Excluding materials for purchase, syllabus information may be subject to change. The most up-to-date syllabus is located within the course in HuskyCT.

### Course and Instructor Information

**Course Title:** Introduction to Clinical Methods  
**Credits:** 1  
**Format:** online  
**Prerequisites:**  
Undergraduate level courses in:  
- Typical language development  
- Phonetics  
- Anatomy and Physiology  
- Neuroanatomy  
- Intro to language, voice, speech sound disorders

**Professor:** Wendy Chase  
**Email:** wendy.chase@uconn.edu  
**Telephone:** Office phone # 860 486-3265  
**Other:** (If applicable)  
**Office Hours/Availability:** E-mail responses within 48 hours. E-mail is the preferred method of communication as the instructor will be working from other sites over the summer.

### Course Materials

Required course materials should be obtained before the first day of class.

Texts are available through a local or online bookstore. The UConn Co-op carries many materials that can be shipped via its online Textbooks To Go service. For more information, see Textbooks and Materials on our Enrolled Students page.

**Required Materials:**

There are no textbooks required for this class. All readings will be posted to the HuskyCT site.

*Additional course readings and media are available within HuskyCT, through either an Internet link or Library Resources*

### Course Description

This course is a required introduction to clinical methods which is to be completed prior to the fall semester of admission to the two year MA program in speech-language pathology. Client goals, development of lesson plans, collection and analysis of client data and introduction to Team Based Learning TM will be covered. Undergraduate SLHS majors and students from other majors who are completing the prerequisites for admission to a graduate program in speech-language pathology are encouraged to attend. Non-matriculated students in similar situations are also welcome.
Course Objectives:

- Learners will construct patient focused clinical goals consistent with the model provided.
- Learners will develop a lesson plan using the UCONN outline that incorporates multiple session goals.
- Learners will design and create data collection tools for session goals.
- Learners will document session information in SOAP format.
- Learners will use the tools associated with the Team Based Learning TM (TBL) theory that will be employed in the subsequent clinical methods course sequence.

Course Outline (and Calendar if Applicable)

Module 1: Introduction to Clinical Methods

Module 1A: Construction of clinical goals (July 20 to 26)

- Learners will write the “do” statement reflecting the target behavior when given the communicative deficit.
- Learners will analyze various methods and choose the best method of assessing compliance with the target behavior.
- Learners will determine the expected time frame associated with mastery of the target behavior under the conditions stated.
- Learners will develop the next potential clinical goal given the client’s current level of performance of the target behavior.

Module 1B: Development of a lesson plan (July 27 to August 2)

- Learners will select materials that facilitate elicitation of the target behavior.
- Learners will select materials that reflect the client age, developmental level, and language level.
- Learners will select materials that demonstrate awareness of client interests, cultural sensitivity and constraints afforded by the treatment environment.
- Learners will select the course of activities/goals that supports client success and engagement while minimizing off task behaviors.
- Learners will create task instructions in script format that clearly establish the client’s expected behavior/participation in the activity/goal.

Module 1C: Collection of data (August 3 to 9)

- Learners will construct shallow and deep data collection sheets when provided with the session goal.
- Learners will review aggregate data and modify clinical goals to reflect a performance hierarchy.
- Learners will write a script using positive reinforcement techniques and/or token reinforcement, then the data collection tool to reflect that reinforcement schedule.

Module 1D: Documentation of daily session information (August 10 to 16)

- Learners will state the components of the SOAP note and provide a definition of each area.
- Learners will construct sentences representing the client’s performance of each target behavior using the data provided for the “objective” section of the note.
- Learners will document observations or factors that influenced client production of the target behavior in professional language.
- Learners will write objective observations or factors that influenced client production of the target behaviors using professional language.
- Learners will write a summary statement with comparative language to prior session for the “assessment” section of a daily note.
• Learners will write the “plan” section of the note indicating any changes to the “plan of care” anticipated for the next clinical session.

