

**SYLLABUS  
Summer 2014**

**SPPA 6730 – Medical & School SLP Procedures**

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**Purpose:**

The general purpose of this class is to introduce terminology, procedures and oversight mechanisms for speech-language pathology service provision in medical and school settings. The specific aim of this class is to prepare students for external clinical practicum placements. Information will be presented through directed readings, presentations, in-class activities, and out-of-class assignments.

**Recommended Texts:**

Johnson, A.F., and Johnson, B.H. (2007). *Medical Speech-Language Pathology: A Practitioner's Guide*. Thieme Medical Publishers, ISBN 1-58890-320-6.

Schraeder, P. (2008). *Guide to School Services in Speech-Language Pathology*. Plural Publishing, ISBN 1-59756-179-7.

Flasher, Lydia V. and Fogle, Paul T. (2012) *Counseling Skills for Speech-Language pathologists and Audiologists Second Edition*. Cengage Learning, ISBN 13: 978-1-4354-9936-2

**Requirements:**

Students are required to attend class, complete assigned readings and out-of-class activities as indicated by the instructors, and participate in class discussions and activities. Students will complete eight brief exercises pertaining to the section on medical terminology. A review of a health care team member will be due 6/4/14. (A hand out with all necessary components of the interview will be provided for the assignment on the first day of class.) In addition, students will complete an in-class health care case study exercise on 6/11/14. Students will prepare their DPI Intermediate Portfolio to be submitted on 6/26/14.

**Grading Procedure:**

Medical Terminology Exercises	50 Points
Health Care Professional Review	50 Points
Health Care Case Study Exercise	100 Points
DPI Intermediate Portfolio Exercise	100 Points
<b>TOTAL</b>	<b>300 Points</b>

Failure to participate in any exercise or complete assignments will result in 0 points.

Make-up exercises will not be offered without an official excuse.

Final grade will be based upon the total number of points accumulated out of total possible points, as well as overall class performance.

**Grading Scale:**

93 and Above	= A
88-92	= AB
83-87	= B
78-82	= BC
73-77	= C
68-72	= CD
63-67	= D
62 and Below	= F

**Attendance:**

Attendance is expected at all class meetings. **If you do not have an excused absence 10 points will be taken off your grade for each class not attended.** Make-up activities will not be offered without an official excuse. Because the content of this course is required by ASHA and WI-DPI standards excused absences can only be allowed if all missed content can be completed during the course.

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.

### **Web Restrictions:**

Students may utilize their laptop in class to assist with note taking and class assignments. In addition you may have cell phones (including smart phones and those with internet access) in class provided that **they are silenced and not utilized** during class time. These devices may be used in class only for class activities. Students **may not** extend to web surfing, e-mailing, texting or work on other materials not related to current material being covered in class, as this is a distraction to the learning environment. Failure to adhere to this policy will result in a penalty of 25 points off the final grade per violation, with no ability for appeal. You will be notified in class or via e-mail if you are found to be in violation of this policy. This is expected of medical and school professionals, and will be expected of you in your medical and school placements.

### **ASHA Certification Standards:**

Satisfactory completion of this course is intended to assist students in meeting the following knowledge and skills required for the American Speech-Language-Hearing Association (ASHA) Standards for the Certificate of Clinical Competence in Speech-Language Pathology:

- Standard III-E: The applicant must demonstrate knowledge of standards of ethical conduct.
- Standard III-H: The applicant must demonstrate knowledge about certification, specialty recognition, licensure, and other relevant professional credentials.
- Standard IV-G: Complete administrative and reporting functions necessary to support evaluation across 9 major disorder areas.
- Standard IV-G: Develop setting-appropriate intervention plans with measurable and achievable goals that meet client's needs. Collaborate with clients/patients and relevant others in the planning process.
- Standard IV-G: Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the student, family and relevant others.
- Standard IV-G: Collaborate with other professionals in case management.
- Standard IV-G: Provide counseling regarding communication and swallowing disorders to students, family, and relevant others.
- Standard IV-G: Adhere to the ASHA Code of Ethics and behave professionally.

**WI-DPI Standards:**

**This course is a requirement for the WI DPI License in Speech-Language Pathology (#820) and may be applied to demonstrating competency in the following Wisconsin DPI Knowledge and Skills Standards (PI 34):**

1. The speech-language pathologist (SLP) understands the central concepts, tools of inquiry, and structures of the disciplines s/he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.
2. The SLP understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social and personal development.
3. The SLP understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils.
4. The SLP understands and uses a variety of instructional strategies, including the use of technology to encourage children's development of critical thinking, problem solving and performance skills.
5. The SLP uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. The SLP uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom/therapy room.
7. The SLP organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community and curriculum goals.
8. The SLP understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the pupil.
9. The SLP is a reflective practitioner who continually evaluates the effect of his or her choices and actions on pupils, parents, professionals in the learning community and others and actively seeks out opportunities to grow professionally.
10. The SLP fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well being and acts with integrity, fairness and in an ethical manner.
11. The SLP facilitates the resolution of conflicts between pupils and between pupils and school staff, and assists pupils in learning methods of resolving conflicts between pupils and between pupils and school staff.

