Department of Communicative Disorders + Deaf Education

COMD 6850: Listening + Spoken Language Interdisciplinary Seminar: Face-to-Face Friday

Spring 2017 Syllabus

Part 1: Course Information

Professor Information

Professor: Dr. Renee Polanco Lucero   **Office:** 154 ECERC

Office Telephone: 435.797.4464   **Office hours:** by appointment

E-mail: renee.lucero@usu.edu (preferred method of contact)

Class Meeting Time + Location

Friday 12:00 pm – 12:50 pm   164 ECERC

Course Description

This Listening + Spoken Language (LSL) interdisciplinary graduate seminar introduces students to a transdisciplinary approach to serving families and their children who are deaf and/or hard-of-hearing. This seminar will primarily take the form of an open discussion although some lectures will be necessary when introducing a new topic. During each seminar meeting we will focus on a topic related to effective strategies for implementing LSL services in a cohesive and productive manner. Topics will be introduced via a variety of mediums: research articles, opinion pieces, role-play, guest lectures, interviews, observations, and so forth.

Please note that *LSL Interdisciplinary Seminar* is listed as a 2-credit course. This course is collaboratively taught by Dr. Lauri Nelson and Dr. Lucero. Dr. Nelson and Dr. Lucero's 1-credit component is taught online; work and activities for her online component me up 50% of your final grade. Work and activities for Dr. Lucero's face-to-face component will contribute to 50% of your final grade. Students enrolled in this face-to-face component should plan to spend approximately 2 hours of class preparation for each credit hour they are registered for. Thus, out-of-class preparation time should total ~2 hours per week for

this face-to-face component of the course.

Learning Objectives

This face-to-face component of the course should enable students to develop and foster their analytical reading, oral arguments, discussion skills, critical thinking, and creative problem solving across disciplines within the specialty field of Listening and Spoken Language. These skills should allow for graduate students to communicate knowledgeably about evidence-based care of children who are deaf and/or hard-of-hearing. Furthermore, these skills should bolster students' abilities to collectively determine the developmental needs of children who are deaf and/or hard-of-hearing and integrate intervention across audiology, deaf education, speech- language pathology, and other disciplines.

Knowledge + Skills Assessment (KASA)

In this component of the course each student will be provided with an opportunity to demonstrate required knowledge and/or skill development. These knowledge and skills will be assessed as delineated in the syllabus below. In order to be competent, you must achieve a level of 80% or better on each KASA item. If the student does not attain this level in this course, they will be provided with ONE additional opportunity (in the current class) to demonstrate this knowledge or skill. If the student does not pass the competency a second time, no action will be taken if another opportunity (course or clinic) remains available in which the skill can be acquired. However, if no such opportunity is available, the student will be asked to complete an exam/demonstration of the knowledge and/or skill as defined by the department.

KASA Competencies For COMD 6850's face-to-face Friday seminar

1. Standard III-F: The student will demonstrate knowledge of current research in hearing loss and children with additional disabilities and the integration of research principles into evidence- based clinical practice.

F2: Apply research findings in the provision of patient care (evidence-based practice) F3: Critically evaluate and appropriately implement new techniques and technologies supported by research-based evidence F4: Identifying internal programmatic needs and developing new programs

F6. Maintain or establish links with external programs, including but not limited to education

programs, government programs, and philanthropic agencies

2. Standard IV-E: The student will be competent in the treatment of individuals with auditory, balance, and related communication disorders

E1: Interact effectively with patients, families, and other appropriate individuals, and professionals

E4: Counsel patients, families, and other appropriate individuals E5: Develop culturally sensitive and age-appropriate management strategies E6: Collaborate with other service providers in case coordination

3. Standard IV-G 3: The student will demonstrate knowledge of contemporary professional issues and transdisciplinary collaboration.

