

## Approval Chart for Curriculum Changes

A = Approve    I= Information Item<sup>1</sup>    R= Advise & Respond<sup>2</sup>

CSD 493

Course Number \_\_\_\_\_ or Degree Plan(s) \_\_\_\_\_

State the requested change and reason. A memo may be attached if more space is necessary.

Current course description is as follows: "Experience in clinical procedures in speech language pathology. Designed to familiarize the student with treatment procedures through clinical experience in speech-language pathology under close supervision. May be repeated. This course is available for variable credit. Please see your advisor for more information."

Change course description to: "Designed to familiarize the student with assessment and treatment procedures through guided real-time and video observations with pre- and debriefing. Opportunities available to participate in paired-clinician activities. Emphasis on critical thinking and reflection. May be repeated."

Rationale: Change in the professional certification and licensure prompted the change of this course to an observation course over 20 years ago. The faculty wishes the course description to reflect the content that is now taught. See addendum CSD 493 syllabus.

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

|     |                                                                                                                   | COUNCIL <sup>3</sup> |                  |       |     |      |      |      |         |           |
|-----|-------------------------------------------------------------------------------------------------------------------|----------------------|------------------|-------|-----|------|------|------|---------|-----------|
|     | Change to a Course                                                                                                | Dept./School         | College Academic | Deans | TEC | UGEC | UUAC | GRAD | Provost | President |
| 1.  | Title (description unchanged)                                                                                     | A                    | A                | A     |     | I    |      |      | I       | I         |
| 2.  | Description (not affecting content)                                                                               | A                    | A                | A     |     | I    |      |      | I       | I         |
| 3.  | Course term(s)                                                                                                    | A                    | I                | A     |     | I    |      |      | I       | I         |
| 4.  | Content (substantive change)                                                                                      | A                    | A                | A     |     | I    |      |      | A       | I         |
| 5.  | Number of hours (lecture, lab, contact)                                                                           | A                    | A                | A     |     | A    |      |      | A       | I         |
| 6.  | Course number within the hundred                                                                                  | A                    | A                | I     |     | I    |      |      | I       | I         |
| 7.  | Course number beyond the hundred                                                                                  | A                    | A                | A     |     | A    |      |      | A       | I         |
| 8.  | Prerequisites                                                                                                     | A                    | A                | A     |     | I    |      |      | I       | I         |
| 9.  | Course fee(s)                                                                                                     | A                    | --               | A     |     | --   |      |      | A       | I         |
| 10. | From U to G <i>or</i> G to U                                                                                      | A                    | A                | A     |     | A    |      |      | A       | I         |
| 11. | Cross list with another department: U or G level                                                                  | A                    | A                | A     |     | A    |      |      | A       | I         |
| 12. | Department of record                                                                                              | A                    | A                | A     |     | A    |      |      | A       | I         |
| 13. | Open or close a course                                                                                            | A                    | A                | A     |     | A    |      |      | A       | I         |
| 14. | New course — See website for application and process.<br>This change includes combining or splitting a course(s). | A                    | A                | A     |     | A    |      |      | A       | I         |

