

CSD 378D: Leadership in Communication Sciences and Disorders

Summer 2020

Instructor: Courtney T. Byrd, Ph.D., CCC-SLP

Online learning platform

Time: Online lectures the week of 6/8-6/12 and 6/22-6/26, M-F 9-10

Additional video recorded lectures will be assigned throughout course and experiential learning opportunities as assigned

Week of 6/15-6/19 required times include 8:30-3:00 and 6/19 5-7:00 pm

Office hours: Fridays 2 to 4, and by appointment

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TA: No TA

Clinical Supervisors and Clinical Fellows

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I. Main Objectives of Course

- a. To learn the scope of practice for speech-language pathology
- b. To learn the nature and causes of speech and language disorders in children
- c. To learn how to differentiate normal and disordered speech and language systems in children
- d. To learn how to ask and investigate empirical questions and think critically in their related interpretations and application to evidence based practice
- e. To learn multicultural perspectives regarding speech and language disorders, including differentiation of language differences from language disorders
- f. To develop a greater empathy and understanding of persons with communication deficits and their loved ones
- g. To learn how to identify the strengths and weaknesses of formal and informal tests for speech and language disorders
- h. To learn the components of an effective assessment both in general and specific to various speech and language disorders
- i. To learn the components of effective treatment both in general and specific to various speech and language disorders with particular emphasis on evidence-based practice
- j. To learn the fundamental principles of effective counseling
- k. To learn the fundamental principles of professional report writing
- l. To inspire you to pursue meaningful contributions to our field

II. General Overview of Course

This course provides experiential learning opportunities for students to further their understanding of stuttering, their experience with collecting and analyzing research data, and providing best treatment practices for persons who stutter. Within the course, the Lang Stuttering Institute will be offering its intensive treatment program for children who stutter, Camp Dream. Speak. Live. to participants virtually,

and students will be involved in observation of the participants in the programming and ongoing collection of data and analysis of the information gathered.

Please also note the following abbreviations: **CTE**= Critical Thinking Exercise, **CTA** = Clinical Training Activity; **ELA** =Experiential Learning Activity; **CAD** = Clinical Analyses and Documentation.

These topics will be covered over the course of the summer term. Dates are listed for some assignments, but for much of the experiential learning opportunities, dates are flexible given the needs of the participants within the intensive treatment program. The only firm dates for topic/activity are the dates for the intensive therapy program for which all students will participate as part of the experiential learning that is core this course. The dates for the intensive treatment program are from June 15th through June 19th from 8:30-1:00 pm and Friday, June 19th fro5-7 pm.

Dates/Tx Theme	Topic	Assignments Due
Week of 6/4 & 6/5 Class will not meet online; student reviews own.	Introduction to the Intensive Treatment Program: Camp Dream. Speak. Live. – self-directed study	CTE: Human Participant Training Child Protection Power Point Review FCOI/FID Training Background Check Liability insurance submission Article Review: 3 articles related to summer programs for children who stutter. – Links provided <ul style="list-style-type: none"> Byrd, et al (2016). Participation in Camp Byrd, et al (2018). Exploring the effectiveness of intensive treatment program for children who stutter: A follow-up study. Seminars in Speech and Language. Byrd, et al (2016). Participation in Camp Dream. Speak. Live.: Affective and cognitive and outcomes for children who stutter. JSPT. Byrd, et al (2016). An introduction to camps for children who stutter: What they are and how they can help. Perspectives of the ASHA Special Interests Group. SIG 4.
Week of 6/8-6/12	Monday – Friday Introduction to Stuttering; Treatment Goals; Assessment Measures; Desensitization (self-disclosure; voluntary stuttering intro; etc.) Disfluency Count Training Communication Competencies Pre-treatment data collection	CTA: pre and post measure analysis measure trainings CAD: prep materials for pre-tx data collection (assignments will be given in Monday's class) ELA: Contact participants via email and phone to introduce yourself and schedule pre-treatment data collection ELA: conduct pre-treatment data collection with each participant. CAD: analyze pre-treatment data and enter into Qualtrics.

