

**WESTERN KENTUCKY UNIVERSITY
COLLEGE OF HEALTH & HUMAN SERVICES
SLP 567 - SCHOOL BASED SPEECH-LANGUAGE PATHOLOGY
COURSE SYLLABUS FALL 2018**

Instructor: Jamie D. Fisher, Ph.D., CCC-SLP

Office: Off-Campus

Office Hours: Online/Phone Conferences by appointment only

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Class Schedule: 7:45-9:00pm CST

Required Text: Schraeder, T. (2016). A guide to school services in speech-language pathology (3rd ed.). San Diego, CA: Plural.

Other Required Course Readings: To be posted on our SLP 567 Class Google Drive:
https://drive.google.com/drive/folders/1Q2t_ZnjLLTTu-MjJgNz7lZqkQJKc3t2c?usp=sharing

Other Required Materials: Each student will need to have access to the regulations governing school based speech-language pathology services in their state. For example, in Kentucky it will be: Kentucky Department of Education. (2012). Guidance for the related services of occupational therapy, physical therapy, and speech/language therapy in Kentucky public schools. Frankfort, KY: Kentucky Department of Education. If you live in (or expect to practice in) Virginia, it will be: Virginia Department of Education (2011). Speech-language pathology services in schools: Guidelines for best practices. Author: Richmond, VA. To find the document governing your state, reference asha.org/advocacy/state then select your state then search for teacher requirements then resources.

Course Catalog Description: Review, analysis and critique of speech-language pathology service delivery in schools, including credentialing, professional issues, regulations, due process, assessment, and treatment.

Learner Outcomes:

- Discuss assessment and intervention practices specific to service delivery in schools
- Describe the impact of cultural and linguistic diversity on service in school settings
- Discuss current issues and trends in school - based speech language services
- Understand a speech-language Response-to-Intervention program
- Identify due process, including eligibility, regulations and relevant paperwork
- Use the literature to aid in their own learning
- Work collaboratively to accomplish tasks

ASHA Certification Standards and Course Objectives

Standard IV-B Knowledge Objectives: Demonstrate knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental and linguistic cultural bases by:

1. Provide students with an overview of the professions involved in the management of communication disorders.
2. Provide students with an overview of the referral, identification, prevention, and management of various communication disorders.

Standard IV-C Knowledge Objectives: The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas: articulation; fluency; voice and resonance, including respiration and phonation; receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication and paralinguistic communication) in speaking, listening, reading, writing; hearing, including the impact on speech and language; swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding, orofacial myology); cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning); social aspects of communication (including challenging behavior, ineffective social skills, and lack of communication opportunities); augmentative and alternative communication modalities.

1. Provide students with an overview of students with various communication disorders in the public school setting.
2. Investigate specialized services for various communication disorders in the public schools
3. Analyze the impact of cultural diversity on the SLP in the educational setting.

Standard IV-D Knowledge Objectives: Demonstrate knowledge of the principles and methods of prevention, assessment, and intervention for individuals with communication disorders by:

1. Demonstrate knowledge of state and federal guidelines governing speech/language/hearing programs in the public school setting
2. Identify and explain various service delivery and scheduling models used in the public school setting
3. Demonstrate knowledge of a variety of treatment techniques appropriate for use in the public school setting

Standard IV-E Knowledge Objectives: Demonstrate knowledge of standards of ethical conduct

1. Apply knowledge of required qualifications for SLPs in public school settings.
2. Apply knowledge of the legislative foundation for special education.
3. Demonstrate knowledge of ethical considerations and professional issues that relate to practice in the public school setting.

University Policies:

You are responsible for all policies related to students. All university policies (including academic integrity) can be reviewed here: <https://www.wku.edu/policies/>

Academic Examinations & Exercises:

1. *Academic Proficiency Examinations:* Two proficiency examinations (Mid-term & Final Examinations) will be administered throughout the semester to assess the assimilation of academic knowledge in specific areas.

2. *Academic Exercises & Assignments:* Exercises and assignments for this course will include: Pre-Class Assignment, In-Class Participation/After-Class Lecture Assignments, Reading Reflections & Responses Assignment, School SLPs Interview Project, School SLPs Course Reflection Paper. These exercises and assignments will assist in acquiring the requisite knowledge and skills for the ASHA Standards (2014) for the Certificate of Clinical Competence.

Course Administration Policies and Practices:

1. *Course/Class Information and Communication:* BLACKBOARD is the official source of information for this course. Information will be posted on Google Drive as well. All information pertaining to this course and its organization will be located on the BLACKBOARD and Google Drive including syllabus, assignments/projects and their due dates, tests, & examination schedules, policies, practices, procedures, contact information and office hours for your instructor.