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

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|     |                                                                                                             | COUNCIL <sup>3</sup> |                  |       |     |      |      |      |         |         |           |                   |
|-----|-------------------------------------------------------------------------------------------------------------|----------------------|------------------|-------|-----|------|------|------|---------|---------|-----------|-------------------|
|     | Change to a Degree Plan                                                                                     | Dept./School         | College Academic | Deans | TEC | UGEC | UUAC | GRAD | Provost | Faculty | President | Board of Trustees |
| 1.  | University Requirements — Change in approved course content <sup>6</sup>                                    | A                    | A                | A     | A   |      |      |      | A       | --      | A         | --                |
| 2.  | University Requirements — Add or drop a required course from the University Requirements chart <sup>6</sup> | A                    | A                | A     | A   |      |      |      | A       | A       | A         | --                |
| 3.  | University Requirements — Add or drop a course from a menu within the University Requirements <sup>6</sup>  | A                    | --               | --    | A   |      |      |      | A       | --      | A         | --                |
| 4.  | University Requirements — Change hours within a menu on the University Requirements chart <sup>6</sup>      | A                    | A                | A     | A   |      |      |      | A       | A       | A         | --                |
|     |                                                                                                             |                      |                  |       |     |      |      |      |         |         |           |                   |
| 5.  | Major — Revision of major <sup>4,5</sup>                                                                    | A                    | A                | A     | A   |      |      |      | A       | --      | A         | --                |
| 6.  | Major — Adopt or change admission requirements                                                              | A                    | A                | A     | A   |      |      |      | A       | --      | A         | --                |
| 7.  | Major — Add <sup>4,5</sup>                                                                                  | A                    | A                | A     | A   |      |      |      | A       | A       | A         | I                 |
| 8.  | Major – Discontinue (proposed by the department or college)                                                 | A                    | A                | A     | A   |      |      |      | A       | A       | A         | I                 |
| 9.  | Major – Discontinue (proposed by the Provost)                                                               | See below.           |                  |       |     |      |      |      |         |         |           |                   |
|     |                                                                                                             |                      |                  |       |     |      |      |      |         |         |           |                   |
| 10. | GPA — Revise major or cumulative requirement                                                                | A                    | A                | A     | A   |      |      |      | A       | A       | A         | --                |
|     |                                                                                                             |                      |                  |       |     |      |      |      |         |         |           |                   |
| 11. | Minor — Revise course selection                                                                             | A                    | A                | A     | I   |      |      |      | I       | --      | I         | --                |
| 12. | Minor — Add                                                                                                 | A                    | A                | A     | A   |      |      |      | A       | --      | A         | --                |
| 13. | Minor – Discontinue (proposed by the department or college)                                                 | A                    | A                | A     | A   |      |      |      | A       | --      | A         | --                |
| 14. | Minor – Discontinue (proposed by the Provost)                                                               | See below.           |                  |       |     |      |      |      |         |         |           |                   |
|     |                                                                                                             |                      |                  |       |     |      |      |      |         |         |           |                   |
| 15. | Degree — Add                                                                                                | A                    | A                | A     | A   |      |      |      | A       | A       | A         | I                 |
| 16. | Degree – Discontinue (proposed by the department or college)                                                | A                    | A                | A     | A   |      |      |      | A       | A       | A         | I                 |
| 17. | Degree – Discontinue (proposed by the Provost)                                                              | See below.           |                  |       |     |      |      |      |         |         |           |                   |
| 18. | Any change to a graduate degree program                                                                     | A                    | A                | A     | A   |      |      |      | A       | --      | A         | --                |

|                         |                                                                | COUNCIL <sup>3</sup> |            |      |     |      |          |         |           | Board of Trustees |
|-------------------------|----------------------------------------------------------------|----------------------|------------|------|-----|------|----------|---------|-----------|-------------------|
| Provost-Proposed Change |                                                                | Provost              | Department | Dean | TEC | UUAC | Graduate | Faculty | President |                   |
| 1.                      | Major/Graduate Program — Discontinue (proposed by the Provost) | A                    | R          | R    |     | A    |          | A       | A         | I                 |
| 2.                      | Minor — Discontinue (proposed by the Provost)                  | A                    | R          | R    |     | A    |          | --      | A         | --                |
| 3.                      | Degree — Discontinue (proposed by the Provost)                 | A                    | R          | R    |     | A    |          | A       | A         | I                 |

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| COUNCIL <sup>3</sup> |                                                                                                                              |              |                  |       |      |      |      |         |         |           |
|----------------------|------------------------------------------------------------------------------------------------------------------------------|--------------|------------------|-------|------|------|------|---------|---------|-----------|
|                      | Change to the Catalog Information                                                                                            | Dept./School | College Academic | Deans | UGEC | UUAC | GRAD | Provost | Faculty | President |
| 1.                   | General requirements for graduation including course requirements that are common to all majors for all degrees <sup>7</sup> | --           | --               | --    | A    |      |      | A       | A       | A         |
| 2.                   | Admission requirements                                                                                                       | --           | --               | --    | A    |      |      | A       | A       | A         |
| 3.                   | Policies governing academic probation and suspension                                                                         | --           | --               | --    | A    |      |      | A       | A       | A         |
| 4.                   | Requirements for graduating with honors                                                                                      | --           | --               | --    | A    |      |      | A       | A       | A         |

<sup>1</sup> Councils may request additional information about “Information” items. These items are approved as “Consent Agenda.”