Week of 6/15-6/19 Intensive Treatment Program	Monday – Friday: Experiential Learning - Camp Dream. Speak. Live. 8:30 – 3:00 pm Friday, 6/19 final treatment session 5-7 pm	ELA: Attend daily intensive treatment program; interact with all participants supporting their communication learning intentions. CAD: Score pre-tx data and enter into Qualtrics form CTE: Articles as assigned
Week of 6/22-6/26 Post-treatment Data Collection	Monday – Friday: online lecture 9-10 Tx questions Mindfulness and Stuttering Voluntary Stuttering Post-treatment sessions conducted with participants	ELA: Complete post-treatment sessions and enter into Qualtrics form CAD: Score post-tx data and enter into Qualtrics form. CTA: Disfluency Counts due Wed 6/24 Submit via canvas
Week of 6/29	Complete post-treatment sessions as needed and analyze all data for review.	ELA: Review and submit all pre and post treatment paperwork with clinical supervisors CTE: Clinician self-reflection paper to be submitted via canvas
Week of 7/1	Participant data review and clinical check-out	CTA: Complete Voluntary Stuttering Assignment CAD: Review pre and post analyses of participants for documentation check-out; Individual Meetings CTE: Articles as assigned

VI. Point Allocation and Grading Scale

Experiential Learning Activities (ELA): 400 points

This relates to your participation in clinical/research assignments including:

1. Participant Contact
2. Conducting and pre and post treatment sessions with all participants
3. Attending Camp Dream. Speak. Live. and participating and supporting implementation of learning for participants.
4. Clinical, research and professional interactions
5. Clinical collaboration with peers throughout the experience

Clinical Analyses and Documentation (CAD): 100 points

In this course you will learn tenets of clinical writing, and it is expected that individual feedback be incorporated into all subsequent submissions. All clinical writing assignments will be evaluated for timeliness of completion (i.e. adhering to weekly/by-task due dates), and incorporation of supervisor feedback.

1. Pre/Post collection and analyses
2. Submission of clinical documentation for each participant
3. Clinical paperwork in order at checkout

Critical Thinking Exercises (CTE): 50 points

1. Human Participant Training
2. Child Protection Power Point review
3. Relevant Article Review as assigned and discussed in class
4. Clinician self-reflection

Clinical Training Activities (CTA): 50 points

Additional instructions and details for each CTA will be provided in class.

1. Pre and post measure video module trainings
2. Disfluency Counts
3. Voluntary Stuttering assignment

Grading Scale

555-600	A
554-537	A-
536-495	B
494-477	B-
477-435	C
434-417	C-
416-375	D
374-357	D-
357-below	F

Please make an appointment with me as soon as possible if you need course adaptations or accommodations because of a disability

VII. Students with Disabilities

Please notify your instructor of any modification/adaptation you may require to accommodate a disability-related need. You will be requested to provide documentation to the Dean of Student's Office in order that the most appropriate accommodations can be determined. Specialized services are available on campus through Services for Students with Disabilities. For more information go to:

<https://diversity.utexas.edu>

VII. Religious Holy Days Observance Policy

The Texas Education Code specifies that an institution of higher education shall excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible, so that arrangements can be made to complete an assignment within a reasonable time after the absence. For more information on this policy go to:

<https://catalog.utexas.edu/general-information/academic-policies-and-procedures/attendance/>

VIII. Policy on Scholastic Dishonesty

The University defines academic dishonesty as cheating, plagiarism, unauthorized collaboration, falsifying academic records, and any act designed to avoid participating honestly in the learning process. Scholastic

dishonesty also includes, but is not limited to, providing false or misleading information to receive a postponement or an extension on a test, quiz, or other assignment, and submission of essentially the same written assignment for two courses without the prior permission of the instructor. By accepting this syllabus, you have agreed to these guidelines and must adhere to them. Scholastic dishonesty damages both the student's learning experience and readiness for the future demands of a work-career. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. For information regarding this policy go to:

<https://deanofstudents.utexas.edu/conduct/academicintegrity.php>

IX. Students Privacy and Web-based Class Sites

Web-based, password-protected class sites are available for all accredited courses taught at The University. Syllabi, handouts, assignments and other resources are types of information that may be available within these sites. Site activities could include exchanging e-mail, engaging in class discussions and chats, and exchanging files. In addition, class e-mail rosters will be a component of the sites. Students who do not want their names included in these electronic class rosters must restrict their directory information in the Office of the Registrar, Main Building, Room 1. For information on restricting directory information go to:

<http://www.utexas.edu/student/registrar/catalogs/gi00-01/app/appc09.html>