

# CS 4396: ORIENTATION TO CLINICAL MANAGEMENT

Spring 2008

Tuesday & Thursday 8:40-10:30 (Tuesday focuses on Dx and Thursday focuses on Tx)

Ritter Hall 107

## Instructors:

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Office Hours: T: 10:30-12:00; Th: 2:00-3:30; by appt. (Weiss 350)

## Course Description

Prerequisite: senior class standing with at least 80% of the courses in the major completed. This **writing-intensive\*** course is designed to provide information about the principles underlying the diagnostic and therapeutic processes in the area of communication disorders with particular reference to speech and language disorders and to begin to train students in the application of these principles. During the second half of the semester, students will engage in either a hands-on therapeutic experience that will be assigned in individual two-hour blocks or an on-going observation of clients. These assignments complement students' schedules.

\*Writing intensive assumes that you will spend a great deal of time and effort writing and re-writing your assignments before submitting them. We would suggest that you review a rough draft of the assignment, checking content, spelling, and grammar before you turn in the final version.

## Course Objectives

The primary objective of the course is to prepare students for initial clinical training experiences in speech/language pathology. Specific behavioral objectives are:

To demonstrate the process of diagnosis in speech-language pathology (ASHA Standards Areas IIIB-G; Evidence (Course Requirement) 1, 2, 3, 6, 8, 9).

To demonstrate the basic principles of assessment across all communication disorders (Areas III B-G; Evidence (Course Requirement) 1, 2, 3, 6, 8, 9).

To demonstrate how to adapt principles of assessment to particular communication disorders (Areas III B-F; Evidence (Course Requirement) 1, 2, 3, 6, 8, 9).

To perform assessments which are culturally and linguistically reliable and valid (Areas III-E; Evidence (Course Requirement) 1, 2, 3, 6, 8, 9).

To demonstrate skill in observing relevant behaviors in the clinical environment (ASHA Standards Areas IIIB-G; Evidence (Course Requirement) 4, 5, 7, 8, 9).

To report on observed behaviors quantitatively and qualitatively (ASHA Standards Areas IIIB-G; Evidence (Course Requirement) 4, 5, 7, 8, 9).

To demonstrate an understanding of the treatment process for speech/language disorders (ASHA Standards Areas IIIB-G; Evidence (Course Requirement) 4, 5, 7, 8, 9).

To plan therapy sessions by (ASHA Standards Areas IIIB-G; Evidence (Course Requirement) 4, 5, 7, 8, 9):

Stating goals, objectives and rationales

Establishing quantitative and qualitative criteria for goal achievement

Sequencing objectives in hierarchical steps

Applying appropriate reinforcement procedures

Engaging in appropriate counseling/educational practices

To apply the underlying therapeutic principles to the range of communication disorders

To apply information from all CSD courses to clinical management processes.

## Communication Sciences 4396: Orientation to Clinical Management

### Knowledge and Skills Acquisition

*Student:* \_\_\_\_\_

*Instructor:* Barbara Mastriano & Brian Goldstein

*Semester:* \_\_\_\_\_

Successful completion of the above course indicates the acquisition of the following knowledge and/or skills to satisfy the standards of the American Speech-Language-Hearing Association for the Certificate of Clinical Competence in speech-language pathology.

<b>Standard</b>	<b>Knowledge &amp; Skill</b>
III-B	The student demonstrated knowledge by examinations, discussion, and written projects of the basic human communication processes of speech, language, and hearing, including the biological, neurological, and developmental processes.
III-C	The student demonstrated knowledge by examinations, discussion, and written projects of communication disorders and differences, including the etiologies, characteristics, anatomical/ physiological, psychological, developmental, and linguistic and cultural correlates.
III-D	The student demonstrated knowledge by examinations, discussion, and written projects of prevention, assessment, and intervention for people with communication, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders.
III-E	The student demonstrated knowledge by discussion of standards of ethical conduct.
III-F	The student demonstrated knowledge by discussion, written projects, examinations, and clinical application of processes used in research and the integration of research principles into evidence-based clinical practice.
III-G	The student demonstrated knowledge by discussion, written projects, examinations, and clinical application of contemporary professional issues.