<sup>2</sup> The Dean and Department should respond to the Provost’s recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

<sup>3</sup> All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

<sup>4</sup> A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

<sup>5</sup> Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

<sup>6</sup> Courses that satisfy ACU’s University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and “not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession” (SACS 2.7.3). Departments may request exceptions to the first three criteria.

<sup>7</sup> The UUAC approved the clarification that “general requirements for graduation” means the enumerated items in the “General Requirements for Bachelor’s Degrees” section of the catalog.

Revised 8-26-19

## Curriculum/Catalog Changes Signature Page

| Department/School Chair(s)                |                                  |
|-------------------------------------------|----------------------------------|
| <u><i>Lynette Austin</i></u><br>Signature | <u>11/14/19</u><br>Approval date |
| _____<br>Signature                        | _____<br>Approval date           |

| College Academic Council(s)    |                                 |
|--------------------------------|---------------------------------|
| <u><i>DKR</i></u><br>Signature | <u>12-2-19</u><br>Approval date |
| _____<br>Signature             | _____<br>Approval date          |

| Dean(s)                        |                                 |
|--------------------------------|---------------------------------|
| <u><i>DKR</i></u><br>Signature | <u>12-2-19</u><br>Approval date |
| _____<br>Signature             | _____<br>Approval date          |

| Teacher Education Council  |                        |
|----------------------------|------------------------|
| _____<br>Chair's signature | _____<br>Approval date |

| General Education Council  |                        |
|----------------------------|------------------------|
| _____<br>Chair's signature | _____<br>Approval date |

| Undergraduate Academic Council |                        |
|--------------------------------|------------------------|
| _____<br>Chair's signature     | _____<br>Approval date |

| Graduate Council           |                        |
|----------------------------|------------------------|
| _____<br>Chair's signature | _____<br>Approval date |

| Provost            |                        |
|--------------------|------------------------|
| _____<br>Signature | _____<br>Approval date |

| Faculty                          |                        |
|----------------------------------|------------------------|
| _____<br>Chair of faculty senate | _____<br>Approval date |

| President          |                        |
|--------------------|------------------------|
| _____<br>Signature | _____<br>Approval date |

**Fall 2019**  
**CSD 493 Pre-Clinical Experience**  
**3 Credit Hours**  
**Room: DM 117**  
**W, 3:00-3:50**

### **CSD 493 Pre-Clinical Experience**

Terry Baggs, Ph.D., CCC-SLP, Associate Professor  
E-mail: [terry.baggs@acu.edu](mailto:terry.baggs@acu.edu)  
Office Phone: 325-674-4819  
Cell Phone: 325-513-5446

Jennifer Binkley, M.S., CCC-SLP  
Email: [jennifer.binkley@acu.edu](mailto:jennifer.binkley@acu.edu)  
Office Phone: 325-674-2725  
Cell Phone: 325-998-1268

Lory Chrane, M.A., CCC-SLP  
Email: [lac16a@acu.edu](mailto:lac16a@acu.edu)  
Office Phone: 674-2074  
Cell Phone: 540-539-3939

### **Mission Statements**

The mission of Abilene Christian University is to educate its students for Christian service and leadership throughout the world.

The mission of the College of Education and Human Services is to equip students for global service and leadership through exemplary practice in education and human services, informed by a Christian perspective.

The mission of the Department of Communication Sciences and Disorders is to equip students with the knowledge and skills in speech-language pathology for ministry to individuals with communication disorders through a Christian world view.

### Our Christian Perspective

The ability to communicate and learn about communication disorders requires a community of people. Thus, our learning involves unique individuals who learn in a Christian environment. We applaud our unique gifts and encourage each member in our learning community to utilize their gifts for the benefit of the individual and the group. According to 2 Corinthians 3:18, we understand that we “all reflect the Lord’s glory, are being transformed into his likeness with ever-increasing glory, which comes from the Lord.”

### Course Description

Designed to familiarize the student with assessment and treatment procedures through guided real-time and video observations with pre- and debriefing. Opportunities available to participate in paired-clinician activities. Emphasis on critical thinking and reflection. May be repeated. Prerequisite: Admission to the CSD Program.

