



COURSE TITLE: COMD 4369 CLINICAL PROCEDURES & OBSERVATION IN COMMUNICATION DISORDERS

Term: Fall 2026

Course Dates: August 24 – December 8, 2026

Professor: Amy Louise Schwarz, PhD, CCC-SLP

Course Times: 8 am to 9:20 am T TH

Office Phone: 1.903.877.5307

Classroom: Main Campus RBN 3038

Email: AmyLouise.Schwarz@uttyler.edu

Office Hours:

Undergraduate Students main campus HPR 251B: T & Th: 9 am to 10 am & by appointment Video Teams Chat

Graduate Students HSC: W & F: Open Door due to clinic schedule

Course Overview

This course is designed to introduce students to clinical procedures, protocols, clinical and professional conduct, ethics, clinical writing, clinical observation, clinician management and administrative issues, legal issues, privacy laws, multicultural issues, and treatment and diagnostic procedures. One major focus is on the development of critical analysis and clinical observation. The 25 clinical observation hours required by ASHA are integrated into this course. Students will obtain all 25 hours upon completion of the course provided that they complete the related assignments at the specified standard.

Student Learning Outcomes

Upon successful completion of this course, the student will demonstrate the ability to:

1. analyze, synthesize and evaluate knowledge re: communication modalities, including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates in the area of augmentative and alternative communication modalities (Standard IV-C).
2. analyze, synthesize, and evaluate knowledge re: the principles and methods of assessment and intervention regarding communication modalities (Standard IV-D).
3. use oral and written or other forms of communication sufficiently for entry into professional practice (Standard V-A).
4. to collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals in the area of augmentative and alternative communication modalities (Standard V-B 1b).
5. interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention in the area of communication modalities (Standard V-B 1e).
6. (a) develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs and (b) collaborate with clients/patients and relevant others in the planning process in the area of communication modalities (Standard V-B 2a).

7. select or develop and use appropriate materials and instrumentation for prevention and intervention in the area of communication modalities (Standard V-B 2c).
8. measure and evaluate clients'/patients' performance and progress in the area of communication modalities (Standard V-B 2d).

Assessment of Student Learning

Upon successful completion of this course, the student will demonstrate the ability to do the following things at the level commensurate with the undergraduate level:

1. Analyze, synthesize and evaluate knowledge re: receptive and expressive language disorders (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates) (Standard IV-C).
2. Analyze, synthesize and evaluate knowledge re: the principles and methods of prevention, assessment and intervention regarding receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities (Standard IV-D).
3. access and critically evaluate information sources, apply information to appropriate populations, and integrate evidence in provision of speech-language pathology service (Standard IV-H: Evidence Based Practice Component only).
4. use oral and written or other forms of communication sufficiently for entry into professional practice (Standard V-A).
5. interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention in the area of receptive and expressive language (Standard V-B 1e).
6. (a) develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs and (b) collaborate with clients/patients and relevant others in the planning process in the area of receptive and expressive language (Standard V-B 2a).
7. select or develop and use appropriate materials and instrumentation for prevention and intervention in the area of receptive and expressive language (Standard V-B 2c)
8. Measure and evaluate clients'/patients' performance and progress in the area of receptive and expressive language. (Standard V-B 2d).
9. Analyze, synthesize and evaluate knowledge regarding the standards of ethical conduct, including the principles and rules of the current ASHA Code of Ethics (IV-E Ethical Conduct).

Required Materials

Required Materials

TECHNOLOGY:

- To participate in this course, students must have access to a laptop, tablet, or smart phone that can access Canvas and various internet sites during class. Students can share if necessary. If students need help with Canvas, please contact [UT Tyler Technology Support](#).

CLOUD-BASED MEMBERSHIP

- **Simucase Semester Membership** - <https://www.simucase.com/pricing>
- Needed for the 25 Clinical Observation Program
- Needed for the case studies discussed in class

Supplementary Materials

Davis-McFarland, E. (Hosts). (2020). Episode 2: Ethics in school speech-language pathology practice - Theresa Rodgers, MA, L-SLP, CCC-SLP, EdSp, Current ASHA President (Audio podcast]. All Things Ethics: A Speech Language Pathology Podcast. <https://open.spotify.com/episode/4ALQSybLNTseta6g8PwegY?si=91af7d6e90b64a7f>

Hallowell, B. (2023). *Aphasia and Other Acquired Neurogenic Language Disorders: A Guide for Clinical Excellence*. 2nd San Diego, CA: Plural Publishing. ISBN13: 978-1-63550-159-9 (Several Chapters combined)

Hegde, M. N. (2018). *Hegde's PocketGuide to communication disorders* (2nd ed.). Plural Publishing.