G3b: Collaborate with other professionals in case management G3d: Adhere to the ASHA Code of Ethics and behave professionally

Learning Objective	KASA competencies	By the end of the course, students will be able to...
develop specific skills, competencies, and points of view needed by LSL professionals	*F6, E1, E4, E5, E6, G3b, G3d*	describe the characteristics LSL as an education philosophy. describe the characteristics of LSL as a communication modality. describe the significance of cross-discipline competency. deeply listen. describe how hearing loss affects a child's speech, language, listening, and educational development. describe the role of LSL professionals in the process involved with both the Individual Family Service Plan (IFSP) and the Individual Education Plan (IEP).

acquire skills in working with others as a member of an interdisciplinary team	*E4, E6, G3b*	collaborate with team members and collectively determine the services that would most benefit children who are deaf and/or hard-of-hearing. integrate the expertise of team members, yielding efficient and comprehensive assessment and intervention services for children who are deaf and/or hard-of-hearing. deeply listen.
learn to analyze and critically evaluate ideas, arguments, and points of view	*F2, F3, F4, F6,*	read and comprehend peer-reviewed research with the field of LSL. explain and connect ideas from the fields of audiology, deaf education, and speech-language pathology as they relate to the specialty field of LSL. make informed choices regarding LSL services for children who are deaf and/or hard-of-hearing based on reasoned argument.
acquire an interest in learning more by asking questions and seeking answers	*F2, F3, E6,*	ask questions in professional forums within and across all disciplines. identify top-tier, evidence-based resources for professional and parent education.

Listening and Spoken Language Specialist (LSLS) Domains
There are 9 LSLS Domains. While we will cover each domain to some degree, we will spend the most time on the following domains:

	LSLS Domain Topic
Domain 5	Parent Guidance, Education, Support
Domain 8	Education

Textbook + Course Materials

Suggested Texts

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Required Texts
Estabrooks, W., MacIver-Lux, K., & Rhodes, E.A. (2016). Auditory-Verbal Therapy: For young children with hearing loss and their families,and the practitioners who guide them. San Diego, CA: Plural Publishing.

Readings

Readings will be provided on *Canvas* as PDFs; these readings will be noted on the syllabus according to the day the readings will be discussed in class. Additional readings will be added to the syllabus as the course continues throughout the semester. These readings are intended for personal, educational use within this class ONLY.

Alderson, P., & Goodey, C. (1998). Doctors, ethics and special education. *Journal of Medical Ethics, 24*, 49-55. doi:10.1136/jme.24.1.49

Beyer, S., & Bowden, E. M. (1997). Gender differences in self-perceptions: Convergent evidence from three measures of accuracy and bias. *Personality and Social Psychology Bulletin, 23*, 157-172. doi:10.1177/0146167297232005

Blair, J. C., EuDaly, M., & Benson, P. V. A. (1999). The effectiveness of audiologists' information sources for classroom teachers. *Language, Speech, and Hearing Services in Schools, 30*, 173-182. doi:10.1044/0161-1461.3002.173

Calderon, R. (2000). Parental involvement in deaf child's education programs as a predictor of child's language, early reading, and social-emotional development. *Journal of Deaf Studies and Deaf Education*, *5*, 140-155.

Carney, D. R., Cuddy, A. J. C., & Yap, A. J. (2010). Power posing: Brief nonverbal displays affect neuroendocrine levels and risk tolerance. *Psychological Science, 21*, 1363-1368. doi:10.1177/0956797610383437

Harry, B. (2008). Family-professional collaboration with culturally and linguistically

diverse families: Ideal vs. reality. *Exceptional Children, 72(3),* 372–388.

Hyde, M., & Power, D. (2006). Some ethical dimensions of cochlear implantation for deaf children and their families. *Journal of Deaf Studies and Deaf Education, 11*, 102-111. doi:10.1093/deafed/enj009

Rhoades, E. A., Price, F., & Perigoe, C. B. (2004). The changing American family and ethnically diverse children with multiple needs. *The Volta Review, 104*(4), 285–305.

Stockall, N., & Dennis, L. R. (2015). Seven basic steps to solving ethical dilemmas in special education: A decision-making framework. *Education and Treatment of Children, 38*, 329-344.

Canvas

This course will utilize the *Canvas* software package. Students can logon via http://canvas.usu.edu where **username** is the student's **A#**, and the **password** is the student's global password (the same one used for Banner or Aggiemail). If a student is not familiar with *Canvas* or needs password help, contact the IT Service Desk.

Canvas will be used to post important announcements, video/audio clips, assignments, grading rubrics, grades, and slides used during any lectures. (Please know that the presentation slides are simply outlines of the information presented during a lecture; they are not intended to substitute for coming to class, and will not contain all the information from lecture you are expected to learn. It is not required that students download or print out the slide handouts; the slides are made available should students find them helpful in learning and integrating the course material.) It is important to realize that *Canvas* is a software tool used to facilitate distribution and receipt of information for the course. Students should not rely on *Canvas* for due dates, assignment parameters, readings, etc. This syllabus is the tool that conveys all this important course information.