If you wish to communicate with your instructor, please request an appointment via email. You may also contact her by phone shown at the top of this syllabus. Each student is highly encouraged to check their WKU email on a regular basis for class announcements and information.

2. *Attendance:* This is an online course that also allows students ample time to complete course materials and assignments in accordance to dates listed on the Course Calendar below. Students are expected to log-in to class on time online and attend every class session. Students are expected to participate in online discussion and complete all assignments. Students who need to be absent from class due to religious observances or university related business, should notify the instructor in advance.

3. *Assignments/Examinations:* Any and all assignments or examinations must be completed on time, which is detailed in the schedule below on this syllabus. Late work will not be accepted and requests for extensions will not be considered. The student remains responsible for completing all assignments on time and on the day scheduled.

4. *Grades:* Grades on examinations and most assignments, but not all, determine the overall grade earned for the course, and are expressed as percent correct or based on points with explanation given. In accordance with departmental policy, students will be graded using a "seven-point" grading scale for final grading (See below). Grades are not "given" by the

instructor. Grades received are the direct reflection of each student's work and study efforts. Extra credit for assignments will not be given to make up for poor performances on other assignments. The instructor's policy is that any extra credit given to one student must be given to all students. Each student is expected to prepare for every project, assignment, and examination as assigned.

Remediation of poor work is not an option during this class for points or grade, but may be obtained by repeating the course in future semesters.

Final course grades are determined by calculating the sum total of points earned for Assignments, Paper, Exams, Etc. and dividing that Total of Points Earned by Total Class Points to achieve a Grade Percentage (see below).

In-Class Lecture Assignment, Readings, Labs, Exams, Quizzes, Etc.	Points Each	Total Points
Pre-Class Assignment	20	20
In-Class Participation/After-Class Lecture Assignments	30	330 (30 points * 11 Assignments)
Reading Reflections & Responses Assignment	15	150 (15 points * 10 Reflections/Responses)
School SLPs Interview Project	150	150
School SLPs Course Reflection Paper	50	50
Mid-Term Examination	150	150
Final Examination	150	150
Total Class Points		1000
Your grade		Total Points Earned in Class / 1000 Total Class points = _____%

Grading Scale: Standard Departmental Grading Scale:

- 930-1000 points= 93%-100%= A: Exceeds academic and skill objectives; coursework indicates excellent mastery of the competencies assessed.
- 850-929 points= 92%-85% = B: Meets academic and skill objectives; coursework indicates thorough mastery of the competencies assessed.
- 770-849 points= 77%-84% = C: Meets minimum academic and skills objectives; Coursework indicates basic mastery of the competencies assessed.
- 690-769 points= 69%-76% = D: Does not meet most academic and skill objectives; Coursework indicates inadequate mastery of the competencies assessed.
- Less than 690 points = less than 69% = F: Does not meet minimum expectations; coursework indicates inadequate mastery of the competencies assessed.

5. Cheating and Plagiarism: This is an online course that will be completed individually by each student. All work submitted MUST be completed individually and not with another student or in a group (unless indicated); however, students may study for examinations with another student or in groups. Cheating is not an acceptable human behavior and will not be tolerated. It is against university policy and that of civil society. Cheating includes plagiarism of the work and writings of others, submitting assignments completed by other students or from other sources, such as the internet; obtaining answers to quizzes or examinations from sources other than the student's own brain, including looking on other's papers, crib sheets, open books, telecommunication sources, or simply asking/working with another student for an answer. Every effort will be made to police every class to insure fairness to all students. Any student caught cheating will be dealt with immediately by the instructor and not allowed to remain in the class or course. An automatic grade of "F" will be posted. The student will be brought before departmental and university officials for disciplinary action and/or dismissal.

6. Title IX Misconduct/Assault Statement: Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at <https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and Discrimination and Harassment Policy (#0.2040) at https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf. Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

7. ADA Accommodation Statement: In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu . Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

8. *Syllabus Disclaimer*: This syllabus is not, nor is it meant to be, a legal contract, but a guide to the conduct and administration of this course and its requirements. The instructor reserves the right to change course/lecture schedule and content, assignments, projects' contents or requirements, and calendar/tentative dates for academic assessments and due dates for assignments.