### Student Learning Outcomes

At the completion of this course, the student should be able to:

| Course Level Objectives                                                                                        | KASA Standard              | Measurement                                                                  | Criteria             |
|----------------------------------------------------------------------------------------------------------------|----------------------------|------------------------------------------------------------------------------|----------------------|
| Identify and demonstrate general understanding of the disorder(s) treated by SLPs.                             | IV-B, IV-C, IV-D, V-A, V-C | Class participation; Observation Assignments; Therapy Kits; Reflection Paper | 80% minimum          |
| Demonstrate general understanding of the ways in which therapy approaches target specific goals for treatment. | V-A, V-B, V-C              | Class participation; Observation Assignments; Therapy Kits; Reflection Paper | 80% minimum          |
| Demonstrate general understanding of ways in which data is collected during a therapy session.                 | IV-D, V-C                  | Class Participation; Observation Assignments                                 | 80% minimum          |
| Discuss professional ethical standards in the field of communication disorders.                                | IV-E                       | Class participation                                                          | Active participation |

|                                                                                                                |                     |                                                                |               |
|----------------------------------------------------------------------------------------------------------------|---------------------|----------------------------------------------------------------|---------------|
| Identify and explain the different portions of the therapy session, including stimulus-response, and feedback. | V-B, IV-D, V-A, V-C | Class participation, Observation Assignments; Reflection Paper | 80% minimum   |
| Prepare observation hours forms for completion of observation hours.                                           | V-C                 | Completion of observation forms                                | 100% accuracy |

CFCC Standards: <https://www.asha.org/Certification/2020-SLP-Certification-Standards/>

### Required Text

No text is required for this class.

### ASHA Requirements for Certification

***Please read this important information from ASHA.*** ASHA's Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC) requires that all applicants for certification complete 25 hours of **guided observation**. In the 2020 Certification Standards, the CFCC indicates that *"it is important to confirm that there was communication between the clinical educator and observer, rather than passive experiences."* The CFCC continues to indicate that *"the actual time spent in sessions can be counted, and the time spent cannot be rounded up to the nearest 15 minute interval."* Thus, the CFCC standards guide our practice in this course. (See Standard V-C.)

### Course Requirements

**Observation Activities (40% of final grade).** In order to assure that the student is meeting both the letter and spirit of the CFCC standards and to meet university requirements, requirements for this course **MUST** be completed to pass the course, no matter the number of previously obtained observation hours. In order to complete the class, the student is required to complete ALL observation activities. These activities will be accomplished in-class via video, and accompanying notes are required by Friday of the week observed.

**On-Campus Observations.** Students will have the opportunity to participate in a guided therapy video observation with one of the course instructors during most class meeting times. Students should be actively engaged in class discussions during this time in order to meet CFCC Standards for observation credit.

**Off-Campus Observations.** Students will have the opportunity to visit a variety of local sites in order to observe therapy in real-time. Specific requirements regarding professionalism and expectations for these observations is located in this syllabus under the "Policies" section. Observation Notes from all off-campus observations must be turned in no later than December 4th. Early submission is encouraged.

**Paired Clinician Experience.** Students will have the opportunity to participate in a paired clinical experience with an ACU graduate student, under the supervision of a licensed SLP. A survey of student and client availability will be completed for the ACU Center for Speech, Language and Learning and the autism support group, King David's Kids. A schedule will then be constructed for paired clinical opportunities. Paired clinical hours may be utilized to meet the required 25 experience hours for the Texas speech-language pathology assistant license. Details will be discussed in class and noted in Canvas.

**Observation Notes.** In order to receive ASHA credit for your observation (regardless of whether it is on- or off-campus), an observation note must be submitted no later than Friday of the observation session. The template for the note may be found in Canvas. The notes must be submitted via Canvas using the template and submitted as a pdf file.

The observation note is not only a record of the student's observation but also a demonstration of the student's understanding of the therapeutic process. It is important that the student write the observation notes in a manner that demonstrates learning. It is not the responsibility of the instructor to assume the student understands due to poor writing skills.

**Observation Log.** Observation hours are not official without the completion of your clinical observation log. The original paper log sheet will be returned to the student at the next observation session and a copy will be placed in the student's permanent folder at the end of the semester. It is the **student's responsibility** to maintain their observation log sheet in a safe place for official use in the future. (Don't treat this form lightly. It is important.)

