

CMSD 5000: Professional and Clinical Principles of CMSD

Instructor: Ainsley Vergara, M.Ed., CCC-SLP

Class times: T/R, 8:00-9:15 AM

Location: Aderhold G5

Office hours: Email for appointment

Email: avergara@uga.edu

Assignments: <https://professorverg.weebly.com/>

LEARNING GOALS

All students who pass the course (with a minimum grade of C) will have demonstrated the ability to:

- Describe professional requirements and expectations for audiologists and speech-language pathologists, including the following: Formal scope of practice documents, codes of clinical ethics, interprofessional collaboration, counseling
- Describe current certification, licensure, credentialing, and accreditation requirements for audiologists and speech-language pathologists
- Describe the design and conduct of prevention, screening, assessment, diagnosis, and treatment programs in audiology and speech-language pathology

Students who achieve a higher level of mastery (with a minimum grade of B) will have also demonstrated the ability to:

- Analyze professional requirements and expectations for audiologists and speech-language pathologists, including the following: Formal scope of practice documents, codes of clinical ethics, interprofessional collaboration, counseling
- Explore real-world implications of current certification, licensure, credentialing, and accreditation requirements for audiologists and speech-language pathologists
- Apply principles of prevention, screening, assessment, diagnosis, and treatment programs in audiology and speech-language pathology

READINGS

All readings and resources are available to you through eLC.

CLASS MATERIALS

Digital means to submit assignments (e.g., laptop, Chrome book, iPad)
Paper/digital copies of assigned resources
Headphones/earphones

HOW THIS COURSE WORKS

This course uses an unconventional approach to assessing student learning called specifications grading. (If you're curious about this approach, see this [overview](#).) Instead of grading each assignment on a measure of "quality," everything will be assessed as Satisfactory / Unsatisfactory based on whether a student demonstrates the stated learning goals. Assignments will be "bundled" into three tiers that reflect a hierarchy of learning goals for the course. Final grades will be assigned based on which bundles of assignments a student satisfactorily completes—these final grades are not the goal or outcome of the course, but are designed to indicate which learning goals students demonstrate that they accomplished.

Note that this is a new system for Professor Vergara—if you have any questions or concerns, she is open to helping you navigate this new "world" of grading. The goal is to help each student achieve Satisfactory levels of learning on all components of the course that they undertake, and to be transparent about expectations for learning throughout the semester.

GRADES

All assignments in the course will be assessed as Satisfactory / Unsatisfactory, with the specifications required for Satisfactory articulated on each assignment. In general, Satisfactory should not be viewed as "minimally competent," but rather as a mark of having achieved the assignment's learning goals and specifications. Either an assignment meets the goals, or it does not—there is no gradation of assessment.

The only letter grade you will receive is your final grade, and it will reflect the "bundles" of assignments and requirements you have satisfactorily accomplished in the class. That final letter grade is not an assessment of your intelligence, your abilities, or your value as a person—in fact, Professor Vergara never will grade "you" directly, and grading is never a reflection of who you are as a person. Rather, the grade reflects what you demonstrated that you learned in the course: no more, no less.

Built into this system is a good deal of choice as to how much you wish to learn and how hard you want to work to demonstrate and apply that learning. You might choose to pass the course with a C—that is your choice, and it is a fine choice. If you strive to get an A in the course and maximize your learning, you should know that you are taking on that work and challenge yourself; please make sure you are in a personal and academic situation to achieve that level of engagement.

See grade bundles on next page.

C Bundle – Students who complete the following will pass the course with a grade of C:

- Complete pre- and post-course content check
- Actively attend all course meetings, with up to **3** Thursday absences, per the attendance policy below
- Complete **8** Tuesday workshop activities to a Satisfactory level
- Complete **2** thematic integration work products to a Satisfactory level
- Complete **2** research extension assignments to a Satisfactory level
- Participate in a hearing screening
- Participate in a speech-language screening

B Bundle – Students who complete the following will pass the course with a grade of B:

- Complete pre- and post-course content check
- Actively attend all course meetings, with up to **2** Thursday absences, per the attendance policy below
- Complete **9** Tuesday workshop activities to a Satisfactory level
- Complete **3** thematic integration work products to a Satisfactory level
- Complete **2** research extension assignments to a Satisfactory level
- Participate in a hearing screening
- Participate in a speech-language screening

A Bundle – Students who complete the following will pass the course with a grade of A:

- Complete pre- and post-course content check
- Actively attend all course meetings, with up to **1** Thursday absences, per the attendance policy below
- Complete **10** Tuesday workshop activities to a Satisfactory level
- Complete **3** thematic integration work products to a Satisfactory level
- Complete **3** research extension assignments to a Satisfactory level
- Participate in a hearing screening
- Participate in a speech-language screening

Feel free to use the table below to keep track of your progress:

	Pre-course content check	Post-course content check	# Thursday absences	# satisfactory workshop activities	# satisfactory thematic integration work products	# satisfactory research extensions	Hearing screening	Speech-language screening
Number completed								
Number needed/allowed for desired grade	1	1					1	1

