

SPLP 3318 Principles of Clinical Management

Spring 2021

Mondays, 9am-11:50am

Online

Lecturer: Deena G. Peterson, M.S. CCC-SLP

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Office Hours: Tuesdays, 2pm-3pm (link will be on Bb)

*Please send me a message on Bb if you need to meet at a different time

I. Course Description.

This course will prepare students with skills related to clinical procedures and management in speech language pathology. This includes the preparation of treatment plans, diagnostic reports and other written documentation of client performance and progress. The treatment sequence, ethical decision making, universal precautions for infection prevention, and the team approach to treatment will also be discussed.

II. Course Objectives

In completion of this course, students will demonstrate clinical knowledge and skills in the following areas in accordance with the American Speech-Language Hearing Association (ASHA) 2014 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology, the UTEP Speech Language Pathology Knowledge and Clinical Competencies.

A. ASHA Standards*

Standard IV (D, E, G, H) —Knowledge Outcomes

Standard V (A, B)—Skills Outcomes

*Please visit, <http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/> for detailed information on ASHA's 2014 Standards.

B. UTEP Speech-Language Pathology Knowledge and Clinical Competencies

Planning Competency

Implementation Competency

Record Keeping Competency

Professional Competency

Writing Competency

Oral Writing

Diagnostic Competency

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Audiological Competency
Cultural Competency

Please see the Blackboard course for a detailed document on the UTEP SLP Knowledge and Clinical Competencies.

III. Requirements

CHS Academic Advising approval and prerequisite courses outlined in the course catalog required.

A. Texts/Technology/Materials

1. Required Textbooks/Software:
 - a. Hedge, M.N., Kuyumjian, K., (2020). *Clinical Methods and Practicum in Speech-Language Pathology* (6th ed), Diego, CA: Plural Publishing.
2. Other Required Readings or Materials:
 - a. Articles assigned on Bb or in class.
 - b. Gloves, hand sanitizer, scratch paper or notebook, pen/pencil
3. Recommended Textbooks:
 - a. Shipley, K. G., McAfee, J. G., & Shipley, K. G. (2021). *Assessment in speech-language pathology: A resource manual* (6th Ed), San Diego, CA: Plural Publishing. (Older editions are great too!)
 - b. Roth, F.P., Worthington, C.K., (2021). *Treatment Resource Manual for Speech-Language Pathology* (6th ed), San Diego, CA: Plural Publishing.
4. Access to a reliable laptop and/or tablet with:
 - Internet access
 - Word Processing software
 - Adobe Reader (latest version) or pdf reader
 - Zoom and/or Microsoft Teams access (depends on the needs of the class)
**See the "Resources" section in this syllabus for computer lab information*
5. Active UTEP email address and access to Blackboard
6. Additional readings assigned on Blackboard

IV. Class Format- Online (synchronous and asynchronous)

A. Online via Blackboard, Zoom, and/or Microsoft Teams (depends on the needs of the class)

1. Weekly online meetings at assigned class (synchronous)
 - a. These meetings may take 1-3 hours, depending on the extent of the content and class needs.
2. Weekly online modules: readings, videos, etc. (asynchronous)
 - a. Will take approximately 1-2+ hours, depending on students' individual pacing.

3. Discussions- (synchronous and asynchronous)

V. Student responsibilities

You are expected to participate in all online activities. You are responsible for reviewing and completing weekly modules on Blackboard. This includes readings, assignments, and projects.

A. Class Attendance*

1. The syllabus provides general description of assignments and lecture topics. **Specific details and due dates may be provided during asynchronous class times or on Bb.** Regular attendance and participation online and in class are essential for your success in the course.
“When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor can drop the student from the class with a grade of W before the course drop deadline and with a grade of F after the course drop deadline.” <http://catalog.utep.edu/undergrad/academic-regulations/curriculum-and-classroom-policies/>
2. Please be on time (for synchronous meeting). Tardiness may result in missed information. Communication is always key! If you have a need or circumstance that results in missed synchronous meetings, please email me.
3. For university policies on attendance, excused absences for university-recognized activities, religious holy days, military leave, and absence from examinations please visit <http://catalog.utep.edu/undergrad/academic-regulations/curriculum-and-classroom-policies/>.
4. It is **your responsibility** to obtain any missed information.
5. Make-up tests may be available at instructor’s discretion based on student’s situation/circumstance. Again, communication is key! Come talk to me.

B. Due Dates

1. All assignments are due as directed online on Blackboard or provided by the instructor.
2. Late assignments may be accepted at instructor’s discretion.

