**AAC Institute**

15

**Self-Study Course Guide for Contributing Authors**

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**Self-Study Course Guide for contributing Authors – 2015**

**AAC Institute Self-Study Program**

The Self-Study Program (**SSP**) offers the opportunity to learn about various aspects of AAC that support the goal of the most effective communication possible for the individual. The courses allow individuals to work at their own pace. CEUs can be earned. No fee is charged. There are no prerequisites. All AAC stakeholder groups can find value. All that is required is Internet access.

**SSP** courses are divided into modules. In general, each module is the prerequisite for the next module. Most modules are followed by a quiz. Each quiz must be passed (80% correct answers) before the following module can be accessed.

This document provides guidance to authors. New authors are encouraged to take one of the self-study courses before starting the development of their invited self-study course.

**Preparing Your Self-Study Course**

As a contributing author your course will be developed based on modules that require passing a quiz to advance to the next content area. Typically, courses are built so content is organized into 4-6 knowledge and skills content modes with module 1 introducing the course and the last module for references. Each module is segmented into a series of slides. The length of each module and slide is dependent on how you want to organize the information and learner outcomes, and what knowledge and skills you consider essential for passing the module quizzes.

For each course the following basic content is needed:

1) Course title



2) Course description

3) Learning objectives

(see [**https://aacinstitute.org/ceu/**](https://aacinstitute.org/ceu/)for guidance)

4) Content for each module

5) Quizzes and answers for each module

**Formatting Modules**

Each module should be saved as a separate Word file using the following format: YYMMDD\_Mod#\_Abbrevatedcoursetitle. Start the first slide of each module with the label Module No. and **title** for the Module and **subtitle** for the slide.

Write or enter your content for each slide as you want text to appear in the course. You may select the font and any color variations and highlights. Links to additional resources or websites is encouraged. Please, indicate your links and make sure you have the correct website address. *Hyperlinks will be inserted by the webmaster.* Insert **tables** or **figures** where you want them placed on the slide. Slides will scroll if content exceeds the screen length. End each slide with the following insert on a separate line.

[page break]

Begin each new slide with the consecutive slide number and new subtitle.

**Module One**

The first module introduces the author and course. You should have the following:

1. Photo and background of author. Please, feel free to share your interests and your personal motivation for the topic area.
2. Introductory 1-3 paragraphs for the course.
3. List 1-3 Mind Set items. The AAC Institute promotes evidence-based practice and providing resources to maximize potential. We suggest mind sets that advance these notions. For example:

**Mind Set:**

* + - The goal of AAC is the most effective communication possible.
		- AAC **s**takeholders, especially clinical practitioners, should hold paramount the interests of individuals being served professionally.
		- Evidence-based practice yields the best results and is required to achieve the goal of AAC.
1. Learner Objectives. List the objectives that should be achieved after completing the course.
2. Instructions and/or requirements. If individuals taking the course need to have any materials at hand, or will be downloading additional files to use to complete the course, please include those instructions at this point.

Module One does not require a quiz as long as you do not include significant new content in this module.

**Modules 2-6 or Content Modules**

Follow the same basic guidelines as with Module 1. Remember to Title the modules and subtitle each slide within a module. Content modules require a quiz. Instructions for generating a quiz are located later in this packet.

**Module 7 or Final Module**

The final module is a list of the resources, tools, and references for the course. References should be in APA format. In addition, you may have a list of resources, tools, and websites that you want to direct participants to for further use.

**Tables, Figures, Photos and Video**

Graphics (tables, photos, clip art) should appear in text and be submitted as separate files. The following are guidelines for preferred format, resolution, and size.

1. File format: Photos and graphics: .jpg; Video: any commonly supported format

2. File size: Keep in mind that some users may not have high speed connection, try to minimize file size. For example, minimize photo and graphics files before inserting.

3. Recommended resolutions: Plan for 1024 x 768 pixel display.

Any photos or videos of identifiable individuals need signed releases from the person, or, in the case of minors, form the minor’s parent or legal guardian. Photos of people in public places, large groups, or engaged in normal daily activities do not require releases. If you do not have your own form, please contact the AAC Institute.

Please, have a permission letter for any copyright materials, manufacturer or publisher products you may be using with your course. Copies of permission requests/approvals and releases should be send with your course files at the time of submission. If you do not have your own form, please contact the AAC Institute for an example.