ATTENDANCE EXPECTATIONS

TUESDAYS: WORKSHOPS

On Tuesdays, your active participation in workshops is required. If you cannot attend a Tuesday workshop, your team members may allow you to participate remotely (e.g., via Zoom). To receive a Satisfactory rating, your group members will determine whether your contributions to the assignments are Satisfactory, based on specific questions:

1. Did the student contribute to the assignment by thoroughly integrating previous lectures and home assignments?
2. Did the student reflect on how this material applies to their future career?
3. Did the student share examples, personal experiences, and/or connections to previous coursework?
4. Did the student contribute to checking writing for clarity, accuracy, and organization?

Your participation in the workshop will count as satisfactory when 75% of your group members answer “yes” to all 4 questions. If you attend remotely, your group members must agree that you contributed in the four areas listed above.

THURSDAYS: ACTIVE LECTURES

You will attend live class sessions, participate in discussions, ask questions, and contribute to the learning experience. Regular attendance on Thursdays not only enhances your understanding of the course material but also creates a dynamic learning environment for your fellow students.

See the grade bundles (above) to determine your specific absence policy.

If you are unable to attend a Thursday lecture due to extenuating circumstances, please notify the instructor in advance. Make-up work or alternative arrangements *may be considered on a case-by-case basis*.

ASSIGNMENT TIME COMMITMENT

In a 3-hour course, please remember that your learning extends beyond the time spent in the classroom. To succeed in this course and meet the learning objectives, you should anticipate spending additional time outside of class on assignments, readings, and other course-related activities. To prepare for Tuesday workshops, each student will be expected to complete all pre-class assignments. As a general rule, students can expect to spend approximately 2-3 hours of study time for each credit hour.

Please remember that effective time management and consistent effort are key to your success in this course. If you find that you are spending significantly more or less time on assignments than the suggested estimate, please feel free to reach out to me to discuss your assignment management

strategies. If you have any questions or concerns about these expectations, please do not hesitate to ask. I am here to support you throughout this learning journey.

BEHAVIORAL EXPECTATIONS

You finally get to think about what life will look like when you are an actual clinical professional! The assignments may feel intimidating at times, because you are shifting from learning “knowledge” to learning “skills.” Being a clinical professional means doing things, so we will practice doing a lot of things. If you are used to being quiet in class, this shift may feel uncomfortable. I want all students to feel valued, and I want all students to believe that our class is a fair, reasonable, and safe place to practice new things and develop new skills. To achieve this goal, I expect all students to contribute to our learning community in at least the following ways.

EXPECTATIONS: ACADEMIC HONESTY AND PROFESSIONAL ETHICS

As an absolute minimum, all academic work for this course must meet the standards contained in UGA’s academic honesty materials and regulations, in the department’s plagiarism materials, and in the HIPAA training you have completed or will complete as part of this course. In addition, there will be absolutely no tolerance for any departure from the general standards described by ASHA’s Code of Ethics (to the extent that that Code applies to your activities as a student). All students are responsible for informing themselves about all applicable standards before performing any work for this course.

In addition, as a CMSD major, you are part of a discipline that requires and depends on the strictest professional honesty and integrity. Dishonesty hurts our clients, our colleagues, and our profession. We will even study professional ethics as a topic in this course. Therefore, my expectation is that you will approach this course, as you must approach your own career, as a place where you will simply and honestly do your own work to the very best of your own ability.

Many of our in-class active-learning assignments allow collaboration. I will make it clear when the task allows collaboration and when I expect you to be working on your own.

If I have any reason to suspect academic dishonesty or breaches of professional ethics, I am required as a UGA faculty member to refer all students who might be involved to the UGA Academic Honesty office.

EXPECTATIONS: COLLEGIALITY, MUTUAL SUPPORT, DIVERSITY, EQUITY, AND INCLUSION

The University of Georgia, the MFE College of Education, and the CSSE department are all committed to creating dynamic, diverse, and welcoming learning environments for all students. Speech-language pathologists and audiologists commit to helping all people achieve the best possible communication within their own lives and within their own communities, in ways that value those lives and those communities. As an instructor, I value diversity (because classes are more informative for everyone when multiple backgrounds and multiple points of view are represented), equity (fairness of opportunities), and inclusion (my definition of “us” is broad, and I seek to include a wide range of different people, because I value diversity and equity).

During our class meetings and in all work associated with this class, I ask you to honor and respect both the mutual humanity and the importantly diverse personal backgrounds of all clients, potential clients, family members, clinicians, faculty, and your fellow students, and I ask you to commit to an atmosphere of collaborative and collegial learning for everyone. If you ever feel that words or actions you have been exposed to as part of this course have been anything other than fully supportive of all identities, backgrounds, and communities, please let me know so I can make whatever changes need to be made.