### Required Texts

- Shipley, K. and McAfee, J. (2004). Assessment in Speech-Language Pathology: A Resource Manual (3<sup>rd</sup> edition). San Diego: Singular Publishing Group, Inc.
- Roth, F., & Worthington, C. (2005). Treatment Resource Manual for Speech-Language Pathology (3<sup>rd</sup> edition). San Diego: Singular.
- Mastriano, B. (2006). The Therapeutic Process Workbook Online through BlackBoard

### Recommended Text

- Tomblin, B., Morris., H., & Spriestersbach, D.C. (2000) Diagnosis in Speech-Language Pathology (2<sup>nd</sup> ed.). San Diego: Singular.

### Course Requirements

Attendance at all classes and assigned therapy is expected. Readings and **assignments are due at the beginning of class on the day indicated on the syllabus**. All written work must integrate readings and class material with referencing as appropriate. **Late assignments will not be accepted under ANY circumstances**. Please *double-space* all assignments.

1. **One (1) Case History Write-up (50 points):** You will write (type) one 1-2 page summary of a case history. It can be either child-oriented or adult-oriented. Include the following information for the report: (a) statement of the problem, (b) speech and language history, (c) educational history, (d) family history, (e) medical history, and (f) relevant occupational history (for an adult). For a case history on a child, also include information on (a) prenatal and neonatal history, (b) developmental history, and (c) behavior. You are allowed to make up any details that help you to complete the report.
2. **Assessment Analysis (50 points):** Using the Test Evaluation Form (Form 1-1, pp. 15-18—the form is also listed on the CD provided with the book and labeled *1-1*) of the Shipley and McAfee book, you will analyze one standardized test (either child or adult). You will write-up (type) the results according to the form. The write-up should be approximately 2-3 pages. You should make comments within each specific section of the form.
3. **Report on oral-peripheral exam (50 points):** You will write (type) a 1-2 page summary of an oral-peripheral examination. You will perform the exam in class and then write up the results. Prior to this class, you should come up with a disorder that affects some aspect of the oral motor system (e.g., left CVA). *Also, please bring a penlight to class on the day of that activity, if you have one.* The form for the write-up is 6-1 (p. 186) and is also on the CD.
4. **Workbook assignments (25 points each):** See worksheets 1-4 for details for each assignment. If an undergraduate, choose a partner and submit jointly developed papers; **that is, undergraduate students must partner with each other.** If a graduate or non-matriculated student, work independently. Papers must reflect the application of course principles in content and the use of terminology and should not exceed 1½ pages for each worksheet.
5. **Observation of Assessment (35 points), due April 22, 2008:** At any facility, including the TUSLHC, you are to observe one complete assessment. Based on that observation, you will write a 3-5 typed, double-spaced report. In that report, you will note (a) the facility where you are observing, (b) the age of the client, (c) the reason the client sought the assessment, (d) ALL the types of testing completed with the client including both formal and informal testing, (e) the clinician's diagnosis, and (f) if therapy was recommended. Finally, you will critique the session noting strengths and weaknesses. Try to report aspects you would have done differently if you had been the clinician. If the facility, at which you want to observe requires a letter of explanation, please let me know and I can furnish you one. ***DO NOT WAIT UNTIL THE END OF THE SEMESTER TO SCHEDULE THE OBERVATION, ESPECIALLY IN THE***

***TUSLHC. CLIENTS OFTEN DO NOT SHOW OR CANCEL. YOU MUST CONTACT THE SUPERVISOR BEFORE OBSERVING; YOU CAN'T JUST "SHOW UP."***

**You must provide me the date that you are observing by the midterm (March 6).**

**6. Planning Therapy: Goal Selection & Development & Rationales** (35 points): Develop a therapy plan for "Mark" using the information provided in the Evaluation Summary on Blackboard labeled Therapy Plan for Mark. Use the outline for the long term therapy plan on BlackBoard. Do **Section III** only. For this plan, include both Long and Short term goals and evidence-based rationales. You do **NOT** have to do procedures for this assignment.