Hegde, M. N. (2026). *Hegde's PocketGuide to assessment in speech-language pathology* (5th ed.). Plural Publishing.

Hegde, M. N. (2026). *Hegde's PocketGuide to treatment in speech-language pathology* (5th ed.). Plural Publishing.

Paul, R., Norbury, C., & Gosse, C. (2017). *Language Disorders from Infancy through Adolescence: Listening, Speaking, Reading, Writing, and Communicating* (5th Edition). St. Louis, Mo: Mosby Elsevier.

Teachings in Education. (2018). Special education law [YouTube Video]. In *YouTube*. <https://www.youtube.com/watch?v=dj2dBLi7zvQ>

Ukrainetz, T. A. (2024). Contextualized Skill Intervention: Whole and Parts. In T. A. Ukrainetz (Ed.), *School-Age Language Intervention: Evidence-Based Practices* (2nd ed., pp. 103-149). PRO-ED, Inc.

Ukrainetz, T. A. (2024). Foundations of Language Intervention: Reasoning and Research. In T. A. Ukrainetz (Ed.), *School-Age Language Intervention: Evidence-Based Practices* (2nd ed., pp. 43-72). PRO-ED, Inc.

Ukrainetz, T. A. & Peterson, A. K. (2024). The Regulatory Framework: Speech-Language Services in the Schools. In T. A. Ukrainetz (Ed.), *School-Age Language Intervention: Evidence-Based Practices* (2nd ed., pp. 153-189). PRO-ED, Inc.

I reserve the right to add additional required readings and viewings to the syllabus.

Instructional Methodology

Information for this course is primarily conveyed in-person/virtual live synchronous classes (depending on each student's degree track), lectures, required readings, and demonstrations. Students receive guided and independent practice applying the concepts through in-class activities and out-side class assignments. Most higher order/critical thinking activities happen during class. For this reason, consistently high attendance is critical for this class.

Technology is integrated into the instructional pedagogy through the Canvas learning management system, Lucid, Studio, Teams, Mentimeter (web-based real-time audience engagement platform), online small group work, SharePoint, and CoPilot.

Course Requirements

EMAIL COMMUNICATION: I prefer face-to-face communication to email communication. If you email me by 4:00 pm during the work week (Monday through Thursday), I will respond the same day. If you email me after 4:00 pm

during the work week, I will respond the following work weekday. On Fridays after this class, I am seeing patients in the clinic so will not be available to meet or to respond by email. If you email me on Fridays, you will not receive a response until the following work weekday. ***I will not respond to emails on the weekend.***

OFFICE HOURS: See the Contact section at the top of this syllabus for days of the week and times. I meet with students in HPR 251B for office hours or on Teams video chat. I conduct office hours on a first come first serve basis individually and in groups depending upon how many students attend office hours on a given day and what their questions are. If you need to meet with me individually, please email me before office hours, so I can make time. Please come with questions. If your appointment is pushed back a few minutes, please be patient. I look forward to helping everyone access the course content.

STRUCTURE OF CLASSROOM TIME: *This course includes lots of in-class group work that result in graded assignments.* A combination of lecture and small group work will be used. During small group work, students may be randomly assigned to groups. Together, each group will work through hands-on activities designed to promote learning.

STUDENT ATTENDANCE POLICY - Class attendance is expected, as important material and learning activities will occur during class time.

- For students on the in-person degree track, please choose the seat you want by the second class period. I will use a seating chart in this class, so I learn everyone's name.
- For students on the live virtual synchronous degree track, please have your video cameras on the entire classroom. Please position yourself so your classmates can see your shoulders and your face. Please have proper lighting so that your face is visible. Please remove all distractions from your environment. *Your attendance grade depends upon your camera being on and your participation being active. If your camera is off, you will be marked absent for that class day.* This is because I have no way of knowing whether you are actually present and attending to our class.

