Objectives

At the end of this course students will be able to:

1. Students will demonstrate knowledge and skills in the use of computer and tablet technology for assessment of children with communication disorders, considering linguistic diversity and cultural factors.

2. Students will demonstrate knowledge and skills in the use of computer and tablet technology for treatment of children with communication disorders, considering linguistic diversity and cultural factors.

3. Students will demonstrate knowledge of the research base and evidence-based clinical practice that applies to use of computer and tablet technology in assessment and treatment of children with communication disorders.

4. Students will demonstrate knowledge and skills in six of the following clinical computing competencies: (1) using a computer (or tablet) as an instructor (computer assisted instruction or CAI), (2) using a computer (or tablet) as a context for conversation or other treatment activities, (3) using a computer (or tablet) to generate clinical materials, (4) using a computer (or tablet) as a feedback device (e.g., visual feedback/biofeedback); (5) using a computer (or tablet) for clinical data keeping; (6) using a computer (or tablet) as an assessment tool; (7) being aware of technology-related legal and ethical issues; (8) being aware of technology resources (e.g., websites, technology support), and (9) using a computer (or tablet) as a productivity tool.

Cochran (2005) identified a tenth computer competency related to computer operations and assistive technology. That content is part of our augmentative communication courses and will not be emphasized in this seminar.

For students seeking the Certificate of Clinical Competence in Speech-Language Pathology, this course contributes toward completion of the following knowledge areas: (a) “…demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders” (Std. IV-D),” (b) “demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice” (IV-F), and (c) “demonstrated knowledge of contemporary professional issues” (IV-G).
Formative Student Outcome Assessments

Throughout the course students will be asked to demonstrate knowledge and skills associated with clinical uses of technology. These demonstrations may include participation in discussions of assigned readings (i.e., topic review and discussion questions), participation in two class presentations, and performance on the written review examinations.

Course Requirements

10% Participation in class discussions and activities.
15% Technology presentation on your first learning objective
25% Technology presentation and paper on your second learning objective
25% Mid-term exam
25% Final exam

The mid-term and final exams will be take-home activities. For each exam, you will be able to choose two essay questions to answer. There will be at least 4 choices for each exam. I will suggest page and word count limits to guide the length of your answers.

*Note about learning objectives:

Each of you will be able to pursue the computer topics that interest you most during this course. You will identify two learning objectives. For your first learning objective, you will learn some form of technology (e.g., how to use software, how to use a website) and then present/demonstrate that to the class. For your second learning objective, you will learn another form of technology (i.e., something different than your first presentation) and then present/demonstrate that to the class. For this second objective, you also will investigate the evidence include that evidence in your presentation and in a paper. If your interests are similar, you will be able to work with a partner on either or both of your topics and presentations.

Course Outline

<table>
<thead>
<tr>
<th>Week #1</th>
<th>Technology Competencies</th>
<th>Cochran (2004)</th>
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<tbody>
<tr>
<td>8/27</td>
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<tr>
<td>Week #2</td>
<td>Overview and Resources</td>
<td>Clausen (2013); Kuster (2011a); Tanner (2011a, 2011b)</td>
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<td>Week #3</td>
<td>Productivity and Data Keeping</td>
<td>Sweeney (2012)</td>
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<td>9/10</td>
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<td>Week #4</td>
<td>Productivity and Data Keeping</td>
<td>Garrett (2013)</td>
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<td>9/17</td>
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<td>Week #5</td>
<td>Computer Assisted Instruction (CAI)</td>
<td>Wakefield &amp; Schaber (2012); eLearning article</td>
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<td>9/24</td>
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Week #6 10/1  Technology-Based Clinical Activities  eLearning article; DeCurtis & Ferrer
“Context for Conversation”

Student Presentations

Week #7 10/8  Student Presentations
Mid-term examination due.

Week #8 10/15  Clinical Materials Generation  Kuster (2010a)

Week #9 10/22  Clinical Materials Generation  eLearning article

Week #10 10/29  Diagnostic tools  eLearning article; Price et al. (2010)

Week #11 11/5  Computer as a feedback device  eLearning article

Week #12 11/12  Note: I am a member of the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) and will be attending the council meeting prior to the November ASHA convention. You will be able to use this class meeting to work on your final presentations and papers.

Week #13 11/19  Internet Based Activities  Kuster (2009; 2010b; 2011b)

11/25 - 11/29  Thanksgiving Break

Week #14 12/3  Electronic Interaction: Social Media and Telepractice  Juenger (2009); Karr (2012)
Coyle, 2011; McGary (2010)

Week #15 12/10  Student Presentations
Final examination due.

Finals Week 12/12 - 12/15  Student Presentations  Thursday, December 19, 8 to 9:50 a.m.

Reading List


Selective Bibliography


Statement about Academic Ethics

It is expected that student work for this course will be consistent with the University of Northern Iowa Policy on Academic Ethics/Discipline (See below). If you have any questions, access the policy on Academic Ethics on the university website or see me for more information.

The culture of The University of Northern Iowa is characterized by a long-standing commitment to student learning and to excellence in teaching. This commitment has been established through the development of an open, ethical and caring community that promotes diversity, honesty, integrity, respect, fairness, trust and civility among its members. This community has created a culture based on core values that include intellectual vitality, intellectual and academic freedom, the well-being of its members and service to others.

In order to realize its commitments and values, all members of the UNI community
must demonstrate academic integrity and ethical behavior and foster academic integrity and ethical behavior in others. Those who violate UNI’s standards of academic ethics must be held responsible for their misconduct. Those who observe violations of academic ethics have a responsibility to address it. (http://www.uni.edu/policies/301)

Statement about Disability Services and Accommodations

The University of Northern Iowa is an Affirmative Action Equal Opportunity Institution. Students with disabilities and other special needs may request instructional accommodations through the Office of Disability Services (ODS). In order for a student with a disability to receive special instructional accommodations, he or she must be registered through the Office of Disability Services. Student who wish to register with the ODS should set up a consultation appointment by calling (319) 273-2676 (voice) or (319) 273-3011 (TTY) or by stopping in the office at 103 Student Health Center (Upper Level).

Statement about the Academic Learning Center

I encourage you to utilize the Academic Learning Center’s free assistance with writing, math, science, college reading, and learning strategies. UNI’s Academic Learning Center is located in 008 ITTC. Visit the website at http://www.uni.edu/unialc/ or call 319-273-2361 for more information and to set up an appointment.