SPLP 3318, CRN 21858  
Principles of Clinical Management Location  
Class Times: Campbell Building, Room 211, Mondays 9am-11:50am

I. Instructor Information  
Deena G. Peterson, M.S. CCC-SLP, ACUE  
Office Room and Hours:  
406, Campbell Building.  
Mondays, 12:30pm-1:30pm or by appointment. May be virtual or in-person.  
Communications: Course Messages on Blackboard preferred, deenag@utep.edu, (915) 747-8307

II. 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 inflection prevention, and the team approach to treatment will also be discussed.

III. Course Objectives  
In completion of this course, students will meet all course objective and demonstrate clinical knowledge and skills in the following areas in accordance with the American Speech-Language Hearing Association (ASHA) 2020 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology, the UTEP Speech Language Pathology Knowledge and Clinical Competencies, and the UTEP EDGE Experiences.
ASHA Standards
Standard IV (D, E, G, H)-Knowledge Outcomes
Standard V (A, B)-Skills Outcomes
Please visit https://www.asha.org/certification/2020-slp-certification-standards/ for detailed information on ASHA’s Standards.

UTEP Speech-Language Pathology Knowledge and Clinical Competencies
Planning Competency
Implementation Competency
Record Keeping Competency
Professional Competency
Writing Competency
Oral Writing
Diagnostic Competency
Audiological Competency
Diversity, Equity and Inclusion Competency
Please see the Blackboard course for a detailed document on the UTEP SLP Knowledge and Clinical Competencies

Outcome Measurements
1. Define and apply vocabulary associated with language disorders in the preschool-aged population.
2. Discuss the clinical/practical implications of different developmental theories in the context of disorder.
3. Describe the impact of structural, neurological, and environmental conditions as potential etiological factors in language disorders.
4. Describe language assessment techniques (standardized and non-standardized) appropriate for preschool-age children.
5. Interpret assessment results, and identify relevant treatment strategies.
IV. Requirements

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

Texts/Technology

1. Required Textbooks/Software:

2. Required Readings:
   - ARTICLES ASSIGNED ON BB OR IN CLASS.

3. Recommended Textbooks (not required but excellent resources):

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)
   - ACTIVE UTEP EMAIL ADDRESS AND ACCESS TO BLACKBOARD
   - PLEASE VISIT https://www.utep.edu/technologysupport/TSCenter/tsc_eqcheckout.html FOR INFORMATION REGARDING EQUIPMENT CHECKOUT

5. Gloves, hand-sanitizer, and index cards
V. Class Format

Face to face
  Lecture
  In-class participatory activities (individual and group discussions, written activities, and oral presentations)

Blackboard/Online
  Readings, videos, etc.
  Discussions

VI. Student Responsibilities

You are expected to participate in all in-class and online activities. You are responsible for reviewing and completing weekly modules on Blackboard. This includes readings, assignments, and projects. Please visit UTEP’s Policies and Regulation page at [http://catalog.utep.edu/policies-regulations/](http://catalog.utep.edu/policies-regulations/) for details regarding the following:

Class Attendance

1. The syllabus provides general description of assignments and lecture topics. Specific details and due dates will be provided in class.

2. Regular attendance and participation 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."

3. Please be on time. Tardiness may result in missed information. Students are considered tardy once the door closes at the assigned time. Sign-in sheets, index cards, or other forms of roll call may be used.

4. For university policies on attendance, excused absences for university-recognized activities, religious holy days, military leave, and absence from examinations please visit UTEP’s Policies and Regulation page linked above.
Spring 2022

5. If you cannot attend class, please notify me **at least 12 hours**, prior to class time, via email, phone message, or in person.

6. It is your responsibility to obtain missed information from a classmate. The instructor will not provide lecture notes, presentation material, etc.

Due Dates

1. All assignments are due as directed in class and/or on Blackboard.
2. Make-up exams, late assignments and/or projects **will not** be accepted (for real!). Prior approval to complete an exam, submit assignments and/or project at an alternate time may be permitted. This is at the discretion of the instructor. Significant emergencies may also be taken into consideration (documentation may be requested). Communication is key! Please meet with the instructor ASAP to discuss options.