Module 1E: Team Based Learning (August 17 to 21)

• Learners will participate in a team building activity with the peer group assigned to them.
• Learners will identify the goals of iRAT and tRAT processes.
• Learners will find and download assigned readings for a TBL module from the blackboard system.
• Learners will write an appeal using the established format and one of the two approved conditions for appeal for a mock team test situation.
• Learners will complete a team activity relevant to TBL module 1 using an on-line group meeting process or a group document process.

Course Requirements and Grading

### Summary of Course Grading:

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Quizzes</td>
<td>15%</td>
</tr>
<tr>
<td>Discussion Contribution</td>
<td>15%</td>
</tr>
<tr>
<td>Assignments/Journals</td>
<td>45%</td>
</tr>
<tr>
<td>Final Project</td>
<td>25%</td>
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</tbody>
</table>

**Component A**

Quizzes: Five on-line quizzes for each module component, based on readings assigned. *Each quiz will be worth 3 points for a total of 15 points.*

**Component B**

Discussion Contribution: Quality and number of posts to discussion forum, based on the rubric provided (2 points for original post and 1 point for two responses to classmates). Modules 1A-1C will be whole-class discussions and Module 1D will be a group discussion. *There will be five discussions worth 3 points each for a total of 15 points.*

**Component C**

Assignments/Journals: Independent completion of assignments/journals will be done in the HuskyCT Journals tool, by scheduled deadline. *There will be five assignments/journals worth 9 points each for a total of 45 points.* See HuskyCT for more information.

**Component D**

Final Project (Groups): You will be placed into groups for the final project (See “Team Based Work” in the left-side navigation in HuskyCT). As a group you will complete all of the elements of a lesson plan, including short term and session goals, selection of materials and activities, scripts for instruction to client, plan for data collection, data collection tools and a list of environmental, language, cultural, developmental, and family considerations for the session. *Note:* The final project will not be available for viewing in HuskyCT until August 3rd. *The final is worth 25 points.*

Grading Scale:

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<thead>
<tr>
<th>Grade</th>
<th>Letter Grade</th>
<th>GPA</th>
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<tbody>
<tr>
<td>Grade</td>
<td>Letter Grade</td>
<td>GPA</td>
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<td>-------</td>
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</tr>
<tr>
<td>97-100</td>
<td>A+</td>
<td>4.3</td>
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<tr>
<td>93-96</td>
<td>A</td>
<td>4.0</td>
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<tr>
<td>90-92</td>
<td>A-</td>
<td>3.7</td>
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<tr>
<td>87-89</td>
<td>B+</td>
<td>3.3</td>
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<tr>
<td>83-86</td>
<td>B</td>
<td>3.0</td>
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<tr>
<td>80-82</td>
<td>B-</td>
<td>2.7</td>
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<tr>
<td>77-79</td>
<td>C+</td>
<td>2.3</td>
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<tr>
<td>73-76</td>
<td>C</td>
<td>2.0</td>
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**Due Dates and Late Policy**

All course due dates are identified in the assignment or assessment tabs. Deadlines are based on Eastern Standard Time; if you are in a different time zone, please adjust your submittal times accordingly. The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner. There is no credit awarded for late submission.

**Feedback and Grades**

I will make every effort to provide feedback and grades in 48 hours. To keep track of your performance in the course, refer to My Grades in HuskyCT.

**Student Responsibilities and Resources**

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. This section provides a brief overview to important standards, policies and resources.

**Student Code**

You are responsible for acting in accordance with the [University of Connecticut's Student Code](https://www.studentlife.uconn.edu/student-code/) Review and become familiar with these expectations. In particular, make sure you have read the section that applies to you on Academic Integrity:

- [Academic Integrity in Undergraduate Education and Research](https://www.studentlife.uconn.edu/student-code/undergraduate-education-research)
- [Academic Integrity in Graduate Education and Research](https://www.studentlife.uconn.edu/student-code/graduate-education-research)

Cheating and plagiarism are taken very seriously at the University of Connecticut. As a student, it is your responsibility to avoid plagiarism. If you need more information about the subject of plagiarism, use the following resources:

- [Plagiarism: How to Recognize it and How to Avoid It](https://www.studentlife.uconn.edu/student-code/plagiarism)
- [University of Connecticut Libraries’ Student Instruction](https://www.studentlife.uconn.edu/library/student-instruction) (includes research, citing and writing resources)

**Copyright**

Copyrighted materials within the course are only for the use of students enrolled in the course for pur-
poses associated with this course and may not be retained or further disseminated.