### **7. Clinical Experience**

**7a. Eligibility: Undergraduate students eligible for Honors in the Major and matriculated graduate students:**

**Therapy logs for selected target (total of 6 hours; 3 hours of observation and participation in 3 therapy sessions implementing therapy; all with assigned client)** (50 points). Your therapy plans, written on TUSLHC log form, **must be submitted to the supervisor no later than 48 hours before you are to implement therapy.** Your plans are to include your goals, rationale(s), and procedures. This plan is expected to reflect the principles and processes learned in the course. Following implementation you are to complete the therapy log reports including both objective and anecdotal information. Submit the therapy logs as is; that is with supervisory comments, to the course instructor. If all goes as scheduled you will be submitting 3 complete therapy logs. If you implemented therapy for fewer than three sessions because of client absences, please indicate this information on your therapy plans. Write a 1-page summary/critique of your performance using questions posed on page 30 and Appendix 1A (page 32) in R&W as a guide. You will not be graded on your performance rather on the evaluation of your performance.

**7b. Eligibility: All students, except as noted above:**

**Observation (total of 6 hours with the same client)** (50 points). Your report will reflect the 6 sessions in which you observed the same client and will include the following: 1) Background information on the client (age; communication disorder; onset; concomitant disorders e.g. cognitive impairment; special services other than speech/language and/or hearing; amount of time in therapy). 2) Description of therapy including a summary of long- and short-term goals\*, evidence-based rationales\*, and procedures for the sessions observed. Do not describe 'the game' used in therapy. Rather, describe how the materials were used in therapy to accomplish the goals. 3) Delineation of the application of therapeutic principles regarding selection of targets, development of goals, and the teaching strategies used to facilitate success. Ask the clinician whom you'll be observing for permission to read the client's file and/or interview the clinician to obtain the information that you cannot obtain through observation. Three pages in length.

\*You may have to extrapolate goals and rationales so they are written as presented in *this* course.

**8. Take-Home Exam** (50 points for each article = *100 points*): A take-home exam will be due on **March 6, 2008**. There will be two sections: Section 1 covering Diagnostics and Section 2 covering Therapeutics. The purpose of this assignment is to get you to read the primary literature related to assessment and intervention. For this assignment, you will read one journal article in each area (i.e., 2 total articles) related to any aspect of assessment and intervention. **No 2 students can read the same articles for either "Assessment" or "Intervention."** So, you **MUST** provide the references for the articles you are reading to Brian (Assessment)

and Barb (Treatment). If a student has already chosen an article or articles you wish to read, you must select another/other ones. A list of possible references is available under "Assignments" on BlackBoard.

The write-up of each article should be approximately 4 pages each and should be organized as follows: (a) in about 2 pages, summarize the major points of the article. You need to make us understand the major points of the paper as if we have not read it, but we are knowledgeable professionals. (b) In about 1 page, provide a critique (**both strengths and/or weaknesses**) of the article. You should comment on aspects of the literature review, research questions, method, results, and discussion. (c) In about 1 page, you should relate the findings from the study to the aspects of clinical application that we have discussed in class (e.g., standardization of norm-referenced tests; generalizability to the local population; rationale underlying the choice of treatment goals; teaching strategies that are used), projecting how this information might be useful to you during assessment or intervention.

**You must include the full citation of each article at the top of the paper.** (You will lose 10 points for each article, if you do not include the reference.)

If you choose to read an article about a topic(s) in which you have little background information, you should be prepared to review your textbook, class notes, texts from previous courses, and other articles we might supply to you in order to understand the major points of the article(s) you have chosen for review.

9. **Final Project--Part I: Diagnostics** (100 points): You will write a 3-5 page report to contain the following: (a) case history, (b) clinical impressions with behavioral support, (c) results of all testing (formal and informal), (d) prognosis (including anticipated duration of treatment), (e) recommendations, (f) initial treatment goals, and (g) referrals. The information you need to complete this report will be distributed to you.

**Final Project--Part II: Therapeutics** (100 points): Develop a long-term therapy plan (for a 12 week period) for the client you "evaluated" in Part I using the format given in class. Include long- and short-term goals, evidence-based rationales, and procedures. This report should reflect the principles of the therapeutic process and the use of professional terminology.

THE FINAL PROJECT, **due May 1, 2008**, MUST BE DOUBLE-SPACED.