Classroom and Technology Policies

**Classroom**

1. Professional and respectful behavior is expected. Any distracting, disruptive, and disrespectful behavior during class will **NOT** be tolerated. You will be asked to leave the classroom.

2. Timeliness and remaining in class until dismissal is expected.

**Technology**

1. You **may** use your laptop, tablet, and pen/paper to take notes or for classroom activities and assignments.

2. You **may not** however, audio, video record, or take pictures unless you have specific accommodations from The Center for Accommodations and Support Services (CASS). Please refer to the “Other Policies and Information” section of this syllabus.

3. Please keep all electronic devices on silent during class.

4. Please refrain from using electronic devices during class to check and send messages, use social media, make phone calls, and/or other non-classroom related tasks. **The instructor reserves the right to institute a NO TECHNOLOGY policy if it becomes necessary.**
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 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. 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.
2. 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.
3. Be careful when using sarcasm and humor. Without face-to-face communications your joke may be viewed as criticism.

VII. Course Content – Calendar and Grading

Class Outline/Calendar

Course

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 Mrs. Peterson’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.
3. Extra credit assignments are at the discretion of the instructor.

*Indicates Recommended reading.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.19.22</td>
<td><strong>No Classes- Martin Luther King, Jr. Day</strong></td>
<td><strong>This Week:</strong></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Online Introduction</td>
<td>• Get your Textbook/s</td>
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<td>• Syllabus, Expectations</td>
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*Indicates Recommended reading.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>This week:</th>
<th>Assignment/Notes</th>
</tr>
</thead>
</table>
| 2    | 1.24.22 | Introduction  
- How to become an SLP  
- Scope of Practice  
- Student Clinicians-expectations  
- ASHA Code of Ethics  
- Regulatory Policies | **This week:**  
- Read Ch 1, 2, 3 (Hedge) | Get gloves for next week!  
Any kind will do (medical, cloth/winter gloves, rubber gloves, etc.)  
Hand sanitizer for next week. |
| 3    | 1.31.22 | Standard Precautions- PPE  
Cultural and Linguistic Diversity-DEI | **This Week:**  
- Read Ch 6 Hedge  
- *Ch 2 (Shipley) & Bb references | Lab #1: Standard Precautions (5 pts) |
| 4    | 2.07.22 | Intro to the Clinical Process  
- From Pre-Assessment to Discharge  
- Clinical Service Delivery and Work Settings | **This Week:**  
- Read Ch 5 (Hedge) | Quiz #1 (10 points) |
| 5    | 2.14.22 | Pre-Assessment and Assessment Process  
- Intake  
- Interviewing/Case History  
- Types of Assessment/Methods | **This Week:**  
- Read any references/material on Bb  
- *Ch 3 (Shipley) if you have the textbook | Lab #2: Gathering Case History (5 points) |
| 6    | 2.21.22 | Assessment Process  
- Hearing Screening  
Oral facial Exam | **This Week:**  
- Reviewe Pg 156-157 and 192 (Hedge) focusing on Oral Facial Exam and Hearing Screening  
- Read *Ch 5 and 17 (Shipley) if you have the textbook. Focusing on Oral Facial Exam and Hearing Screening Sections only. | Lab #3: Hearing Screening and OM (10 points) |
<p>| 7    | 2.28.22 | Assessment Process | <strong>This week:</strong> | Quiz #2 (15 pts) |</p>
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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>This week:</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>3.07.22</td>
<td>Midterm Exam</td>
<td>this course is a Spring 2022 course.</td>
<td>Midterm Exam (50 pts)</td>
</tr>
<tr>
<td>9</td>
<td>3.14.22</td>
<td>No class-Spring Break</td>
<td>this course is a Spring 2022 course.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>3.21.22</td>
<td>Intervention/Treatment Process</td>
<td>this course is a Spring 2022 course.</td>
<td>Lab #5: SSD (5 pts)</td>
</tr>
<tr>
<td>11</td>
<td>3.28.22</td>
<td>Intervention/Treatment Process</td>
<td>this course is a Spring 2022 course.</td>
<td>Quiz #3 (15 pts)</td>
</tr>
<tr>
<td>12</td>
<td>4.04.22</td>
<td>Intervention/Treatment Process</td>
<td>this course is a Spring 2022 course.</td>
<td>Lab #6: Goal Writing (5 pts)</td>
</tr>
<tr>
<td>13</td>
<td>4.11.22</td>
<td>Intervention /Treatment Process</td>
<td>this course is a Spring 2022 course.</td>
<td>Lab #7: Track Data (5 pts)</td>
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**Spring 2022**