C. Classroom Policies

1. You **may not** audio, video record, or take pictures/screenshots unless you have specific accommodations from CASS or are given permission by the instructor. Please refer to the “Other Policies and Information” section of this syllabus.
2. You are expected to act in a professional and considerate manner.
3. Please refrain from checking non-essential online platforms during class unless instructed (social media, email, etc.).

D. Netiquette

When communicating electronically, many of the feelings or impressions that are transmitted via body language in face-to-face communications, are lost. Consequently, interpreting emotions and innuendos is much more difficult. Excitement using all caps, for

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example, may be misinterpreted as anger, insulting, or shouting. It is important that we all keep this in mind as we communicate. It is important that we are conscious of how we communicate while working at a distance. The following are Netiquette guidelines:

1. You are required to check the Blackboard course daily for messages, updates and assignments.
2. Respect and courtesy must be provided to fellow classmates and the instructor at all times, in all contexts. Harassment or inappropriate postings will not be tolerated.
3. Be professional and careful in what you say about others. When reacting to someone else's message, address and focus on the ideas, not the person who posted them.
4. Be careful when using sarcasm and humor. Without face-to-face communications your joke may be viewed as criticism.

VI. Course Content

A. Class Outline/Calendar

1. You are **required** to check **weekly modules** on Blackboard for detailed instruction regarding weekly readings, assignments, discussions, and projects.
2. **The course syllabus and outline of assignments is subject to change or modification at the instructor's discretion.** This includes pop quizzes and in class assignments not included in the assignment outline. This may be done in order to accommodate the needs of the class.

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*Indicates recommended/supplemental reading

Week	Topic	Readings	Labs, Quizzes, Assignments
1.18.2021 Week 1	No Classes- Martin Luther King, Jr. Day Online Introduction <ul style="list-style-type: none"> Syllabus, Expectations 	This Week: <ul style="list-style-type: none"> Get your Textbook/s Week 2 Prep: <ul style="list-style-type: none"> Begin to Read Ch 1,2, 3 (Hedge) across the next two weeks 	
1.25.2021 Week 2	Introduction to the Clinical Process <ul style="list-style-type: none"> How to become an SLP Scope of Practice Student Clinicians- expectations ASHA Code of Ethics Regulatory Policies 	This week: <ul style="list-style-type: none"> Finish reading Ch 1,2, 3 (Hedge) Week 3 Prep: <ul style="list-style-type: none"> Ch 6 (Hedge) *Ch 2 (Shipley) Check Bb for other references/materials 	Get gloves for next week! Any kind will do (medical, cloth/winter gloves, rubber gloves, etc.) Hand sanitizer for next week.
2.1.2021 Week 3	Universal Precautions- PPE Cultural and Linguistic Diversity	This Week: <ul style="list-style-type: none"> Should have read Ch 6 Hedge and *Ch 2 (Shipley), & Bb references Week 4 Prep: <ul style="list-style-type: none"> Ch 5 (Hedge) 	Quiz of the Week (5pts) Lab: Universal Precautions Total Points for the Semester: 5
2.8.2021 Week 4	Intro to the Clinical Process <ul style="list-style-type: none"> From Pre-Assessment to Discharge Clinical Service Delivery and Work Settings 	This Week: <ul style="list-style-type: none"> Should have read Ch 5 (Hedge) Week 5 Prep: <ul style="list-style-type: none"> *Ch 3 (Shipley) 	Quiz of the Week (5pts)

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		<ul style="list-style-type: none"> • Check Bb for other references/materials 	Total Points for the Semester: 10
2.15.2021 Week 5	Pre-Assessment and Assessment Process <ul style="list-style-type: none"> • Intake • Interviewing/Case History • Types of Assessment/Methods 	This Week: <ul style="list-style-type: none"> • Should have read any references/material on Bb • Should have read *Ch 3 (Shipley) if you have the textbook Week 6 Prep: <ul style="list-style-type: none"> • Review Pg 156-157 and 192 (Hedge) focusing on Oral Facial Exam and Hearing Screening • *Ch 5 (Shipley) section on Oral Facial Exam • *Ch 17 (Shipley) section on Hearing Screening 	Quiz of the Week (5pts) Lab: Gathering Case History Total Points for the Semester: 15
2.22.2021 Week 6	Assessment Process <ul style="list-style-type: none"> • Hearing Screening • Oral facial Exam 	This Week: <ul style="list-style-type: none"> • Should have reviewed Pg 156-157 and 192 (Hedge) focusing on Oral Facial Exam and Hearing Screening • Should have read *Ch 5 and 17 (Shipley) if you have the textbook. Focusing 	Quiz of the Week (5pts) Lab: Hearing Screening and OM