SLP 567 - Fall 2018 COURSE CALENDAR

Week	Class Date Tuesday at 7:45pm	Pre-Class Reading Assignment & Reflection/ Responses (to be completed by Monday @ 12pm prior to class date)	Lecture Topics	Weekly Class Assignments / After-Class Assignment Due Dates
Week 1	8-28-2018	Pre-Class Assignments due by 8-27- 2018 at 12pm	<ul style="list-style-type: none"> - Review of Syllabus - Course Overview & Assignments - Introduction to SLPs in the Schools 	No "After-Class" Assignment due
Week 2	9-4-2018	<ul style="list-style-type: none"> - GTSS Ch. 1 Regulations governing school based speech-language pathology services in your state. 	<ul style="list-style-type: none"> - Origin Public Schools SLP Programs 	<ul style="list-style-type: none"> - After Class Assignment due 9-10-2018 by 12pm
Week 3	9-11-2018	GTSS Ch. 2	<ul style="list-style-type: none"> - Workload Analysis Approach to Caseload Standards in Schools 	<ul style="list-style-type: none"> - After Class Assignment due 9-17-2018 by 12pm
Week 4	9-18-2018	GTSS Ch. 3	<ul style="list-style-type: none"> - Assessment, Evaluation, and Individualized Education Programs in Schools 	<ul style="list-style-type: none"> - After Class Assignment due 9-24-2018 by 12pm - Interviews scheduled/confirmed by 9-24-2018

Week 5	9-25-2018 **Can begin SLP Interviews	GTSS Ch. 4	- Speech-Language Service Delivery Formats Used in Public Schools: Intervention Approaches	- After Class Assignment due 10-1-2018 by 12pm
Week 6	10-2-2018	GTSS Ch. 5	- Evidence-Based Practice	- After Class Assignment due 10-8-2018 by 12pm
Week 7	10-9-2018		- Classroom Based Intervention - Midterm Review	- After Class Assignment due 10-15-2018 by 12pm
Week 8	10-16-2018		MIDTERM EXAM	MIDTERM EXAM
Week 9	10-23-2018	GTSS Ch. 6	- Problem Behavior Management and Conflict Resolution - Group Therapy Management	- After Class Assignment due 10-29-2018 by 12pm
Week 10	10-30-2018 **All interviews must be completed & audios uploaded to Google Drive.	GTSS Ch. 7	- Competence in Communication - Special Populations in the School Settings	- After Class Assignment due 11-5-2018 by 12pm
Week 11	11-6-2018	GTSS Ch. 8	- Conferencing, Counseling, and Creating a Sense of Community	- After Class Assignment due 11-12-2018 by 12pm
Week 12	11-13-2018 **SLP Interview Project Due by 11-12-2018 by 12pm	GTSS Ch. 9	- Oral Language Curriculum Standards Inventory (OL-CSI): An Authentic Assessment Approach for School-Based Speech-Language Pathologists	- After Class Assignment due 11-19-2018 by 12pm
Week 13	11-20-2018		Higher Order Thinking Day / Thanksgiving Break	No After Class Assignment Due
Week 14	11-27-2018	GTSS Ch. 10	- Aligning Literacy, State Standards, and School-Based Speech-Language Pathology Services	- After Class Assignment due 12-4-2018 by 12pm

Week 15	12-4-2018 **End of Semester School SLPs Course Reflection Paper Due 12-3-2018 by 12pm		FINAL REVIEW	No After Class Assignment Due
Week 16 FINAL EXAM WEEK	12-11-2018		FINAL EXAM	FINAL EXAM

EXPLANATION /DESCRIPTION OF:

Reading Reflections/Responses, In-Class Participation/After-Class Lecture Assignments, Projects, Examinations, & other necessary requirements

Reading Reflections & Responses: 150 points (15 points * 10 Reflections/ Responses)

You will have required reading each week and will complete a Chapter Reflection & Response prior to class. All assigned readings a Chapter Reflection & Response will be completed **by the Monday prior to class not later than 12:00pm** via online Message Board on Google Drive.

Students will:

1. Read the Assigned Readings located in the syllabus
2. Write a Reflection Paragraph (No shorter than 4 sentences / No longer than 6 sentences) summarizing either a learning, conclusion, take-home message, comment, and/or further questions from reading the chapters.
3. Write a Response to someone's Chapter Reflection (No shorter than 2 sentences / No longer than 4 sentences) to comment, question and/or further discuss that person's Chapter reflection.
 - a. PLEASE NOTE THAT ONLY ONE RESPONSE CAN BE GIVEN PER CHAPTER REFLECTION (You must wait until a reflection is available to give a response).
 - b. DO YOURSELF A FAVOR AND DO NOT WAIT UNTIL THE LAST MINUTE TO POST A REFLECTION (THIS WILL HOLD OTHERS UP THAT ARE WAITING TO RESPOND).