Course Structure

This class will take the form of discussion in addition to in- and out-of-class activities. Some lectures will be used to deliver basic, introductory information to the class. Students are responsible for readings and assignments outside of the weekly class meeting times; they occur throughout the semester.

Schedule of Topics, Readings, + Assignments
(this schedule should be viewed as a tentative outline subject to reasonable adjustment)

Date	Topic	Reading
January 13	INTRODUCTION	
January 20	Professional Partnerships and AVT	Ch. 13 (Estabrooks text)
January 27	Parent-Professional partnerships	Calderon (2000)
February 3	LSL research	Ch. 3 (Estabrooks text)
February 10	Ethical dilemmas Assign presentations	ASHA leader links; Stockall & Dennis (2015)
February 17	Ethical dilemmas	Alderson & Goodey (1998); Hyde & Power (2006)
February 24	Successful communication	Carney et. al (2010)
March 3	Successful communication	
March 10	NO CLASS- SPRING BREAK	
March 17	"What you should know about…" Presentations	
March 24	"What you should know about…" Presentations	
March 31	Working with CLD families Discuss final papers	Harry (2008)
April 7	Working with CLD families	Rhoades et al (2004)
April 14	Educating the "outsiders"	Blair, et al. (1999)
April 21	NO CLASS- CEC Conference	
April 28	Course wrap up	
May1-May 5 Finals Week	FINAL PAPER DUE- **Wednesday May 3 by 5pm**	

Part 4: Grading Policy

Course Requirements + Grading

The following course requirements make up 50% of your final grade for this 2-credit, LSL seminar. The remaining 50% of your grade for this course will come from the course requirements that make up Dr. Nelson's online component of this seminar.

1) *Discussion and class participation are worth 20% of the final class grade.* A student's participation grade will be based on the student's role in class. This includes: preparing assigned readings in advance of class; thoughtfully engaging in discussion in class; completing *thought papers* prior to class; and providing peer feedback when appropriate.

2) *Thought papers are worth 15% of the final class grade.* Each student will be required to thoughtfully comment on at least 5 different readings during the semester via a thought paper. A thought paper is a 1-page paper in which the student evaluates and synthesizes what was read. In the thought paper the student can pose questions, describe what they liked/disliked about a study, or propose a new study. Thought papers will be evaluated using a check mark system: ✓+ or ✓.

Students are allowed to turn in only 1 thought paper/class period (despite the fact that there might be more than 1 reading assigned for the day's discussion). Thought papers are not accepted in an electronic format (i.e. via e-mail or *Canvas*). Thought papers must be turned directly in to Dr. Lucero at the beginning of each class. Thought papers turned in after 12:10 pm on the day of class will be considered late.

3) *"What you should know about..." class presentations are worth 5% of the final class grade.* Students will independently prepare and complete this assignment. Each student will educate their transdisciplinary team members about a topic, chosen from their area of expertise, in a 7-minute class presentation. Presentations will take place during our class meetings on March 17 and 24; presentation dates for students will be randomly assigned. Details about the presentation will be provided in class on February 10.

4) *Final paper is worth 10% of the final class grade.* Details about this paper will be provided in class on March 31. The final paper will be turned in electronically via *Canvas* prior to May 5, 2017 at 5:00 PM.

Late Work Policy

Be sure to pay close attention to deadlines—there will be no make up assignments or late work accepted without a serious and compelling reason and Dr. Lucero's approval. If work is turned in after 12:10 PM on the day that it is due, the work is considered late. Students are always free to turn in work early, but late work loses a letter grade for each day it is late.

Viewing Grades on *Canvas*

Points you receive for graded activities will be posted to the *Canvas* grade book. Dr. Lucero

will update the online grades each time a grading session has been complete—typically 3-5 days following the completion of an activity.

Letter Grade Assignment

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

Letter Grade	Percentage	Performance
A A-	94-100% 90-93%	achievement that is *outstanding* relative to requirements
B+ B B-	87-89% 84-86% 80-83%	achievement that is *significantly above* the l requirements
C+ C C-	77-79% 74-76% 70-73%	achievement that *meets course requirement*
D+ D D-	67-69% 64-66% 61-63%	achievement that is worthy of credit even th *requirements*
F	0-60%	represents failure (or no credit) and signifie but at a level of achievement that is not wor and there was no agreement between the in would be awarded and I.
I	incomplete	assigned at the discretion of the instructor i College of Education + Human Services.