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<th>This week:</th>
<th></th>
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<tbody>
<tr>
<td>14</td>
<td>4.18.22</td>
<td>Intervention/Treatment Process • Core Techniques</td>
<td><strong>This week:</strong> • Review Ch 9 (Hedge)</td>
<td>Lab #8: Core Techniques (5 pts)</td>
</tr>
<tr>
<td>15</td>
<td>4.25.22</td>
<td>Intervention/Treatment Process • Documentation of Progress • Maintenance</td>
<td><strong>This week:</strong> • Read Ch 11 (Hedge) • Review the references/material provided last week</td>
<td>Lab #9: TX session (10 pts)</td>
</tr>
<tr>
<td>16</td>
<td>5.02.22</td>
<td>Special Guests</td>
<td><strong>Final Exam</strong> Will cover all content.</td>
<td>Final Exam (50 pts)</td>
</tr>
<tr>
<td>17</td>
<td>5.09.22</td>
<td>Final Exam</td>
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**Grading**

Grades will be calculated as follows. No points or percentages will be “rounded up” and a letter grade will be assigned according to the exact number of points obtained.

<table>
<thead>
<tr>
<th></th>
<th>Point Value</th>
<th>How many?</th>
<th>Total Points</th>
<th>Percentage of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams</td>
<td>Midterm-50 pts</td>
<td>2</td>
<td>100</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>Final-50 pts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quizzes</td>
<td>10-15 pts</td>
<td>3</td>
<td>40</td>
<td>20%</td>
</tr>
<tr>
<td>Labs</td>
<td>5-10 pts</td>
<td>9</td>
<td>50</td>
<td>25%</td>
</tr>
<tr>
<td>Participation/Attendance</td>
<td>10</td>
<td>/</td>
<td>10</td>
<td>5%</td>
</tr>
<tr>
<td>Grand Total</td>
<td></td>
<td></td>
<td>200</td>
<td>100%</td>
</tr>
</tbody>
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1. Exams
   a. Midterm
      Will consist of everything covered from the beginning of the semester until the time of Exam 1.
   b. Final
      Will primarily consist of material covered after midterm, however content from the beginning of the semester may be use.

2. Assignments- Details will be provided in class, on Bb, and/or in person.

3. Labs- Details will be provided in class, on Bb, and/or in person.

4. Participation- Attendance will be taken and participation will be tracked.

VIII. Other Policies and Information

Communications
I prefer you communicate via Course Messages on Bb. I will check messages multiple times throughout the week. Please allow me a minimum of 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/Withdrawal Policy
Please refer to the UTEP Academic Calendar website [https://www.utep.edu/student-affairs/registrar/Academic%20Calendars/academic-calendar.html](https://www.utep.edu/student-affairs/registrar/Academic%20Calendars/academic-calendar.html) to identify the dates during which drops may occur.
Americans with Disability Act (ADA)
If you have a disability or suspect a disability, contact the Center for Accommodations and Support 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 Support 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 scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable to another person.” Please visit the Office of Student Conduct and Conflict Resolution website for detailed information https://www.utep.edu/student-affairs/osccr/student-conduct/academic-integrity.html.

IX. Resources

Research
Please visit the UTEP library on main campus or at the following website https://www.utep.edu/library/.

Academic Writing
Please visit the University Writing Center website https://www.utep.edu/uwc/ for help with writing development.
Technology Support
Please visit the Technology Support Help Desk https://www.utep.edu/technologysupport/ or call the main number at (915) 747-HELP (4357).

University Counseling and Psychological Services (CAPS)
Please visit the UTEP Counseling and Psychological Services website https://www.utep.edu/student-affairs/counsel/ or call (915) 747-5302 if you would like to speak to a counselor.

American Speech Language Hearing Association
http://www.asha.org/

Texas Speech-Language Hearing Association
https://www.txsha.org/