- The observation log must be completed at the time of the observation and provided to the therapist/instructor the same day. It is NOT the instructor's responsibility to complete the form. However, the instructor will communicate to the student the information to be included on the log.
- The use of White Out on the form is NOT ALLOWED. Any mistakes must be neatly marked out with a single line and initialed by both the student and the instructor/therapist.
- The log must be completed in **black ink**. The therapist/instructor is to sign in **blue ink**. The use of **pencil is not acceptable and not allowed**.

**Important note about observations.** ASHA requires that you participate in a minimum of 25 hours of direct patient observation prior to beginning your direct patient care. Thus, the department requires you complete your observation hours either (1) during your UG coursework and prior to graduation, or (2) prior to your participation in the CSD 493 summer practicum experience. You **MUST** participate in ALL the observation hours presented in this course to receive a course grade of "A" in this course. Observation of hours outside of this class will not fulfill the requirements for this course.

**Timely submissions.** To maintain order in the classroom assignments, it is imperative that there is timely submission of your Observation Notes and Logs. Late submission will not only reduce your participation grade but could cause you to obtain a poor ESF rating. (See note below regarding attendance and participation.)

**Paired Clinician Participation.** SOAP notes will be required for the paired clinician experience when working at the ACU Center for Speech, Language and Learning. A SOAP note for each therapy session will be required and written under the supervision of the speech-language pathologist and graduate student clinician. SOAP notes will be submitted on CANVAS.

When participating as a paired clinician for King David's Kids (KDK), the KDK Feedback template will be utilized for documentation. Specific training for documentation will be provided and the feedback form will be submitted to Canvas.

### **Therapy Kits (25% of your final grade).**

**Language.** Students will create a therapy kit that will be useful for the treatment of language disorders. Details regarding the requirements and grading for this kit are located in Canvas.

**Speech Sound Disorders.** Students will create a therapy kit that will be useful for the treatment of most speech sound disorders, specifically articulation disorders and phonological disorders. Details regarding the requirements and grading for this kit are located in Canvas.

**AAC.** Students will create a therapy kit that will be useful for intervention in augmentative and alternative communication. Low tech and no tech items will be the focus of this kit. Details regarding the requirements and grading for this kit are located in Canvas.

**Final Reflection Paper (25% of your final grade.)** A reflection paper that discusses the learning acquired through the variety of observations, discussions, and activities conducted in this course will be completed in lieu of a final exam. Details regarding the content and grading of this paper can be found in Canvas.

**Participation and Professionalism (10% of final grade).** As a pre-professional student, active participation in a class that can indirectly impact your future patients is imperative. Participation includes attendance but also includes refraining from using electronic media in class unless approved, timely submission of work, and the demonstration of being an active class participant. Professionalism includes following all requirements for off-campus observations and maintaining a high level of academic integrity with assignments.

## **Course Policies**

### ***Attendance and Participation***

As part of a Christian, learning environment and learning to become a professional speech-language pathologist, attendance and participation are required. Unexcused absences will reduce your participation grade. Unless there are university sanctioned exceptions or extraordinary exceptions, unprofessional behavior (including excessive absences, tardiness, and lack of participation) will cause the student to receive an unsatisfactory score on their ESF (Essential Skills and Functions) document and reduce the student's participation grade in the class. Unsatisfactory ratings on the ESF will require a remediation plan. Unexcused absences of any number may trigger a reduction in the student's participation grade. Participation grade for the class is worth 10% of the final grade. In addition, the instructor will only recommend students for graduate school if participation in this course is good. Note: ALL missed observations must be completed within a reasonable amount of time (within a week of the student's return to class). Completion of missed observations will require the student to schedule an appointment with my graduate assistant, Meagan Songer at mls13f@acu.edu.

### ***Late Assignments & Extra Credit***

Assignments are due by the due date and time as indicated in Canvas. (Extreme extenuating circumstances will be considered on a case-by-case basis.) Extra credit will not be available in this course, and you will not be able to make up assignments unless you provide proof of documented illness or death in your immediate family. Late assignments will likely trigger a reduction in the student's participation grade and an unsatisfactory rating on the ESF.