**References and Resources**

Use references according to APA style guidelines. Please, review that there must be a citation in text for every entry in the reference list and vice versa. Page numbers must be included for direct quotes.

**Resource and/or Website Lists** may be used to reference articles, books, published materials, videos and websites that are not cited in the text, but would be valued by those taking the course.

**Quizzes**

Quizzes are multiple choice. For each module, the Self-Study Program system allows for the total number of questions to be set. A passing score is 80%. The typical number of questions is five. The system randomly selects questions from a list.

Four answers are possible for each quiz question, one of which is correct. Answers are also randomly organized. Specific questions can be required. It is desired to have the total number of available questions be 50% or more greater than the number of questions in the quiz. (If the quiz contains five questions, it would be good to have eight or more in the quiz library.)

Please submit questions using the format in Appendix A.

**Peer-Review and CEUs**

The AAC Institute follows the procedures established by IACET to qualify courses for CEUs. This is a two-fold process: 1) having the content peer-reviewed; 2) calculating the time to take the course to identify the amount of CEUs.

Once the course files are received by the CE administrator, the files are sent to 2 reviewers for comments. Comments from reviewers will be received and summarized by the AAC Institute editorial staff and forwarded to authors to address.

Once revisions are completed and the final course files have been received, the CE Administrator will arrange for a group of individuals to pilot take the course. Pilot testers record time to complete each section and provide feedback on any problems in completing the course. Individuals complete a course evaluation. Reconsideration of any content issues may be taken at this time.

Once final corrections and edits to problems on the site are made by the CE Administrator, the course will become active, announced, and available for CEUs.

**Author Checklist**

Please, check the following before submitting your final manuscript:

□ Event Information Form

□ If IACET ceus, copies of promotional materials with AAC Institute Logo as co-sponsor

□ Learning objectives: see <https://aacinstitute.org/ceu/>

□ Author Biography(ies): brief paragraph up to 100 words

□ Digital photo of author(s)

□ Disclosure statement

□ Content for each module

□ Table, figures, photos and/or videos

□ Quizzes/Time Ordered Agenda

□ Releases and permission letters when needed

\*When event concludes, the organization must send attendance sheet to ceus@aacinstitute.org within one (1) week of event conclusion.\*

**APPENDIX A**

Sample quiz table from Introduction to AAC Course

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Required question  | Weight  | Question  | Answer  | Alt. 1  | Alt. 2  | Alt. 3  |
| yes  | 1  | AAC interventions ...  | utilize the individual’s full communication capabilities.  | are limited to meeting educational objectives.  | have been known to interfere with development of natural speech.  | should not be introduced to young children.  |
| no  | 1  | Communication ...  | is a form of social behavior involving the exchange of information.  | is an oral motor act relating to the use of speech.  | is the system of symbols and codes used to generate messages.  | is uni-modal by nature.  |
| yes  | 1  | The Goal of AAC ...  | is the most effective communication possible.  | is to be able to identify colors and objects and make other responses in the classroom.  | is communication that is better than before intervention.  | All of the other answers.  |
| yes  | 1  | Language ...  | Is the system of symbols and codes used to generate messages  | is another term that can be used instead of communication.  | is communication that is better than before intervention.  | is another term that can be used instead of vocabulary.  |
| no  | 1  | Speech ...  | is an oral motor act relating to the production of phonemes.  | is a form of social behavior involving the exchange of information.  | is the system of symbols and codes used to generate messages.  | is generally discouraged when AAC is used.  |
| no  | 1  | communication that refers to our use of more than one method to convey a message.  | multi-modal  | uni-modal  | augmentative and alternative  | complex  |
| no  | 1  | With the appropriate interventions and support, a person can use an AAC system to:  | All the responses are correct.  | Establish a means to represent language.  | Promote language development.  | Enable and/or enhance participation in society.  |
| no  | 1  | In the Unitied States, what organization requires that professional members - use instrumentation to collect data and measure outcomes in accordance with the principles of evidence-based practice.  | American Speech-Language Hearing Association (ASHA).  | United States Society for Augmentative and Alternative Communication (USSAAC).  | Rehabilitation Engineering and Assistive Technology Society of North America (RESNA).  | Assistive Technology Industry Association (ATIA).  |
| no  | 1  | The performance of a task without having to think about the process.  | automaticity  | fluency  | speech  | driving and typing  |