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		<p>on Oral Facial Exam and Hearing Screening Sections only.</p> <p>Week 7 Prep:</p> <ul style="list-style-type: none"> • Check Bb for other references/materials • Review Pgs 165-171 (Hedge) • *Ch 4 (Shipley) - Focusing on Writing Assessment Reports 	Total Points for the Semester:20
<p>3.1.2021 Week 7</p>	<p>Assessment Process</p> <ul style="list-style-type: none"> • Analyzing and Interpreting results • Report Writing 	<p>This week:</p> <ul style="list-style-type: none"> • Should have read any references/material on Bb • Should have reviewed Pgs 165-171 (Hedge) and *Ch 4 (Shipley) -Focusing on Writing Assessment Reports if you have the textbook. <p>Week 8 Prep:</p> <ul style="list-style-type: none"> • Study for Midterm Exam 	<p>Quiz of the Week (5pts)</p> <p>Lab: Complete an Assessment and Write Report</p> <p>Total Points for the Semester: 25</p>
<p>3.8.2021 Week 8</p>	<p>Midterm Exam</p>	<p>This week:</p> <ul style="list-style-type: none"> • Should have reviewed Bb references/materials 	<p>Midterm Exam (75 pts)</p>

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		<p>Week 9 Prep</p> <ul style="list-style-type: none"> • Nothing! Enjoy your Break. But, if you want to... • Jump start on reading (see Week 10 Prep) 	Total Points for the Semester: 100
<p>3.15.2021 Week 9</p>	No class-Spring Break	<p>This week:</p> <ul style="list-style-type: none"> • Have a little fun! <p>Week 10 Prep:</p> <ul style="list-style-type: none"> • Read Ch 7 (Hedge) • Review Pgs 200-203 (Hedge) • Read *Ch 1 (Roth) Focus on Philosophy, Universal Designs for Learning, and Theories of Learning 	
<p>3.22.2021 Week 10</p>	<p>Intervention/Treatment Process</p> <ul style="list-style-type: none"> • Definitions • Methodology • EBP • SSD • Telepractice 	<p>This week:</p> <ul style="list-style-type: none"> • Should have read Ch 7 (Hedge) and Pgs 200-203 • Should have read *Ch 1 (Roth) focusing on Philosophy, Universal Designs for Learning, and Theories of Learning, if you have the textbook. <p>Week 11 Prep:</p> <ul style="list-style-type: none"> • Ch 8 (Hedge) • Review Pg 171-174 (Hedge) 	<p>Quiz of the Week (5 pts)</p> <p>Lab: SSD</p>

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		<ul style="list-style-type: none"> • *Ch 1 (Roth) Focus on Programming and Session Design • Check Bb for other references/materials 	<p>Total Points for the Semester: 105</p>
<p>3.29.2021 Week 11</p>	<p>Intervention/Treatment Process</p> <ul style="list-style-type: none"> • Treatment Plan • Choosing Target Behaviors • ABCs of Behavior 	<p>This week:</p> <ul style="list-style-type: none"> • Should have read Ch 8 (Hedge) • Should have reviewed Pgs 171-174 (Hedge) • Should have read *Ch 1 (Roth) focusing on Programing and Session Design if you have the textbook. • Should have read any references/material on Bb <p>Week 12 Prep:</p> <ul style="list-style-type: none"> • Check Bb for other references/materials • Read *Ch 2 (Roth) - Focus on Goals and Objectives section listed under Technical Writing 	<p>Quiz of the Week (5pts)</p> <p>Total Points for the Semester: 110</p>
<p>4.5.2021 Week 12</p>	<p>Intervention/Treatment Process</p> <ul style="list-style-type: none"> • Smarter Goals 	<p>This week:</p> <ul style="list-style-type: none"> • Should have read any references/material on Bb 	<p>Quiz of the Week (5pts)</p> <p>Lab: Goal Writing</p>