### ***Electronic Media Usage***

The student should take paper and a black ink pen to all class sessions. All electronic communication devices, including laptops, must be silenced and placed out of sight during class. (If you must be available for emergency calls for some reason, inform the instructor prior to the class meeting. Effective class notes should be accomplished with pen/paper. (Participation implies notetaking both during lecture and observation of therapy.) Please note that use of computers for personal usage implies the lack of participation in class (see notes above regarding class participation) and is a violation of the Essential Skills and Functions of a Speech-Language Pathologist document.

***Dress***

Considering the Christian learning environment and the pre-professional nature of the graduate level coursework taught in the department, professional dress is expected. The university dress code will be strictly enforced.

***Proprietary Nature of the Course Materials***

All course materials (PowerPoints, printed readings, audio and video records—whether placed in Canvas or part of the lectures, etc.,) are property of the instructor and may include copyrighted materials. Students are NOT permitted to post these materials to social media sites or to otherwise distribute materials to individuals outside of class without the consent of the instructor.

***Therapy Observation Guidelines***

- A **nametag** provided by the Department must be worn during each observation.
- **Professional dress** is mandatory. Clothing items considered inappropriate include: low cut tops, sleeveless/off-the-shoulder or strapless tops, tank tops, spaghetti straps, muscle shirts, mesh tops, halter tops, low cut pants, jeans, shorts, short dresses/skirts, clothing with logos, flip-flop sandals, athletic shoes, sweats, or see-through clothing. Fingernails/toenails with chipped polish, dirty/unkempt hair, body odor or visible tattoos are also seen as unprofessional in appearance and should be avoided. Rings or studs in body piercings other than 1-2 earrings per ear lobe will be removed for any clinical observations. The supervising therapists have been instructed NOT to allow any student they deem to be unprofessional in appearance to observe therapy.
- **Schedule observation time with treating therapist.** Be sure that the speech pathologist knows the exact date and time you will be observing. Their schedules are very busy and surprise visits are unacceptable.
- Arrive **10 minutes early**. Check in with the receptionist and wait for instructions as to when and where to go unless other instructions have been provided.
- Take a **notepad/notebook and pen** for documenting your observations. Do not just watch and expect to remember all that you have observed.
- **Electronic devices** (e.g. cell phones, iPads, etc.) may NOT be taken into the buildings and should be locked in your car. Facility clinicians are to notify the professor should devices be observed.
- During the actual observation, **avoid verbals/non-verbals** that might distract the client from the session. Only interact if invited by the SLP.
- Do not take **drinks** (e.g. water bottles, cups, etc.) or food into the session.

- Do not chew **gum** during observations.
- Take the **observation log** to obtain SLP signature verifying your observation.
  - The student is to complete **ALL information PRIOR** to requesting the SLP's signature.
  - The use of **White Out** is **NOT** allowed.
  - Any mistake must be neatly marked out with a single line and initialed by both the student and the SLP.
  - The log must be completed in **black** ink. The supervisor is to sign in **blue** ink. Pencil will NOT be accepted. (You will have to return to the SLP to request a signature in ink.)
- Obtain supervising SLP signature (not the graduate clinician) **AFTER** the client has left the room. This may be an appropriate time to ask questions, but please be considerate of the SLP's time; he/she may immediately have another session.
- An **observation note** is to be submitted for EACH SESSION observed.

### ***ADA Compliance***

The ACU Student Disability Services Office (a part of Alpha Academic Services) facilitates disability accommodations in cooperation with instructors. In order to be eligible for accommodations, you must be registered with Disability Services and a separate request must be made for each class in which accommodations are needed. Call 325-674-2667 for an appointment with the Director of Disability Services.