STUDENTS WITH DISABILITIES OR OTHER SPECIAL NEEDS/REQUESTS

If you are registered with the DRC, please check with me at the beginning of the semester to make sure I received your information from the DRC. If you are not working with the DRC and anticipate any issues with this class, please make an appointment to speak with me during the first 2 weeks of class. Please note that I can only help if you tell me what's going on *before* it causes problems with your performance in this course. I cannot make changes or exceptions to course requirements later if the need for them was not disclosed ahead of time.

CHATGPT/ARTIFICIAL INTELLIGENCE

Unless explicitly stated, artificial intelligence-based technologies, such as ChatGPT, must not be used to generate responses for student assignments.

Class schedule is listed on the next page.

COURSE SCHEDULE

	Read before class	Tuesday	Thursday
Theme 1 – Thematic work product and research extension due February 15, at 11:59 PM			
Week 1 January 9 and 11	N/A	Introduction to course and spec grading Pre-course content check	Review syllabus/deadlines Team-building
Week 2 January 16 and 18 Clinical practice and service delivery	ASHA Scope of Practice Documents on eLC	Workshop 1: Scope of practice Domains of clinical service delivery and professional practice of audiology and SLP	Evidence-based practice Information mastery International Classification of Functioning (ICF)
Week 3 January 23 and 25 Professional standards and ethics	Mandatory reporting, HIPAA, HITECH on eLC	Workshop 2: HIPAA and mandatory reporting	ASHA Code of Ethics GaPSC Code of Ethics
Week 4 January 30 and February 1 Professional credentials and licensing	Credentials, certification, licensure, and accreditation materials on eLC	Workshop 3: Understanding credentials in the workplace	Interprofessional practice Cultural competence
Theme 2 – Thematic work product and research extension due March 3, at 11:59 PM			
Week 5 February 6 and 8 Work settings	Infection control materials on eLC	Workshop 4: Infection control	SLP and audiology work settings
Week 6 February 13 and 15 Work settings and additional professional skills	Volunteering and community engagement materials on eLC	Guest speaker: TJ Ragan on advocacy in CMSD *Please note, this week's workshop will be on Thursday	Workshop 5: Advocacy and intersections with cultural competence
Week 7 February 20 and 22 Additional professional skills	Working with interpreters/translators materials on eLC	Workshop 6: Interviewing skills Translation and interpreting	Counseling and active listening

Theme 3 – Thematic work product and research extension due April 18, at 11:59 PM			
	Read before class	Tuesday	Thursday
Week 8 February 27 and 29 Prevention and screening	Prevention and screening materials on eLC	Workshop 7: Prevention and screenings	Dynamic assessment, standardized tests, strengths-based assessment
Spring break!			
Week 9 March 12 and 14 Clinical assessment	Dynamic assessment, standardized tests, strengths-based assessment materials on eLC	Workshop 8: Hands-on assessment	Short-term objectives (STOs), long-term goals (LTGs), and treatment outcome parameters (TOPs)
Week 10 March 19 and 21 Clinical assessment and treatment planning		Workshop 9: STOs and LTGs	Taking and using clinical data SOAP notes
Week 11 March 26 and 28 Treatment planning and documentation		Workshop 10: Clinical data practice and SOAP notes	Virtual gallery walk
Week 12 April 2 and 4 Professional support and growth		Workshop 11: SOAP notes	Guest panel
Week 13 April 9 and 11	Speechpathology.com course – instructions on eLC	Work on presentation	Work on presentation
Week 14 April 16 and 18		Screenings Day 1 Graduate panel	Screenings Day 2 Group presentations Even groups
Week 15 April 23 and 25		Group presentations Odd groups	Celebration!

DISCLAIMER

The plans and policies in this syllabus, including the course schedule and the information on eLC are general plans for the course. Deviations announced to the class by the instructor may be necessary.

If you will be starting a graduate program in SLP or audiology, I want you to leave this course:

- Ready to take the correct next steps toward the credentials you need for your own intended career.
- Ready to act in professionally appropriate ways as you begin your clinical practicum.
- With some clinical frameworks and other basics in hand and ready to use when you begin your clinical practicum.

CAMPUS WELLNESS AND SUPPORT RESOURCES

Please use UGA's Physical Health, Mental Health, Wellness, and LGBTQ+ Resources, if you need them – or even if you are wondering if you might need them! They really do want to help. If you know you need something, but don't know what to ask for, they can even help you figure that out.

- If you or someone you know needs assistance, you are encouraged to explore the resources at <https://sco.uga.edu/> or contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774. They will help you navigate any complex or difficult circumstances you may be facing, whether it is something as joyful as going to school with a new baby or something as problematic as mental or physical health issues for you or in your family.

- UGA has several resources for a student seeking mental health services

(<https://www.uhs.uga.edu/bewelluga/bewelluga>) or crisis support

(<https://www.uhs.uga.edu/info/emergencies>).

- If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA

(<https://www.uhs.uga.edu/bewelluga/bewelluga>) for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center.

- Additional resources can be accessed through the UGA App.