

SPA 6938 – Special Topics:

**Post COVID-19 Clinical Practice in Medical Speech-Language Pathology
Summer, 2020**

University of Central Florida

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Contacting the Professor/Instructor	Contacting the Class
<p>Office Hours: By appointment as needed</p> <p>Mrs. Vicki Lewis Dr. Bari Hoffman Ruddy</p> <p>E-Mail: Vicki.lewis@ucf.edu bari.hoffmanruddy@ucf.edu</p>	<p>Course E-Mail: Webcourses E-Mail Course</p> <p>Website:</p> <p>https://webcourses.ucf.edu/courses/</p>

Course Description

This graduate level course will encompass the study of foundational topics in medically based speech-language pathology with the incorporation of content regarding COVID-19 and the impact of this illness on patient interventions. The purpose of the course is to prepare pre-service speech-language pathologists enrolled in the Master’s program in Communication Sciences and Disorders at UCF and community-based certified speech-language pathologists with a foundation to work as part of an interdisciplinary team with complex patients in various medical settings, including acute care, inpatient rehabilitation, outpatient facilities, home health, and Telehealth. A foundation of applied physiology of various organs, systems and the impact of impairment within these systems on communication, breathing and swallowing function will be provided. Medical interventions (including the associated equipment) across conditions such as cancer, stroke (CVA), dementia, traumatic brain injury (TBI), and others will be emphasized. Palliative care and medical ethics topics will be infused across the curriculum.

Course Objectives

- Understand and explain normal and disordered function of body systems, including upper airway, pulmonary, cardiovascular, renal, gastrointestinal, and neurological as well as medical treatment impact upon communication and swallowing function.
- Explain how COVID-19 and medical treatments for this virus impact body system functions and impact upon speech pathology practice within the medical setting along with patient communication and swallowing function.

- Name the members of interdisciplinary medical teams and describe the varying roles speech-language pathologists play on such teams and how they interface with the roles played by other health professionals.
- Describe appropriate use of various medical products and equipment when working with varying medically based populations, including tracheostomy tubes, speaking valves, oral care products, various liquid thickener products and others.

Forms of Instruction:

- Lectures (via Zoom)
- Class Discussions (via Zoom)
- Reading of journal articles and other assigned materials
- Viewing instructional videos
- Case Studies and Case Simulations
- Web-based assignments (supplies provided (as appropriate) for hands on training)

Course Meetings

Lecture: Because of UCF’s continued remote instruction operational format, this course will be conducted via Zoom within WebCourses for weekly synchronous (“real time”) class meetings; additional course requirements will be completed in an asynchronous format between lecture dates. Weekly meeting dates and times will be posted in Webcourses@UCF and appear on your calendar. Please take the time to familiarize yourself with Zoom by visiting the [UCF Zoom Guides](https://cdl.ucf.edu/support/webcourses/zoom/) at <https://cdl.ucf.edu/support/webcourses/zoom/>. You may choose to use Zoom on your mobile device (phone or tablet).

Things to Know About Zoom:

- You must sign into Zoom sessions using your UCF NID and password.
- Zoom sessions are recorded.
- Improper classroom behavior is not tolerated within Zoom sessions and may result in a referral to the Office of Student Conduct.
- You can contact Webcourses@UCF Support at <https://cdl.ucf.edu/support/webcourses/> if you have any technical issues accessing Zoom.

Webcourses: WebCourses is an online course management system and is accessed through my.ucf.edu via the “Online Course Tools” tab. This is medium will be used for instruction, submitting assignments, and as a forum for communicating with your teammates. Under the “Discussion” section, you will have a designated forum section. Due to the fast pace of courses taught in the 6-week Summer B semester, students will be required to check WebCourses at least daily for class updates. Students are immediately responsible for all schedule changes and content posted in WebCourses modules, discussion sections and WebCourses mail. Please consult <http://learn.ucf.edu> for technical assistance.

Required texts

There are no required textbooks for this course. Weekly assigned readings will be required from journal articles and other media resources and will be listed in WebCourses. Assigned readings should be completed prior to each class meeting and will be required for active class participation.