Netiquette and Communication

At all times, course communication with fellow students and the instructor are to be professional and courteous. It is expected that you proofread all your written communication, including discussion posts, assignment submissions, and mail messages. If you are new to online learning or need a netiquette refresher, please look at this guide titled, The Core Rules of Netiquette.

Adding or Dropping a Course

If you should decide to add or drop a course, there are official procedures to follow:

- Matriculated students should add or drop a course through the Student Administration System.
- Non-degree students should refer to Non-Degree Add/Drop Information located on the registrar’s website.

You must officially drop a course to avoid receiving an "F" on your permanent transcript. Simply discontinuing class or informing the instructor you want to drop does not constitute an official drop of the course. For more information, refer to the:

- Undergraduate Catalog
- Graduate Catalog

Academic Calendar

There are important dates and deadlines for each semester and session classes are offered:

- Fall and Spring Semester
- Summer Session
- Winter Session

Academic Support Resources

Technology and Academic Help provides a guide to technical and academic assistance.

Students with Disabilities

Students needing special accommodations should work with the University's Center for Students with Disabilities (CSD). You may contact CSD by calling (860) 486-2020 or by emailing csd@uconn.edu. If your request for accommodation is approved, CSD will send an accommodation letter directly to your instructor(s) so that special arrangements can be made. (Note: Student requests for accommodation must be filed each semester.)

Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government. (Retrieved March 24, 2013 from Blackboard's website)

Software Requirements and Technical Help

- Word processing software (Microsoft Word)
- Adobe Acrobat Reader
- Internet access

This course is completely facilitated online using the learning management platform, HuskyCT. If you have difficulty accessing HuskyCT, online students have access to the in person/live person support
options available during regular business hours in the Digital Learning Center. Students also have 24x7 Support with access to live chat, phone and support documents.

<table>
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<th>Minimum Technical Skills</th>
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To be successful in this course, you will need the following technical skills:

- Use electronic mail with attachments.
- Save files in commonly used word processing program formats.
- Copy and paste text, graphics or hyperlinks.
- Work within two or more browser windows simultaneously.
- Open and access PDF files.

University students are expected to demonstrate competency in Computer Technology. Explore the Computer Technology Competencies page for more information.

<table>
<thead>
<tr>
<th>Evaluation of the Course</th>
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Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the Office of Institutional Research and Effectiveness (OIRE).

Additional informal formative surveys may also be administered within the course as an optional evaluation tool.

Council on Academic Accreditation (CAA) in Speech, Language, and Hearing Sciences Graduate Programs in association with the American Speech, Language, Hearing Association (ASHA) requirements met by this course:

3.1B The curriculum (academic and clinical education) is consistent with the mission and goals of the program and prepares students in the full breadth and depth of the scope of practice in speech-language pathology.
3.4B The academic and clinical curricula reflect and appropriate sequence of learning experiences.
4.1 The program criteria for accepting students for graduate study in audiology and/or speech-language pathology meet or exceed the institutional policy for admission to graduate study.
4.5 The program must adhere to its institutional policies and procedures to verify that a student who registers for a distance education course or program is the same student who participates in and completes the program and receives academic credit.
5.1 The program conducts ongoing and systematic formative and summative assessments of the performance of its current students.
6.4 The program has access to clerical and technical staff, support services, and library and technology resources that are appropriate and sufficient to achieve the program’s mission and goals.

Formative Assessment—ongoing measurement throughout educational preparation for the purpose of monitoring acquisition of knowledge and skills and improving student learning.