University + Course Policies

Academic Freedom and Professional Responsibilities

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth.

Faculty members are entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. Faculty Code Policy #403 (links to an external site) further defines academic freedom and professional responsibilities.

Attend Class

Although attendance is not mandatory, students are expected to attend all class sessions as listed on the course syllabus. Although your attendance is not mandatory for this class, failure to attend class regularly is likely to impair your success on the class participation/discussion as well as your future as a professional.

Build Rapport

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let Dr. Lucero know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective clinician and educator. Make sure that you are proactive in informing Dr. Lucero when difficulties arise during the semester so that she can help you find a solution.

Understand When You May Drop This Course

It is the student's responsibility to understand when they need to consider disenrolling from a course. Refer to USU's Academic Calendar for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course.

In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

Inform Dr. Lucero of Any Accommodations Needed

If anyone has special needs or disabilities, please contact the Disability Resource Center

(DRC). Students with ADA-documented physical, sensory, emotional, or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the DRC. Please contact the DRC prior to or as early in the semester as possible. Alternate formats for course content (e.g., braille, large print, digital, or audio) are available with advanced notice.

Disability Resource Center (DRC) is located in Room 101 of the University Inn; their phone number is 435-797-2444

Disability related resources for current students:

- DRC Student Handbook (Links to an external site.)

- Deaf and Hard of Hearing Student Handbook (Links to an external site.)

- Disability Related Scholarships (Links to an external site.)

- Campus Resources (Links to an external site.)

- Documentation Guidelines (Links to an external site.)

- Online Resources for Students with Disabilities (Links to an external site.)

Grievance Process

If you have a complaint or concern regarding this course, please speak with Dr. Lucero first. If your complaint cannot be handled by Dr. Lucero, please speak with the Division Chair of Deaf Education, Dr. Lauri Nelson.

If problems appear irresolvable following these procedures, please file a grievance through the channels and procedures described in the Student Code: Article VII. Grievances (Links to an external site.).

Full details for USU Academic Policies and Procedures can be found at:

- Student Conduct (Links to an external site.)

- Student Code (Links to an external site.)

- Academic Integrity

- USU Selected Academic Policies and Procedures (Links to an external site.)

- USU Academic Policies and Procedures (Links to an external site.)

- Academic Freedom and Professional Responsibility Policy (Links to an external site.)

Commit to Integrity

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.   Don't cheat—it's dumb, unethical, and illegal! It is important for the student to know that engaging in academic fraud, dishonesty, and cheating on academic work is unacceptable in any form. Engaging in such behaviors can result in expulsion from the University. The University's Student Code states academic dishonesty includes, but is not limited to: copying someone else's work, copying-and-pasting from the internet without properly citing your source, submitting the same paper in more than one course without prior approval from the instructor, failing to work independently on assignments when an instructor has designated that the task be done "individually", or using instant-messaging during an exam. Know that Dr. Lucero does NOT approve of the use of test banks and old tests. If you access and/or use old assignments from previous enrollees of COMD 6850, such behavior will be considered academic dishonesty and treated as such.   Sometimes plagiarism in unintentional, but it is still considered academic fraud—regardless of your intentions. If you are unclear how to properly cite someone else's work, please see Dr. Lucero. She will gladly show you how to properly cite other people's ideas using formatting prescribed by the American Psychological Association (APA; http://apastyle.apa.org/)!

Academic Integrity – "The Honor System"

Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to establish the higher level of conduct expected and required of all Utah State University students. The Honor Pledge (links to an external site.): To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge: *"I pledge, on my honor, to conduct myself with the foremost level of academic integrity."* A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State

University community;

• Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and

• Is a welcomed and valued member of Utah State University.

Important Note: Please know that Dr. Lucero does not tolerate academic dishonesty and she upholds USU's policies. As a faculty member it is her responsibility to inform the Office of Student Conduct of anyone suspected of academic dishonesty. Thus if Dr. Lucero suspects academic dishonesty, she will report that student without question.

Syllabus Changes
This syllabus is subject to change. I will notify the class regarding all changes. In the event of any discrepancy between this syllabus and content found in Canvas, the information in **CANVAS WILL TAKE PRECENDENCE**.