In-Class Participation/After-Class Lecture Assignment: 330 points (30 points * 11 In-Class Participation/After-Class Lecture Assignment)

You will receive 30 points for In-Class participation and for completion of After-Class Lecture Assignments. Each week on **TUESDAY at 7:45pm** we will have an In-Class Lecture that students must be prepared for and fully engaged (e.g., answering questions when called upon and engaged in class discussions). Directly after class, an "After-Class Assignment" will be posted and *must be completed by the following Monday at 12pm*. You will be graded based on your class participation and the answers you provide to the questions in the "After-Class Lecture Assignment".

SLP Interview Project: 150 points

This assignment must be audio-recorded and completed in-person. This is not only an opportunity to gain information but also to network and meet with future colleagues. During the first week of class, each student will be put in a group of 3 and assigned a School Level (i.e., elementary, middle, or high school) SLP to interview. As a class, and with instructor input, we will devise a list of interview questions to be asked for this assignment. **Interviews should be scheduled/conducted between 9-25-18 and 10-30-2018.**

To complete this assignment students will:

- 1) Seek out an interview candidate and confirm their candidate with interview scheduled date/time by **September, 24, 2018**. A place to list your confirmed, scheduled interview date/time will be located on the Google Drive. Students can seek out interview candidates in their area by doing the following: a) asking local professors and SLP colleagues for

recommendations, b) cold-calling individual schools, c) utilizing social media (e.g., facebook), d) other creative ideas for seeking interview candidates.

- 2) **Between 9-25-18 and 10-30-2018**, conduct an in-person 30-minute interview, utilizing the questions devised by the class with the School SLP in-person (must audio record and upload audio to the Google Drive by 10-30-2018). **Make sure to thank the SLP for their time directly after the interview and also follow-up with a thank you email.**
- 3) Listen to the other two, 30-minute interviews of those in your group.
- 4) **Write a 4-page**, Times New Roman-12 point font, 1.5-spaced, PDF saved narrative/overview of learnings from the interview inclusive of all 3 School SLP Levels following this order and format:
 - a) Dedicate **¼ of a page** as your Introduction
 - b) Dedicate **1 page** giving an overview of your interview with your SLP (e.g., elementary school SLP). Make sure to include the SLP's name and SLP level.
 - c) Dedicated **1 page** giving an overview of 2nd group members' interview (e.g., middle school SLP). Include SLP's name and SLP Level.
 - d) Dedicate **1 page** giving an overview of 3rd group members' interview (e.g., high school SLP) Include SLPs name and SLP Level.
 - e) Dedicated your **final ¾** of page with what you learned from the interviews of all 3 School SLPs, including comparing and contrasting answers given by this SLPs depending on SLP level (e.g., elementary vs. middle vs. high school SLP) and concluding by stating "how you will apply this information" in 1) graduate school and school clinical practicum and 2) as a future Speech Language Pathologist.

End of Semester SLPs in the Schools Course Reflection Paper (50 points)

Student will write a well-thought out, detailed and specific reflection about your overall class learnings. **Please note that this is not a review/evaluation of the class (student will have an opportunity to evaluate the class when course evaluations are given); major points will be deducted from course reflection papers that review/evaluate the class and not following instructions.** This will be completed after Week 14 Class Lecture (do not complete this early) and turned in by Monday, December 3rd at 12:00pm. A place to upload this paper will be on Blackboard Module Week 15. Students will do the following to generate the Course Reflection Paper:

- Write 2 & 1/2 page paper, Times New Roman-12 point font, 1.5-spaced, PDF saved
 - Dedicate **¼ of a page** as your Introduction
 - Dedicate **1 page**: TBD
 - Dedicated **1 page**: TBD
 - Dedicated your final **¼ of page** concluding "how you will apply this information in 1) graduate school and clinical practicum and 2) as a Speech Language Pathologist
- Students should be detailed and specific in their reflections.
- Tying in/relating back information from readings, lectures, interviews, discussion boards, etc. are good way to generate good course reflection paper.

Examinations - Midterm & Final: 300 points (150 points each)

A Midterm examination and Final examination will be given to assess students' knowledge of course materials. Information to be assessed on examinations will include information covered from all course content. Course content includes, required text/readings, lectures, class discussions, class assignments, discussion boards, interviews, etc. An official study guide will not be provided; however, a Midterm Review and Final Review Lecture will be presented.