

**Competencies and Strategies for the Speech Language Pathology Assistant
SLHS 5032 COURSE SYLLABUS
SPRING SEMESTER 2007**

COURSE OVERVIEW: This course is being launched as the continuation of a nationally funded personnel preparation project (# H325H020043) funded by with the U.S. Department of Education. Its purpose is to introduce students to key issues in the provision of speech-language pathology assistant services to children with communication challenges in the public schools. This will be accomplished through participation in classroom activities; observations and reflections; and personal investigation. Offered in conjunction with a field placement course, discussions and lectures will focus on experiential learning situations and will include collaborative teaching with field placement supervisors.

INSTRUCTOR:

Lynea Pearson (Lynea.Pearson@colorado.edu)
Office SLHS 292, 303-492-3038

SLPA Consortia Members:

Metropolitan State College of Denver
University of Colorado-Boulder

Catherine Curran (curranc@mscd.edu)
Susan Moore (Susan.Moore@colorado.edu)
Lynea Pearson (Lynea.Pearson@coloado.edu)
Kathy Fahey (Kathy.Fahey@unco.edu)
Kay Steg (k_steg@msn.com)

University of Northern Colorado
Greeley District 6

CLASS SCHEDULE:

Topics & Module Reading	Readings
<ul style="list-style-type: none"> ▪ Week 1, January 16 Observation Complete 10 hours of observation History of Speech Language Pathology Assistants 	<p>Chapter 10 Chapter 1</p>
<ul style="list-style-type: none"> ▪ Week 2, January 22 Module 1: Roles and Responsibilities 	<p>Chapter 2 Module 1</p>
<ul style="list-style-type: none"> ▪ Week 3, January 29 Working with your SLP Mentor 	<p>Chapter 3</p>
<ul style="list-style-type: none"> ▪ Week 4, February 5 Module 2: Working in the Public School 	<p>Chapter 5 Module 2</p>
<ul style="list-style-type: none"> ▪ Week 5, February 12 Working with Diverse Populations 	<p>Chapter 6</p>

- **Week 6, February 19**
Module 3: Service Delivery Models pp. 433-440
Module 3
- **Week 7, February 26**
Module 4: Health and Safety Chapter 9
Module 4
- **Week 8, March 5**
Module 5: Screening Chapter 12
Module 5
- **Week 9, March 12**
Module 6: Assistive Technology pp.444-447
Selected Readings
Module 6
- **Week 10, March 19**
Module 7: Intervention Chapter 4, 6,13
Module 7
- **Week 11, April 2**
Module 7: Intervention (cont.) Selected Readings
- **Week 12, April 9**
Module 8: Documentation Chapter 11
Module 8
- **Week 13, April 16**
Ethics and Legislation Chapter 7-8
- **Week 14, April 23**
Module 9: Self-Reflection & Evaluation pp. 69-83
Module 9
- **Week 15, April 30**
Special Topics Selected Readings

On-Campus class:

March 8, 2007 6:00-8:45 Hands on AAC and lecture SLHS room 230
Combined course with Metropolitan State college SLPA course. If you are unable to attend this class, please let the instructor know and an alternate assignment will be given.

COURSE OBJECTIVES:

During this course, students will:

- Understand the roles, responsibilities and scope of practice of the speech-language pathology assistant.
- Demonstrate a set of clinical skills related to working with children with communication impairments.
- Reflect on personal interaction style, beliefs about learning and mentee-mentor relationships.
- Implement a therapy plan based on IEP goals developed by MA level supervisor.

- Demonstrate basic concepts and principles related to screening and intervention.
- Explain ethical conduct, issues in the profession, and the role of state and national associations.
- Manipulate case loads and schedules, design intervention materials, and learn basic components of service delivery models.

READINGS:

Required Text:

Moore, S.M. & Pearson, L., (2007) *Competencies and Strategies for Speech Language Pathology Assistants*, Thompson-Delmar Learning, Clifton Park, N.Y.

http://delmarlearning.com/Browse_CatalogDetail.asp?XXID=10832&OSBN=0769302483.

Optional Text:

Meyer, S.M. (1998) *Survival Guide for the Beginning Speech-Language Clinician*. Aspen Publishers, Gaithersburg, MD.

Web CT: Everyone in the SLPA project will have access to the modules and web discussion through Web CT. Web CT is an online course management system used by the University of Colorado.

TEACHING PHILOSOPHY:

Each student brings a wealth of skills, knowledge and talents to this course. All students can be active participants in constructing ideas and learning new information. Cooperative learning activities in combination with lectures (on-line and in class), web-based discussions and videotape observations will be used to achieve our learning objectives. You will be asked to complete personal reflections, prepare for and contribute to seminars. We hope that through your active participation, engagement and willingness to self-reflect you will build on your current knowledge and leave this class with a sense of what you can offer as an SLPA in a public school setting.