**Outcome Objectives:**

At the end of this course, students should be able to:

1. Describe placement procedures and requirements for SPPA off campus clinical practicum.
2. Describe the application processes and requirements for WI SLP licenses and national SLP certification and where to locate license requirements for other states.
3. Describe national and state guidelines for SLP practice and documentation in the variety of healthcare and school settings.
4. Demonstrate facility in interpreting terminology common to healthcare and school documentation.
5. Demonstrate an emerging ability to balance the requirements of multiple influences in preparing necessary and sufficient documentation for SLP services within the variety a

- healthcare and school settings.
6. Describe introductory issues related to counseling individuals with communication disorders.
  7. Describe the role of the SLP in the development of reading and writing skills.
  8. Describe the impact of federal and state legislation on public school SLP practice.
  9. Describe public school SLP assessment, eligibility, placement and documentation.
  10. Demonstrate familiarity with behavior management tools and skills to resolve conflicts in the school setting.
  11. Complete introductory level public school Individual Educational Plan documentation.
  12. Describe concepts and mechanisms pertaining to curriculum support.
  13. Understand the critical concepts of literacy development and how students acquire competent skills in reading and writing.
  14. Understand reading deficits and reading levels, and how they impact a student's ability to succeed
  15. Understand skills and strategies specific to their school support personnel specialty to support or enhance literacy development
  16. Understand the correlation of behavior and classroom culture on academic achievement, specifically literacy development.
  17. Facilitate the resolution of conflicts between pupils and between pupils and school staff, and assists pupils in learning methods of resolving conflicts between pupils and between pupils and school staff.

### **Course Outline:**

#### 5/19: Introduction {Valla & Podewils}

- Course Overview
- PI-34 & the Professional Development Plan
- Preparing for the DPI Intermediate Portfolio Review
- Introduction to Speech Language-Pathology in Healthcare Settings
- Overview of health care settings

#### 5/21: Medical Terminology {Valla}

- Introduction to Medical Terminology
- Directional Terms and the Musculoskeletal System
- Integumentary System
- Eyes, ears, and other things with plural endings
- Respiratory System

#### 5/28: Medical Terminology II {Valla}

- Urinary and Reproductive Systems
- Cardiovascular and Lymphatic Systems
- Digestive and Endocrine Systems

- Nervous System
- Why is this patient here?? [Info in the H & P]

#### 6/2: Health Care Information and Procedures {Valla}

- Medical labs
- Oversight of Healthcare Information & Services [Joint Commission and HIPPA]
- What are True Medical Codes (not dx or reimbursement)?(Blue, orange..)
- Why is this patient here?

#### 6/4: Reimbursement & Documentation Issues {Valla}

- Necessary & Sufficient Documentation
- Coding for Reimbursement [CPT; HCPCS; ICD-9]
- Medicare & Medicaid
- Private Health Plans [3<sup>rd</sup> Party Payers]

**\*\*Health Care Professional Review Due**

#### 6/9: Counseling issues for SLP's in the medical field {Valla}

- Counseling skills for various diagnoses
- Counseling boundaries and scope of practice
- Counseling in multicultural populations
- Counseling for the clinician

#### 6/11: CCC-SLP:

- **Case Studies in health care settings Reviews** {Valla}
- Counseling issues for SLPs
- Introduction of School Procedures by Instructor Mrs. Joyce King-Mclver

#### **Mrs. Joyce King–Mclver's Classes**

**\*\*Please note:** Laptops will be needed during each Schools session in order to complete activities .

#### 6/12: Creating a Successful School Environment {King-Mclver}

- Building a Collaboration Team: Respecting ALL Role Players [DPI Intermediate Portfolio content and review]
- The MISSION: Preparing Children for Success [State Standards, Mission statements, and Curriculum]
- Linking the MISSION with the Curriculum guidelines and District Assessments
- Laws that Protect the MISSION: Safe School Environment, School Rules, and Positive Behavioral Interventions & Supports (PBIS)
- Protecting the MISSION: Management Matters! Conflict Resolution and Behavior Management

6/17: Understanding the Laws Related to the School Environment {King-Mclver}

- PL94-142, IDEA, NCLB
- What is FAPE?
- Special Education [Definitions and Criteria]
- 504 Plans
- Service Plans for Private School Students

6/19: The Journey from Governing Laws to Services in Schools {King-Mclver}

- The IEP Process: Initial Evaluation or Reevaluation [Continuation of services]
- IEP Team Reports: Computer Based Programs
- Writing IEP goals
- Behavioral Assessments and Plans
- Transition Services: Using the IEP to prepare students for the future
- Service Delivery Models
- Preparing for the IEP Team Meetings
- Documentation and Special Education Progress notes
- Dismissal Criteria

6/24: Literacy: We are part of the TEAM! {King-Mclver}

- Literacy: The Role of the SLP
- Collaborating: Uniting the SLP, English Language Arts Teachers, and Reading Specialists
- Development of literacy skills: Reading, Spelling, & Writing
- Identifying literacy Concerns: Deficits in reading, spelling, and writing
- Literacy needs for diverse populations
- STOPPING the Failure Cycle using the D's: Dynamic assessments and Differentiated Instruction
- POWERFUL LITERACY TOOLS: Evidence-based methods

6/26: Curriculum Support {King-Mclver}

- School-Wide Academic Intervention Plans
- RTI: Response to Intervention
- Classroom performance assessments [Rating Scales and Rubrics]
- Use of Technology in the Schools to support the curriculum

**\*\*DPI Portfolio Due: Review and evaluation of each portfolio will take place on 6/26/14 during the class period.**