu/provost/integrity-index.php>

#### **Final Exam Cancellation Due to Severe Weather Policy**

In case of severe weather, the final exam will be cancelled and grades calculated on the basis of work completed to date. Severe weather refers to a situation such that the University is officially closed.

**Syllabus is subject to change at the Instructor's discretion.**