ACADEMIC INTEGRITY: POLICY AND AGREEMENT:

All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-725-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at

<http://www.colorado.edu/policies/honor.html> and at

<http://www.colorado.edu/academics/honorcode/>

STUDENTS WITH DISABILITIES:

If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services in a timely manner so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities. Contact: 303-492-8671, Willard 322, and <http://www.Colorado.EDU/disabilityservices>

Disability Services' letters for students with disabilities indicate legally mandated reasonable accommodations. The syllabus statements and answers to Frequently Asked Questions can be found at <http://www.colorado.edu/disabilityservices>

RELIGIOUS HOLIDAYS:

Campus policy regarding religious observances requires that faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, please contact the instructor during the first 2 weeks of class regarding classes to be missed. See full details at http://www.colorado.edu/policies/fac_relig.html.

CLASSROOM BEHAVIOR:

Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to such behavioral standards may be subject to discipline. Faculty have the professional responsibility to treat all students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which they and their students express opinions. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at

<http://www.colorado.edu/policies/classbehavior.html> and at http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code

SEXUAL HARASSMENT:

The University of Colorado at Boulder policy on Discrimination and Harassment (<http://www.colorado.edu/policies/discrimination.html>), the University of Colorado policy on Sexual Harassment and the University of Colorado policy on Amorous Relationships applies to all students, staff and faculty. Any student, staff or faculty member who believes s/he has been the subject of discrimination or harassment based upon race, color, national origin, sex, age, disability, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the ODH and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://www.colorado.edu/odh>

Assignments

Observation Assignment: (10 points, 5% of grade)

During the first week of your internship, you are to observe you SLP mentor/supervisor for 10 hours during their regular school assignment. The objectives of this observation are for you to increase your understanding of the role and responsibilities of the SLP, the communicative needs and intervention goals of the clients s/he sees, and the treatment strategies utilized. In addition, this is the time to reflect on the role you may take as an SLPA and the challenges that role may present.

Module Assignments: (120 points, 60% of grade):

*All assignments (except those designed for web-based discussion on the course outline) should be submitted to the student's university faculty instructor

Web-based discussion group participation (70 points, 35% of grade): Students should participate with substantial contributions at least 4 times each month in their web discussion group. It is recommended that you participate weekly in their web discussion group. Discussion groups will consist of 4 to 6 students. The points are broken down to 15 points each month and 10 points for the web discussion facilitator. Each group member will serve as discussion group facilitator for one month (January, February, March and April). Facilitators are responsible for initiating discussion about module topics, encouraging participation and summarizing the ideas and opinions of their group for all other project participants by the last day of the month. Summary must be emailed to your instructor as well as posted on the web discussion.

GRADING:

Grades will be determined from the total number of points earned. The letter grade will correspond to percent of the total. Student

A	94% or above
A-	90% to 92%
B+	87% to 89%
B	83% to 86%
B-	80% to 82%
C+	77% to 79%
C	73% to 76%
C-	70% to 72%
F	Below 70%

COURSE ASSIGNMENTS

Student Web Discussions:

The purpose of the web discussions is to stimulate dialogue between SLPAs across the four university/college programs. This activity promotes reflection based on personal

experiences in the schools and readings from the test and modules. Each SLPA is responsible for participation in the discussion. The date that the summary of the discussion is due is in bold at the end of the description.

Each group should select a facilitator each month to get the discussion going, encourage group members to participate, and use the discussion to create a two-page summary of the main points. Each SLPA must post at least one idea, then respond to others in the group at least twice in order to receive full credit for the discussion.

January 2007

Share with your group members the “school culture” in your school setting by discussing your SLPs caseload (e.g., number of students, cultural/linguistic diversity, types of speech and language problems), the service delivery models used, and the interaction between speech-language services and the general education (or special education) program. Now, discuss the roles that you, as the SLPA, have experienced thus far.

Due: January 30, 2007

February 2007

Share your observations about how your SLP works with several students on a variety of objectives. Identify the strategies she/he uses to promote client success. Give examples of concise directions, reinforcement strategies, management of challenging behaviors. Also discuss your successes and challenges as you work with your students.

Due: February 28, 2007

March 2007

Discuss the ways in which you know that your students are making progress on their goals. What strategies are you using to keep track of their success. Describe a situation in which you collected data and then conferred with your SLP to change the course of intervention.

Due: March 28, 2007

April 2007

Reflect on your SLPA experiences. Discuss your top three learning experiences. What words of advice would you give future SLPAs. If you were an SLP mentor in the future, what additional experiences would you encourage of your SLPA.

Due: April 30, 2007

Module Assignments:

All module assignments should be submitted to the student's university faculty instructor. For each day an assignment is late, it will drop a letter grade. All assignments must be 12 point Times Roman or Ariel font, double spaced, with 1 ½ margins (default in Microsoft Word).

Observation Assignment:

During the first week of your internship, you are to observe you SLP mentor/supervisor for 10 hours during their regular school assignment. The objectives of this observation are for

you to increase your understanding of the role and responsibilities of the SLP, the communicative needs and intervention goals of the clients s/he sees, and the treatment strategies utilized. In addition, this is the time to reflect on the role you may take as an SLPA and the challenges that role may present. **Due January 31, 2007**

□ **Assignment 1, Module 1: Roles and Responsibilities of the SLPA:**

Write a brief paragraph about your background and why you decided to seek authorization as a SLPA. Email to your supervisor.