For all students (regardless of degree track), if you will need to be **absent** or **late**, please notify me in advance. I take attendance at the beginning of class. If you are late, you will be marked absent. If you are late to class, it is your responsibility to meet with me *just before the beginning of the next class* to ask me to change your previous day's attendance from absent to late. For purposes of your grade, 2 lates equal one class absence. It is the responsibility of the student to get missed material from a fellow student should an absence occur. If you are struggling with the material or feel discouraged in any way, please visit me during office hours. I am here to help you access the course material. I want every student to be successful.

SIMUCASE 25 OBSERVATION HOURS (SELF-PACED PROJECT): This course includes a self-paced Simucase Observation Hours module that include the 25 clinical observation hours required by ASHA. Students will obtain all 25 hours upon completion of the course provided that they complete the related assignments at the specified standard.

ASSIGNMENTS: Most Tuesdays by 11:59 pm, students will submit an assignment over material and readings covered in the previous two or more classes. *No make up assignments will be given.* Students will SAR accommodations will be given the extra time to complete the assignments, if the assignment is timed, as agreed to by the student, Dr. Schwarz, and SAR. The three categories of assignments align with the levels of Bloom's Taxonomy, so become progressively more iterative (cycles of "re"doing), more time intensive, and more demanding in term of critical thinking as students move from assignments in the "Learn: Remember & Understand" category to the "Develop: Evaluate & Create" category. The bullet points under each category provide a *non-inclusive list* of possible types of assignments.

- **LEARN: Remember & Understand**
 - Self-based video-based observation hour module

- Simucase assignments
- HIPAA training certificate
- **PRACTICE: Apply & Analyze**
 - KWHLAQ student higher order reflections
 - Graphing assessment and treatment data
- **DEVELOP Evaluate & Create**
 - Video explanations of assessment results
 - Development of treatment plans
 - Video role-playing of clinical treatment strategies

*For video projects, students are encouraged to bring questions to class so we can brainstorm ideas and solutions together as a class. I will **not meet** with students (individually or collectively) during office hours to discuss or review rough drafts of their video projects. To do so would give students who attend office hours an unfair advantage over those who cannot attend office hours due to work and/or other obligations. Students will upload their "ready for review" video projects to Studio in Canvas.*

SUMMARY OF ASSIGNMENTS

Assignments are weighted by group

<u>Assignments</u>	<u>Percentage</u>
Attendance	4%
Completion of Simucase 25 Clinical Observation Hours (Self-Paced)	20%
Learn: Remember & Understand	10%
Practice: Apply & Analyze	33%
Develop: Evaluate & Create	<u>33%</u>
Total	100%

GRADE APPEALS: *Within 7 days* after I release a grade that a student wishes to appeal, the student must make a *written appeal* that includes a well-reasoned argument as to why the grade should be changed with concrete citations from the text and/or supporting course material. *I will not consider written grade appeals received after the 7-day period. I will not consider grade appeals made in-person.* If a student appeals a grade on an exam or an assignment that I have curved, students will automatically lose the points from the curve that were added to their grade in favor of the points in their written appeal. Therefore, it only makes sense for a student to appeal a curved grade, if the student's written appeal exceeds the number of points added by the curve.

TIMELINESS: Students are required to take quizzes and submit assignments as scheduled. If a student thinks they might miss an assignment or a quiz date because they are ill or caring for someone who is ill, please email me before the due date of the quiz or assignment. If the absence is due to a University sanctioned class field trip/athletic event and/or religious holiday, please let me know in email by Friday, September 4th at 5:00 pm. What is most important is that we regularly communicate. I want everyone to be successful.

DISABILITY/ACCESSIBILITY SERVICES: In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application.

ACCOMMODATIONS FOR QUALIFIED STUDENTS WITH DISABILITIES: Please contact me as soon as possible if you are a student with a disability who will require an accommodation(s) to participate in this course. You will be asked to provide documentation from the Student Accessibility Office (SAR). Failure to contact me and provide the necessary documentation in a timely manner may delay your accommodations. All students with SAR accommodations must make arrangements to take the final exam at the testing center.

NO RECORDING OF CLASS LECTURES &/OR ACTIVITIES: Students do not have my permission to audio or video record class lectures and/or activities.