**Note:** The following assignments may be rewritten and resubmitted once **if** your grade is greater than 5 points below the maximum point count for that assignment: Case History, Oral-Peripheral Exam Report, Worksheets. If you do a rewrite, please submit both the first and second versions together. Your grade will be an average of the grade on the original submission and the grade on the re-write. **The rewrites are due the week after the original assignments are returned.**

### **In-Class Activities**

During the semester, we will have four in-class activities that will give you practical experience. You must participate in these activities to complete your course requirements. These activities are as follows:

2/12	Case History Interview
3/20	Planning Therapy
3/25	Administering Assessments
4/1	Oral-Peripheral Exam

### **Observation Hours**

You will have the opportunity to accrue observation hours during this class. You need 25 hours of observation as part of the ASHA certification process. You are responsible for maintaining the signature form and ASHA account numbers to receive credit for these hours. The form will be distributed in class.

## **Grading**

Each assignment and exam will be graded. The total number of points possible during the semester is 670. Final grades will be assigned as follows:

A	625-670 points	C+	505-539
A-	600-624	C	470-504
B+	570-599	C-	465-469
B	545-569	D	405-464
B-	540-544	F	< 405

See next page for Grading Table for Writing Assignments.
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**NOTE 1:** Not attending the Final Class on May 8, 2008 will result in the loss of 10% of the total number of points for the class. **PLEASE be on-time.**

**NOTE 2:** Students matriculated in the College of Health Professions (CHP) must achieve a grade of at least a C to pass this course. A grade of C- is not considered passing in the College. In addition, a course that is not passed may only be taken one additional time.

### **Do not include your name on your written work.**

Identify yourself only by your TUID number.

### **Policy on Academic Honesty**

See Temple University's Student Handbook and Undergraduate and Graduate Bulletins.

### **Students with Special Needs**

The Department of Communication Sciences & Disorders recognizes and supports students from diverse backgrounds. If you are identified by the Office of Disability Resources as needing some accommodation to standard practice, please make an appointment to see the instructors before the second class meeting.

### **Academic Rights and Responsibilities**

Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has adopted a policy on Student and Faculty Academic Rights and Responsibilities (Policy # 03.70.02) which can be accessed through the following link: [http://policies.temple.edu/getdoc.asp?policy\\_no=03.70.02](http://policies.temple.edu/getdoc.asp?policy_no=03.70.02).

***TURN OFF CELL PHONE; PUT ON VIBRATE!!***

**Grading Table for Written Assignments**

	<b>Relevant Content</b>	<b>Idea Development</b>	<b>Organization</b>	<b>Wording &amp; Phrasing</b>	<b>Grammar &amp; Sent. Structure</b>	<b>Punctuation &amp; Spelling</b>
<b>Outstanding</b>  Grade = A+ (96 points)	Unexpected insights	Ideas presented in engaging & professional manner	unusually creative	No errors	No errors	No errors
<b>Excellent</b>  Grade = A (93 points)	Illuminating insights; major & minor points are included; effective use of examples	Excellent ideas that are strongly developed and supported	Clearly developed & sharply focused paragraphs	No errors	No errors	No errors
<b>Very Good</b>  Grade = B+; A- (86; 90 points)	Most major points are included	Very good ideas that are generally well-developed & supported	Cohesive & coherent paragraphs	1-3 minor errors	1-3 minor errors	1-3 minor errors
<b>Average</b>  Grade = B-; B (80; 83 points)	Some major assertions are included	Good ideas but they are not developed well; obvious points with some support	Paragraphs don't fit together to make a coherent whole	Numerous awkwardly worded sentences	Distracting errors	Frequent errors
<b>Below Average</b>  Grade = C+ (76 points)	Minimally engaging; some incorrect or irrelevant assertions	Very general points that are not adequately developed	Serious organizational problems that lead to reader confusion	Rambling, wordy, repetitions, unconnected ideas	Numerous errors	Careless
<b>Poor</b>  Grade = <C+ (<76 points)	Uninteresting, incorrect, or misleading assertions	Random & undeveloped ideas	Grossly illogical, discombobulated	Difficult to follow	Riddled with errors	Riddled with errors

adapted from Ron Gilliam & LaVae Hoffman, University of Texas-Austin; [http://www.utexas.edu/ftp/courses/gillam/csd367k\\_grading\\_table.html](http://www.utexas.edu/ftp/courses/gillam/csd367k_grading_table.html)