- Read and review the revised Code of Ethics (2001) at www.professionalasha.org
- Read and review chapters 1 & 2 in Moore & Pearson (2003)
- Read and review Knowledge and Skills Document for Supervisors of SLPAs (ASHA, 2001).
- Read and review "case scenarios" and prepare your thoughts regarding responses to the question posed.
- Write up in a 1-2 page summary for each of your response.

Due: February 5, 2007 (10 points)

□ **Assignment 2, Module 2 - Working in the Public Schools :**

Interview a special education teacher, a general education teacher and a related service provider about their educational philosophy, goals and experiences working in public schools. Describe similarities and differences between each professional's experience, program organization and philosophy. Interview questions could include:

- 1) What are your job responsibilities?
- 2) What are the most challenging, satisfying and important parts of your job?
- 3) How do you work with the speech-language pathologist?
- 4) How have you utilized paraprofessionals and assistants most effectively?
- 5) What advice do you have for a speech-language pathology assistant?
- 6) What strategies do you use to work successfully with students from diverse cultural and linguistic backgrounds?

Due: February 9, 2007 (10 points)

□ **Assignment 3, Module 3 - Service Delivery Models:**

Reflect on the SLP's caseload and determine which service delivery options are used in your school(s). Select a student on your caseload and discuss the service delivery option(s) being used by the SLP. Reflect on the option presently being used, propose 1 alternative option for the student, and justify your decision in a one to two-page paper.

Due: February 21, 2007 (10 points)

□ **Assignment 4, Module 4 - Health and Safety:**

Interview the school nurse or your supervising SLP about health and safety policies. Describe the policies for the following topics in a two-page paper:

- Child abuse reporting
- HIV/AIDS
- Medication distribution

- Lockdown policies
- Universal precautions and how they apply to the SLPA

Due: March 2, 2007 (10 points)

□ **Assignment 5, Module 5 - Screening:**

Complete a screening with 2 separate children using a formal or informal measure. You may check out these from your University or your SLP. Hand in the screening protocols along with the completed scoring. Write a one-page reflection on the experience.

Due: March 9, 2007 (10 points)

□ **Assignment 6, Module 6 - Augmentative Alternative Communication:**

Read and review ASHA skills and practice documents regarding knowledge and skills needed for AAC. www.professional.asha.org. Describe the role of the SLPA in the use and programming of assistive technology. Then summarize 3 things you learned from a one-day visit with your Assistive Technology Team in your school district. Research one assistive technology device and/or software program and summarize specifics regarding features using the following format: system/software, resource, common uses, advantages, and challenges. Please post your description of a device or software on the web discussion as a resource for other students. Limit two-page paper.

Due: March 23, 2007 (10 points)

Assignment 7, Module 7 - Intervention:

- IEP observation: Observe your supervising SLP in at least one IEP team meeting. Briefly describe the team process used in this meeting in your web-based discussion forum. Specifically identify what different participants did that most impressed you as effective. Post in February or March Web-based discussion forum.
- Intervention Assignment: Complete **Lesson Planning** form in the appendix of this module. This assignment requires you to review an IEP of one student on your SLP supervisor's caseload. You will identify his/her strengths, needs, educational disability and goals/objectives. Next, briefly explain how this information may impact your intervention program. [After you review the information provided in Chapter 13 \(Intervention\) of your text and this module, you will plan a lesson for this student that incorporates the ideas reviewed in the chapter/module.](#) Finally, you will describe what aspects of your session were effective and what you could do differently next time.

Due: April 6, 2007 (20 points)

□ **Assignment 8, Module 8 - Documentation:**

Determine when and how your SLP documents the progress of individual students. Describe what the SLP does to collect this information and how the data is used by the SLP to make decisions. Collect and manage data for at least 2 students across a one-month period. Use at least two of the eight suggested sampling procedures, such as percentage of correct responses and rating scales. Report the data using graphing and one other method (charting, descriptive feedback, reinforcement schedule) to note progress. Discuss the data with your SLP for feedback about your procedures and

methods relative to the student. Discuss in a two-page paper:

- How does your SLP collect data?
- How is it used?
- Case 1 data
- Case 2 data
- Summary of Data (graphs, etc.)
- List 3 ways data can help make decisions
- Reflect on the experience and discuss preferences for data collection and management

Due: April 20, 2007(20 points)

➤ **Assignment 9, Module 9 - Self-Reflection and Evaluation**

Read chapter 3 and discuss the importance and techniques of self-reflection. Videotape 1-3 sessions with a child and then review it using the questions provided in the appendices. Summarize in writing 3 strengths and 3 areas for growth. Identify several 2-4 minute sections of your tape(s) that illustrate the strengths and challenges you have experienced in your therapy. Complete the self-rating provided in the appendices, review it with the SLP and develop a growth plan. You will find a parent permission form on Web CT. Check with your SLP to see if the school has a general video/picture permission form that was signed at the beginning of the year. Remember to send a thank you note to the family. Send your videotape to the instructor along with your self-evaluation.

Due: April 27, 2007(20 points)