LIMITED USAGE OF COPILOT & OTHER ARTIFICIAL INTELLIGENCE LANGUAGE MODELS: Students may use AI, such as CoPilot, to generate treatment ideas, vocabulary lists, and initial drafts of treatment scripts/scenarios. Dr. Schwarz will indicate on each assignment whether students are allowed to use AI and in what ways. Click here [Artificial Intelligence](#) for UT Tyler's AI resources. If you are in doubt as to whether you are using AI language models appropriately in this course, I encourage you to discuss your situation with me. You are responsible for fact checking statements composed by AI language models.

ACADEMIC HONESTY POLICY: UT Tyler expects students to do their own work on all graded material submitted for all program course requirements. *Students guilty of knowingly using, or attempting to use, another person's work as though the work were their own, and students guilty of knowingly permitting, or attempting to permit, another student to use their work, will receive at minimum a zero on the assignment and at maximum a grade of 'F' for the course.* Such conduct may also constitute grounds for dismissal from the University. Specific expectations for academic integrity and sanctions for academic dishonesty are outlined on the following website: [Chapter 8 of the UT Tyler Manual of Policies and Procedures for Student Affairs](#)

GRADES: I will only post each student's course grades in CANVAS to protect confidentiality. Final course grades will be determined according to the following scale based on the total number of points earned:

A = 90 to 100%

B = 80 to 89%

C = 70 to 79%

D = 60 to 69%

F = 0 to 59%

CLASS POLICIES:

1. Tardiness: Each class will start on time and end on time. Please arrive a few minutes before class so that I can begin on time. If you are late, please enter quietly. Please do not disturb those who are already engaged in classroom activities.
2. Electronic Devices: Please silence your mobile phones and other signaling devices when you enter the room.
3. Please do not engage in conversation during the lecture. Doing so is distracting to the speaker and inconsiderate of others.

EMERGENCY MANAGEMENT: In the event of an emergency or natural disaster the campus community will be notified immediately through several means of communication. This includes Campus Alert E-mail, the University's website, campus and local media, text-messaging, Fire Alarm Systems, Indoor Warning System and Outdoor Warning System. University of Texas at Tyler - Emergency Response, Fire Safety, False Alarm or Report, and Security

Other General Information

TBD

Tentative Course Schedule

I reserve the right to modify the syllabus. All major modifications will be reviewed with students.

Course schedule

			Due Tuesdays
Week	Date	Topics & Readings Due Before Class	@ 11:59 pm
			unless stated otherwise

Week 1		Course introduction	
		Troubleshooting Technology	
	8/25	• Lucid Practice (individual & small group) • One Drive document small group practice	Thursday 8/27 @ 11:59 pm
	8/27	<u>Ethics, Rules & Regulations (Ethics Small Group Work)</u> • Mentimeter - Word Cloud (Whole Class) • Lucid document for each group ◦ Ethics KWHLAQ - Part 1 • Lecture: School-Based Rules & Regulations	LEARN: Syllabus Quiz LEARN: Simucase Sign Up
Week 2		<u>Ethics, Rules & Regulations (Ethics Small Group Work)</u>	
	9/1	• HIPAA: Health Insurance Portability and Accountability Act of 1996 • Podcast: Ethics in Speech Language Pathology & Audiology	LEARN: Simucase HIPAA Certificate
	9/3	◦ Mentimeter Comprehension Check-Ins ◦ Lucid document for each group ▪ Ethics KWHLAQ - Part 2	
		<u>Case: Diego DAYC trainer (Diego Ax NEW Small Group Work)</u>	
Week 3		• Case introduction ◦ Mentimeter - Word Cloud (Whole Class) ◦ Google document for each group ▪ Diego Ax KWHLAQ - Part 1	PRACTICE: Ethics KWHLAQ
	9/8		
	9/10	• Statistics Review in a Clinical Context ◦ Standardized norm-referenced tests ◦ Disordered benchmark ◦ How to graph & evaluate assessment data ◦ Mentimeter Comprehension Check-Ins	