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		<ul style="list-style-type: none"> Should have read *Ch 2 (Roth) focusing on Goals and Objectives <p>Week 13 Prep:</p> <ul style="list-style-type: none"> Review Ch 8 (Hedge) *Ch 1 (Roth) focus on Data Collection 	Total Points for the Semester: 115
4.12.2021 Week 13	<p>Intervention /Treatment Process</p> <ul style="list-style-type: none"> How to structure a session Choose Appropriate Stimuli Track Data 	<p>This week:</p> <ul style="list-style-type: none"> Should have reviewed Ch 8 (Hedge) Should have read *Ch 1 (Roth) focusing on data collection <p>Week 14 Prep:</p> <ul style="list-style-type: none"> Read Ch 9 (Hedge) 	<p>Quiz of the Week (5pts)</p> <p>Lab: Track Data</p> <p>Total Points for the Semester: 120</p>
4.19.2021 Week 14-	<p>Intervention Process</p> <ul style="list-style-type: none"> Core Techniques 	<p>This week:</p> <ul style="list-style-type: none"> Should have reviewed Ch 9 (Hedge) <p>Week 15 Prep:</p> <ul style="list-style-type: none"> Read Ch 11 (Hedge) References/material to be provided on Bb 	<p>Quiz of the Week (5pts)</p> <p>Lab: Core Techniques</p> <p>Total Points for the Semester: 125</p>
4.26.2021 Week 15	<p>Intervention Process</p> <ul style="list-style-type: none"> Documentation of Progress Maintenance 	<p>This week:</p> <ul style="list-style-type: none"> Should have read Ch 11 (Hedge) Should have reviewed the references/material provided last week 	<p>Lab: Complete a therapy session and write a SOAP Note</p>

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		Week 16 & Finals Week Prep:	
		<ul style="list-style-type: none"> • Study for Final Exam 	
5.3.2021 Week 16	Review or Catch up Day (Depends on the needs of the class)	<ul style="list-style-type: none"> • TBD 	
5.10.2021 Finals Week	Final Exam	Final Exam	Final Exam (75 pts)
		<ul style="list-style-type: none"> • Will cover Weeks 10-15 	Total Points for the Semester: 200

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B. Grading

Type	Point Value	How many?	Total Points	Percentage of Total
Midterm Exam	75	1	75	37.5%
Final Exam	75	1	75	37.5%
Quizzes	5	10	50	25%
		Total	200	100%

*Other assignments/labs/article summaries may be assigned throughout the semester, which may require adjustment to the grading scale

A-180-200 points (90-100%)

B-160-179 points (80-89%)

C-140-159 points (70-79%)

D-120-139 points (60-69%)

F-less than 120 points (<60%)

1. Exams

a. *Exam 1- Midterm*

Will consist of everything covered from the beginning of the semester until midterm.

b. *Exam 2-Final*

Will consist of everything covered from after midterm until the end of the semester.

2. Labs

a. May be assigned throughout the semester.

3. Quizzes

a. Quizzes will be administered online.

4. Article Summaries

a. May be assigned throughout the semester.

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- b. Students will summarize the assigned article with proper APA citations in 2 pages. These will be submitted on blackboard through SafeAssign as well as a hard copy turned in to me in class.

VII. Other Policies and Information

Communications

I will be checking in on Blackboard weekly. Please allow me 48 hours to respond to discussion board postings and/or e-mail. If you send me a message an hour before an exam, or before an assignment is due, I will not be able to respond or help you.

Drop Policy

Please refer to <http://catalog.utep.edu/undergrad/academic-regulations/general-academic-information/> for policies regarding dropping a course. Please refer to www.utep.edu/calendar to identify the dates during which drops may occur.

See "Class Attendance" section of this syllabus.

Americans with Disability Act (ADA)

If you have a disability or suspect a disability, you will need to contact the Center for Accommodations and Special services (CASS) if you require specific accommodations. Please schedule an appointment to see me **within the first two weeks of class** to discuss your accommodations.

Center for Accommodations and Special services (CASS)

East Union Bld., Room 106

<https://www.utep.edu/student-affairs/cass>

Phone: (915) 747-5148

Fax: (915) 7478712

cass@utep.edu

Equity Statement

In this course, all persons, regardless of race, sex, national origin, religion, sexual orientation, gender identity, class, disability, etc., shall have equal opportunity without harassment.

Academic Dishonesty

"Any student who commits an act of academic dishonesty is subject to discipline. Academic dishonesty includes, and is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person,

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taking an examination for another person, and any act designed to give unfair advantage to a student or the attempt to commit such acts.”
Please refer to <http://catalog.utep.edu/undergrad/academic-regulations/curriculum-and-classroom-policies/>.

VIII. Resources

Research

Please visit the UTEP library on main campus. <https://www.utep.edu/library/>

Academic Writing

Please visit the University Writing Center located in the UTEP library, Room 227, <http://academic.utep.edu/writingcenter>, (915) 747-5486.

Computer labs

Please visit the Technology Support Help Desk <https://admin.utep.edu/Default.aspx?tabid=74319> or call the main number at (915) 747-5000 for information on locations of computer labs.

University Counseling Center

<http://sa.utep.edu/counsel/>

American Speech Language Hearing Association

<http://www.asha.org/>

Texas Department of Licensing and Regulation

<https://www.tdlr.texas.gov/slpa/slpa.htm>