Evaluation Procedures

A. Course Requirements

Course Requirement	Description of the Requirement	Points Toward Final Grade
WebCourse Assignments	<ul style="list-style-type: none"> • 4 graded web assignments will be completed throughout the semester. • Full web assignment guidelines will be disseminated via WebCourses and reviewed in class by the course instructors. 	50
Lab Assignments	<ul style="list-style-type: none"> • Lab activities are designed carefully to give students hands-on experience with various evaluation and therapy techniques. • Materials will be provided to complete these activities. • Full lab assignment guidelines will be disseminated via WebCourses and reviewed in class by the course instructors. 	25
Culminating Case Study Evaluation Assignment	<ul style="list-style-type: none"> • Students will complete a case study assignment as a culminating course evaluation assignment. • Full case study assignment guidelines will be disseminated via WebCourses and reviewed in class by the course instructors. 	25
TOTAL		100

A. Distribution for Grade Assignment

The following distribution will be used to assign final grades:

- Case Study Evaluation: 25% of final grade
- Webcourse Assignments/Quizzes 50% of final grade
- Lab Participation/Assignments: 25% of final grade

B. Final Grade Scale

% of points earned in the class	100-90%	89-80%	79-70%	69-60%	Below 60%
Letter Grade	A	B	C	D	F

Final Grade Scale

A passing grade to meet degree requirements will be a cumulative point total of 70 or greater.

Technology Requirements

Technology	Expectations for Use
E-Mail	Students will be required to check their Course Mail "In-Box" at least daily. The instructors will make every effort to respond to all student messages via Course Mail within 48 hours of receipt.
Webcourses	All students will be required to access and use Canvas throughout the duration of this course. Students will be required to check their Canvas accounts at least daily. Please consult http://learn.ucf.edu for technical assistance.
Class Notes	Students are expected to take notes during class. The course lecture slides will be available 24 hours prior to each lecture. It is the student's responsibility to take notes, or obtain any additional resources used as course material and to obtain any missed notes <u>from a colleague</u> . The instructors will be happy to respond to questions after students have reviewed missed class notes.
Technical Problems	Students must attempt to solve (and document) Canvas and technology-related issues by three other means before contacting the instructors: (1) consult a colleague; (2) post your question to the "Technical / Webcourses Q & A" discussion forum on Canvas; and/or (3) contact someone through http://learn.ucf.edu

Additional Policies

Topic	Policy Description
Make-up Exams	Make-up exams will <u>not</u> be given, except in the case of a documented medical or family medical emergency (with prior approval, at the professor's discretion).
Changes to the Syllabus	Every effort will be made to cover the topic areas listed in the course schedule within the given time-line. However,

	the professor reserves the right to delete, shorten, append, or otherwise adjust the content, form, and/or sequence of the course material and/or course assignments. Changes to the syllabus will be discussed in class
Attendance and Participation	Attendance in online sessions is required. Participation in class discussion is strongly encouraged.
Late Assignments	2 points will be deducted per day for late webcourses assignments.
Academic Integrity	Academic integrity is defined as the pursuit of scholarly activity in an open, honest and responsible manner. Academic dishonesty includes, but is not limited to cheating, plagiarizing, fabrication of information or citations, facilitating acts of academic dishonesty by others, submitting work of another person or work previously used without informing the profession/instructor, or tampering with the academic work of other students. The professor/instructor reserves the right to consult Turnitin.com. Penalties for academic dishonesty are outlined in The Golden Rule, and may lead to disciplinary sanctions including a failing grade for the course. <i>See full statement at the end of this syllabus.</i>
Course Accessibility Statement	<i>See statement at the end of this syllabus.</i>

Financial Aid Activity Requirement

As of Fall 2014, all faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, attendance will be taken in class through the first week of classes and/or you must complete an assignment online in Webcourses no later than 6/26/20. Failure to do so will result in a delay in the disbursement of your financial aid.

Course Schedule – SUMMER SESSION B

**Any/all changes to the Course Schedule will be posted in WebCourses.*

	Lecture Topic	Assignment	Assigned Readings
6/23	<p>Class 1</p> <ul style="list-style-type: none"> • Introduction to Medical Speech Pathology including applied physiology for the following systems: <ul style="list-style-type: none"> ○ Pulmonary ○ Cardiovascular ○ Renal ○ Gastrointestinal ○ Neurological ○ Impact of COVID-19 and medical treatment for COVID-19 on the above listed systems. • Contact and droplet precautions with use of PPE in the medical setting, including requirements for COVID-19. 	<p>See assignment list: COVID Video Mask wearing</p>	<p>See reading assignment list – Reading 1 & 2</p>
6/30	<p>Class 2</p> <ul style="list-style-type: none"> • Disorders of the brain, including the impact of COVID-19 on communication and swallowing for: <ul style="list-style-type: none"> ○ Acute CVA ○ Sub-acute CVA ○ Traumatic brain injury (concussion/mild-TBI, moderate TBI and severe TBI) ○ Neoplasm ○ Dementia • The American Heart Association Stroke Certification and the role of the speech pathologist in nursing screenings including communication and language. <ul style="list-style-type: none"> ○ The 3 oz. Water Swallow Test ○ The Yale Swallow Protocol ○ Swallow screening by SLP in the era of COVID-19 • Altering liquid consistency/diet consistency - <i>Thickener product lab</i> 	<p>See assignment list (document review):</p> <ul style="list-style-type: none"> - NIH Stroke Scale - Rivermead Post-Concussion Symptom Questionnaire - Montreal Cognitive Assessment 	<p>See reading assignment list – Readings 3, 4, 5 & 6</p>