### Computing Your Numerical Grade

<b>Total Possible Points</b>	<b>Paper Rating</b>	<b>Your Numerical Grade</b>
<b>50</b>	Outstanding	48
	Excellent	46
	Very Good	44
	Average	41
	Below Average	38
	Poor	<38
<b>35</b>	Outstanding	33
	Excellent	32
	Very Good	30
	Average	29
	Below Average	28
	Poor	<28
<b>25</b>	Outstanding	23
	Excellent	22
	Very Good	20
	Average	18
	Below Average	16
	Poor	<1

DATE	TOPIC	READINGS <- due on dates listed ->	ASSIGNMENTS
1/22	Orientation to the Diagnostic and Therapeutic Processes		
	Orientation to Assessment Clinical Problem Solving Determining a Comm. Disorder Models of Diagnosis	S/M C.2	
1/24	The Observation Process		
1/29	Steps in Assessment	S/M C.3-4	
1/31	The Observation Process (cont.)	Workbook- Evaluation report and therapy plan #1	
2/5	Models of Diagnosis <i>Case Hx Assignment will be discussed</i>		
2/7	The Observation Process (cont)		
2/12	<i>Case History In-Class Activity</i>		
2/14	The Observation Process (cont)		
2/19	Assessing Children/Adolescents	S/M C. 7-8	Case History Write-up
2/21	The Therapeutic Process Selection of goals and objectives Rationales	Roth and Worthington, C.1 (review throughout semester) App. 1A (pp. 32-33)	Worksheet #1

DATE	TOPIC	READINGS	<- due on dates listed ->	ASSIGNMENTS
2/26	Assessing Children/Adolescents (cont)			
2/28	The Therapeutic Process Writing (Tx)	R/W C.2; Appendix 1B (pp. 34-35)		
3/4	Approaches to Assessment <u>Will be assigned Standardized Tests</u>			
3/6	The Therapeutic Process (observation of Therapy)	Workbook- Tx Plan #2		<b>Midterm Exam due</b>
3/11	<b>SPRING BREAK</b>			
3/13	<b>SPRING BREAK</b>			
Week of 3/17		Client File, Chapters in R&W pertinent to Client's disorder		1st Client Observation
3/18				
3/20	Planning for Therapy	Read Dx info. handout develop therapy plan R&W: App. 1C, 1D		"Mark's" therapy plan
Week of 3/24				2 <sup>nd</sup> Client Obs.
3/25	Assessment Alternatives <i>Administering Assessments In-Class Activity</i>	S/M: C. 1		
3/27	Observation of therapy	Workbook: Tx Plan #3		Worksheet #2

DATE	TOPIC	READINGS	<- due on dates listed ->	ASSIGNMENTS
Week of 3/31				3 <sup>rd</sup> Client Obs.
4/1	Assessment Follow-Up <i>Oral-Peripheral Exam In-Class Activity</i>	S/M C.4		Assessment Analysis Due
4/3	Observation of therapy			
Week of 4/7				Continue Obs. <b>OR</b> 1 <sup>st</sup> Implementation of Tx w/assigned client
4/8	<u>Will Discuss Final Project</u>			Oral-Peripheral Write-up
4/10	Observation of therapy	Workbook-Therapy Plan #4		Worksheet 3
Week of 4/14				Continue Obs. <b>OR</b> 2 <sup>nd</sup> Implementation of Tx w/assigned client
4/15	Report Writing (Dx)			
4/17	Observation of therapy	finish viewing tape #4		
Week of 4/21				Continue Obs. <b>OR</b> 3 <sup>rd</sup> Implementation of Tx w/assigned client
4/22				Assessment Observation Due
4/24	The Clinical Process	R/W C.9		Worksheet #4
4/29				Reports on Tx <b>OR</b> Report on extended observation
5/1	Application of Principles across disorders (Tx)			<b>Final Project Due</b>
5/8	<b>Final Class</b> (9:00-11:00)			