### ***Academic Integrity***

The University Policy for Academic Integrity and Honesty is as follows:

1. Academic Integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Academic work includes but is not limited to reading assignments, assessments and examinations, attendance at required out-of-class activities, written or oral presentations, laboratory experiments and research.
2. See Academic Integrity and Honesty Policy for details of what constitutes academic dishonesty and resultant disciplinary actions. [www.acu.edu/campusoffices/provost](http://www.acu.edu/campusoffices/provost)

### ***Sexual Harassment***

Harassment will not be tolerated at Abilene Christian University. As a Christian community, Abilene Christian University has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected. Therefore it is the purpose of this policy to maintain a work and academic environment that is free of harassment, sexual or otherwise. This policy applies to all members of the ACU community, including trustees, faculty, staff, students, and volunteers at Abilene Christian University. For a more in-depth look at the university's anti-harassment policy, full definition of harassment, and

procedure for reporting, visit: [www.acu.edu/campusoffices/studentlife/judicial/ForStudents/HarassmentPolicy](http://www.acu.edu/campusoffices/studentlife/judicial/ForStudents/HarassmentPolicy).

### **Essential Skills and Functions**

Graduates are expected to have acquired the knowledge and skills delineated by the American Speech-Language-Hearing Association (ASHA) that are necessary for the Certificate of Clinical Competence (CCC). These standards include skills related directly to clinical work and an array of personal and interpersonal skills expected of professionals engaged in clinical practice. The faculty in the department has the ultimate responsibility for evaluating student progress both in the classroom and clinical settings and recommending graduates for ASHA certification and/or state licensure. To that end, the faculty has adopted the following list of essential skills and functions for students. These are mandatory for completion of the training program. Students who do not meet these expectations may receive an unsatisfactory rating and will be required to complete a remediation plan.

### **Professionalism**

- Maintains contextually appropriate hygiene and dress
- Is punctual and maintains regular attendance in the classroom and clinical environments
- Completes assignments and documentation within designated time frames
- Holds the welfare of the patient of paramount importance
- Conducts oneself in an ethical and legal manner, considering both professional codes of ethics and the Health Insurance Portability and Accountability Act
- Understands the impact of his/her own communication skills and style in the classroom, on the therapy process, and potential occupational status
- Follows all university, department, and clinical facility policies and procedures

### **Collaboration**

- Willingness and ability to work with other students, faculty, patients, and other professionals

### **Honesty/Integrity**

- Demonstrates moral excellence and trustworthiness
- Submits assignments that reflect personal work
- Acknowledges authorities quoted, cited, or consulted in the preparation of written work
- Demonstrates responsible use of alcohol, pharmaceuticals, and technology in class, clinical sites, and personal life
- Reports violations of ethics and other policies to the appropriate offices and/or authorities

**Respect**

- Demonstrates respect for self and others with consideration and compassion, including students, instructors, supervisors, clinical team members, and patients and their families
- Participates as a team member in both academic and clinical contexts

**Intellectual Ability, Communication Skills, and the Desire for Learning**

- Demonstrates the capacity to learn and assimilate professional information
- Understands detailed written and verbal information
- Communicates in a professional manner in all modalities (spoken, written, nonverbal)
- Solves problems through critical analysis
- Maintains attention for sufficient length in the classroom and clinical settings
- Demonstrates a reverence for knowledge, experience
- Is prepared for academic and clinical responsibilities
- Demonstrates a desire to learn and participate in academic and related experiences

**Social/Emotional Maturity**

- Controls emotions by exhibiting appropriate social behavior in the classroom and clinic and during other departmental activities and interactions with others
- Understands and respects instructor and supervisory authority
- Receives constructive criticism and responds by appropriate modification of behavior
- Demonstrates affective skills and appropriate demeanor and rapport with others

**Flexibility**

- Accepts the need to be flexible within the environment and adapts to change
- Self-monitors behavior
- Modifies communication and therapeutic styles to meet diverse communicative needs

**Physical ability**

- Utilizes necessary equipment and materials in the assessment and treatment of the patient independently
- Demonstrates the physical ability and stamina to complete professional responsibilities for a specifically defined and contextually relevant work period
- Moves independently within the work environment
- Provides a safe environment for patients

**Sensory/observational skills**

- Identifies through both visual and auditory means (when contextually appropriate) typical and disordered communication and related areas to the scope of practice
  - Fluency
  - Articulation
  - Voice
  - Resonance
  - Respiration

- Oral and written language
- Hearing
- Swallowing
- Cognition
- Social interactions/Pragmatics

### Grading

Grades are awarded based on point accumulation. Each assignment has a maximum number of points that can be earned by successfully completing the assignment.

| Points Earned | Grade |
|---------------|-------|
| 90-100 points | A     |
| 80-89 points  | B     |
| 73-79 points  | C     |
| 65-72 points  | D     |
| 64 and lower  | F     |