<p>7/07</p>	<p>Class 3</p> <ul style="list-style-type: none"> • Upper airway considerations for acute subacute care patients, including COVID-19 • Upper airway considerations for essential workers in COVID-19 • Speech pathology evaluation and treatment for patients with tracheostomy and those who are ventilator dependent including specific needs and considerations for COVID-19 patients. <ul style="list-style-type: none"> ○ Communication assessment and treatment options. ○ Swallowing assessment and treatment options. ○ Collaboration with other medical professionals for care of this patient population. • Tracheostomy care and use of the Passy Muir speaking valve - <i>TOM - lab</i> 	<p>See assignment list: Passy Muir Valve online training modules</p>	<p>See reading assignment list – Reading 7, 8, 9, 10</p>
<p>7/14</p>	<p>Class 4</p> <ul style="list-style-type: none"> • Guest lecture – COVID-19 in the setting of a Cancer Institute • An update on HPV positive head and neck cancers • Late effects of radiation treatment for head and neck cancer 		<p>See reading assignment list – Reading 11 & 12</p>

7 /21	<p>Class 5</p> <ul style="list-style-type: none"> • Oral care – <i>oral care lab</i> • Frazier free water protocol • Respiratory muscle strength training (RMST) • Speech-Language Pathology service delivery unique to various medical settings including: <ul style="list-style-type: none"> ○ Acute care including the ICU ○ Inpatient rehabilitation ○ Sub-acute rehabilitation (SNF) ○ Long-term care facility ○ Home care ○ Outpatient facility ○ TeliHealth • Considerations for instrumental swallowing evaluations (MBS & FEES) • Clinical documentation in the medical setting. <ul style="list-style-type: none"> ○ Electronic health care records ○ Paper documentation (downtime documentation) 	<p>See assignment list: ASHA policy / resources for Telihealth</p> <p>COVID recovery story</p>	<p>See reading assignment list – Reading 13, 14, 15, 16, 17 & 18</p>
7/28	<p>Class 6</p> <ul style="list-style-type: none"> • Ethical considerations in medical speech pathology. • Case Study class discussion/review • Case Study evaluation 		<p>See reading assignment list – Reading 19</p>

Academic Integrity:

Students should familiarize themselves with UCF’s Rules of Conduct at <<http://osc.sdes.ucf.edu/process/roc>>. According to Section 1, “Academic Misconduct,” students are prohibited from engaging in

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.

For more information about Academic Integrity, consult the International Center for Academic Integrity <<http://academicintegrity.org>>.

For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices" <<http://wpacouncil.org/node/9>>.

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule* <<http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <<http://goldenrule.sdes.ucf.edu/zgrade>>.

Course Accessibility:

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <<http://sas.sdes.ucf.edu/>> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility

Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

Campus Safety:

Since this course will be offered remotely, campus access is unlikely. Emergencies on campus are rare, but if one should arise, classmates should work together in response. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <<http://www.ehs.ucf.edu/AEDLocations-UCF>> (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <<https://my.ucf.edu>> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<<https://youtu.be/NIKYajEx4pk>>).

Deployed Active Duty Military Students:

- Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Make-Up Assignments for Authorized University Events or Co-curricular Activities:

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be

applied. For more information, see the UCF policy at <<http://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.pdf>>

Religious Observances:

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at <<http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>>.

Recordings:

Outside of the notetaking and recording services offered by Student Accessibility Services, the creation of an audio or video recording of all or part of a class for personal use is allowed *only* with the advance and explicit written consent of the instructor. Such recordings are only acceptable in the context of personal, private studying and notetaking and are not authorized to be shared with *anyone* without the separate written approval of the instructor.