<u>Case: Diego DAYC trainer (Diego Ax Small Group Work)</u>		
Work through Diego Simucase in class together. <i>You MUST have your own computer.</i>		
Week 4	9/15	• Reading the DAYC manual
	9/17	○ Mentimeter Comprehension Check-Ins ○ Google document for each group ▪ Scoring the 4 domains of Diego's DAYC
<u>Case: Diego DAYC trainer (Diego Ax Small Group Work)</u>		
Work through Diego Simucase in class together. <i>You MUST have your own computer.</i>		
Week 5	9/22	
	9/24	• Google document for each group ○ Graph Diego's data ○ Write up the results
		LEARN: Diego Simucase
<u>Case: Diego DAYC trainer (Diego Ax Small Group Work)</u>		
Diego Ax KWHLQA - Part 2		
Week 6	9/29	<u>Case: Diego Treatment (Diego Tx NEW Small Group Work)</u>
	10/1	• Lucid document for each group ○ Diego Tx KWHLAQ - Part 1 • Record during class time the Diego Video Ax Explanation
		PRACTICE: Diego Ax Graph
Week 7		<u>Data Collection (Diego Tx Small Group Work)</u>
	10/6	Lecture
	10/8	• Mentimeter Comprehension Check-ins • Application to Diego treatment
		PRACTICE: Diego Ax KWHLAQ DEVELOP: Diego Video Ax Explanation

		<u>Case: Diego Treatment</u>	
Week 8	10/13	Intervention, Goal Writing & Hypothetical Data Lectures	
	10/15	Mentimeter Comprehension Check-Ins	
		Treatment Planning & Focused Strategies	
		Mentimeter Comprehension Check-Ins	
		<u>Case: Diego Treatment (Diego Tx Small Group Work)</u>	
Week 9	10/20	- Google document for each group - Draft Diego's Treatment Plan with Hypothetical Data & Role Playing of One Focused Activity	Thursday 10/22 @ 11:59 pm
	10/22	Record Role Playing during class	PRACTICE: Diego Tx KWHLAQ
		<u>Case: Paul Assessment (Paul Ax NEW Small Group Work)</u>	
Week 10	10/27	- Case introduction - Mentimeter - Word Cloud (whole class) - Lucid document for each group	DEVELOP: Diego Tx Role Playing Video
	10/29	- Paul Ax KWHLAQ - Part 1	DEVELOP: Diego Tx Plan Due
		- Aphasia Lecture - Work through Paul Simucase in class together. <i>You MUST have your own computer.</i>	PRACTICE: Diego Tx Graph
		<u>Case: Paul Assessment (Paul Ax Small Group Work)</u>	
Week 11	11/3	- Work through Paul Simucase in class together. <i>You MUST have your own computer.</i> - Google document for each group - Graph Paul's assessment data - Write up the results	LEARN: Simucase Observation Hours Certificate
	11/5	- Lucid document for each group - Paul Ax KWHLAQ - Part 2	

		Record during class time the Paul Video Ax Explanation	
		Case: Paul Treatment (<u>Paul Tx NEW Small Group Work</u>)	
		Work through Paul Simucase in class together. <i>You MUST have your own computer.</i>	PRACTICE: Paul Ax KWHLAQ
Week 12	11/10	Lucid document for each group	PRACTICE: Paul Ax Graph
	11/12	- Paul Tx KWHLQA - Part 1 - Lecture: International Classification of Functioning, Disability and Health (ICF) - Lecture: Life Participation Approach	DEVELOP: Paul Video Ax Explanation
		Case: Paul Treatment (<u>Paul Tx Small Group Work</u>)	
Week 13	11/17	Google document for each group	
	11/19	- Draft Paul's Treatment Plan with Hypothetical Data & Role Playing of One Focused Activity - Record Role Playing during class	LEARN: Paul Simucase
Week 14	11/24	11/24: Happy Thanksgiving	
	11/26	11/26: Happy Thanksgiving	
		Case: Paul Treatment (<u>Paul Tx Small Group Work</u>)	
Week 15	12/1	Google document for each group	DEVELOP: Paul Tx Role Playing Video
	12/3	- Paul Tx KWHLAQ - Part 2 - Lecture: SLP Assistant Job and Paperwork	DEVELOP: Paul Tx Plan Due PRACTICE: Paul Tx Graph
Final	12/8	<u>Tuesday 12/8 @ 8 am</u> PRACTICE: Paul Tx KWHLAQ	<u>DUE Tuesday 12/8 @ 8 am</u> PRACTICE: Paul Tx KWHLAQ