### Proportion of Course Requirements for Final Grade

|                               |     |
|-------------------------------|-----|
| Observation Activities        | 40% |
| Participation/Professionalism | 10% |
| Therapy Resource Kits         | 25% |
| Reflection Paper              | 25% |

### Course Outline and Schedule (Schedule Subject to Change)

| Week/Date                  | Topic                                      | Assignments Due                                               |
|----------------------------|--------------------------------------------|---------------------------------------------------------------|
| Week 1: Aug 28<br>(Baggs)  | • Introduction to the Class; Observation 1 | • Observation note 1 due Friday                               |
| Week 2: Sept 4<br>(Baggs)  | • Class observation 2                      | • Observation note 2 due Friday                               |
| Week 3: Sept 11<br>(Baggs) | • Class observation 3                      | • Observation note 3 due Friday                               |
| Week 4: Sept 18<br>(Baggs) | • Class observation 4                      | • Observation note 4 due Friday                               |
| Week 5: Sept 25<br>(Baggs) | • Class observation 5                      | • Observation note 5 due Friday<br>• Language Therapy Kit Due |

|                              |                                                                            |                                                                                                                                                                                                |
|------------------------------|----------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Week 6: Oct 2<br>(Binkley)   | <ul style="list-style-type: none"> <li>• Class observation 6</li> </ul>    | <ul style="list-style-type: none"> <li>• Observation note 6 due Friday</li> </ul>                                                                                                              |
| Week 7: Oct 9<br>(Binkley)   | <ul style="list-style-type: none"> <li>• Class observation 7</li> </ul>    | <ul style="list-style-type: none"> <li>• Observation note 7 due Friday</li> </ul>                                                                                                              |
| Week 8: Oct 16<br>(Binkley)  | <ul style="list-style-type: none"> <li>• Class observation 8</li> </ul>    | <ul style="list-style-type: none"> <li>• Observation note 8 due Friday</li> </ul>                                                                                                              |
| Week 9: Oct 23<br>(Binkley)  | <ul style="list-style-type: none"> <li>• Class observation 9</li> </ul>    | <ul style="list-style-type: none"> <li>• Observation note 9 due Friday</li> </ul>                                                                                                              |
| Week 10: Oct 30<br>(Binkley) | <ul style="list-style-type: none"> <li>• Class observation 10</li> </ul>   | <ul style="list-style-type: none"> <li>• Observation note 10 due Friday</li> <li>• <b>Speech Sound Disorder Therapy Kit Due</b></li> </ul>                                                     |
| Week 11: Nov 6<br>(Chrane)   | <ul style="list-style-type: none"> <li>• Class observation 11</li> </ul>   | <ul style="list-style-type: none"> <li>• Observation note 11 due Friday</li> </ul>                                                                                                             |
| Week 12: Nov 13<br>(Chrane)  | <ul style="list-style-type: none"> <li>• Class observation 12</li> </ul>   | <ul style="list-style-type: none"> <li>• Observation note 12 due Friday</li> </ul>                                                                                                             |
| Week 13: Nov 20<br>(Chrane)  | <ul style="list-style-type: none"> <li>• Class observation 13</li> </ul>   | <ul style="list-style-type: none"> <li>• Observation note 13 due Friday</li> <li>• <b>AAC Therapy Kit Due</b></li> </ul>                                                                       |
| Week 14: Nov 27<br>(Chrane)  | <ul style="list-style-type: none"> <li>• NO CLASS: THANKSGIVING</li> </ul> | <ul style="list-style-type: none"> <li>• No assignments due</li> </ul>                                                                                                                         |
| Week 15: Dec 4               | <ul style="list-style-type: none"> <li>• Class observation 14</li> </ul>   | <ul style="list-style-type: none"> <li>• Observation note 14 due Friday;</li> <li>• <b>Final Reflection Paper due</b></li> <li>• <b>All Off-Campus Observation Notes due Dec. 6</b></li> </ul> |
| Week 16: Dec 11              | <ul style="list-style-type: none"> <li>• Finals Week</li> </ul>            | <ul style="list-style-type: none"> <li>• No Final</li> </ul>                                                                                                                                   |