

Spring 2023

SPLP 3318, CRN 21858

Principles of Clinical Management Location

Class Times: Campbell Building, 213, Mondays, 9am-11:50am

## I. Instructor Information

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Deena G. Peterson

Office Room and Hours:

406, Campbell Building

1:00pm-2:00pm or by appointment. May be virtual or in-person.

Communications: Course Messages on Blackboard preferred, [deenag@utep.edu](mailto:deenag@utep.edu), (915) 747-8307

## II. Course Description

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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.

## III. Course Objectives

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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.

### ASHA Standards

Standard IV (D, E, F, G, H)-Knowledge Outcomes

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- IV-D- The student will, “demonstrate current knowledge of the principles and methods of prevention, assessment, and intervention for persons with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.”
- IV-E- The student will, “demonstrate knowledge of standards of ethical conduct.”
- IV-F- The student will, “demonstrate knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.”
- IV-G- The student will, “demonstrate knowledge in contemporary professional issues.”
- IV-H- The student will, “entry level and advanced certifications, licensure, and other relevant professional credentials, as well as local, state, and national regulations and policies relevant to professional practice.”

### Standard V (A)-Skills Outcomes

- V-A- The student will demonstrate, “skills in oral and written or other forms of communication sufficient for entry into professional practice.”

Please visit <https://www.asha.org/certification/2020-slp-certification-standards/> for detailed information on ASHA's Standards.

## IV. Requirements

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

### Texts/Technology

#### 1. Required Textbooks/Software:

- *Hedge, M.N., Kuyumjian, K., (2020). Clinical Methods and Practicum in Speech-Language Pathology (6th ed), Diego, CA: Plural Publishing.*

#### 2. Required Readings:

- *ARTICLES ASSIGNED ON BB OR IN CLASS.*

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

- *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!)*

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- *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)*
  - *ACTIVE UTEP EMAIL ADDRESS AND ACCESS TO BLACKBOARD*
  - *PLEASE VISIT [https://www.utep.edu/technologysupport/TSCenter/tsc\\_eqcheckout.html](https://www.utep.edu/technologysupport/TSCenter/tsc_eqcheckout.html) FOR INFORMATION REGARDING EQUIPMENT CHECKOUT*
5. Gloves, hand-sanitizer, and index cards

## V. Class Format

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### 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

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*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/> 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. Attendance may be taken via roll call, pop quizzes, Blackboard, etc. Please send me a course message if you will be out.
3. Regular attendance and participation are essential for your success in the course. *“At the discretion of the instructor, a student can be dropped from a course because of excessive absences or lack of effort. A grade of “W” will be assigned before the course drop deadline and a grade of “F” after the course drop deadline.”*  
<http://catalog.utep.edu/policies-regulations/course-adds-drops/>
4. 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.
5. For university policies on attendance, excused absences for university-recognized activities, religious holy days, military leave, and absence from examinations, please visit UTEP’s Attendance and Grading section under Policies and Regulation. <http://catalog.utep.edu/policies-regulations/attendance-grading/#text>
6. If you cannot attend class, please notify me **at least 12 hours**, prior to class time, via email, phone message, or in person.
7. **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. Prior approval to complete an exam, submit assignments and/or project at an alternate time may be permitted at the discretion of the instructor. Percentage or point deductions may be taken. 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.**

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| <i>Netiquette</i>   |
| <i>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:</i> |
| 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.

| Week | Date    | Topic  | Readings   | Due   |
|------|---------|--|--|---|
| 1    | 1.16.23 | <b>No Classes- Martin Luther King, Jr. Day</b><br>Online Introduction <ul style="list-style-type: none"> <li>• Syllabus, Expectations</li> </ul>   | <b>This Week:</b> <ul style="list-style-type: none"> <li>• Get your Textbook/s</li> </ul>  |   |
| 2    | 1.30.23 | Introduction <ul style="list-style-type: none"> <li>• How to become an SLP</li> <li>• Scope of Practice</li> <li>• Student Clinicians- expectations</li> <li>• ASHA Code of Ethics</li> <li>• Regulatory Policies</li> </ul> | <b>This week:</b> <ul style="list-style-type: none"> <li>• Read Ch 1,2, 3 (Hedge)</li> </ul>   | Get gloves for next week! Any kind will do (medical, cloth/winter gloves, rubber gloves, etc.)<br>Hand sanitizer for next week. |
| 3    | 1.31.23 | Standard Precautions- PPE<br>Cultural and Linguistic Diversity-DEI   | <b>This Week:</b> <ul style="list-style-type: none"> <li>• Read Ch 6 Hedge</li> <li>• *Ch 2 (Shipley) &amp; Bb references</li> </ul> | Lab #1: Standard Precautions  |

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| <b>4</b> | 2.06.23 | Intro to the Clinical Process <ul style="list-style-type: none"> <li>• From Pre-Assessment to Discharge</li> <li>• Clinical Service Delivery and Work Settings</li> </ul>    | <b>This Week:</b> <ul style="list-style-type: none"> <li>• Read Ch 5 (Hedge)</li> </ul>  | Quiz #1  |
| <b>5</b> | 2.13.23 | Pre-Assessment and Assessment Process <ul style="list-style-type: none"> <li>• Intake</li> <li>• Interviewing/Case History</li> <li>• Types of Assessment/Methods</li> </ul> | <b>This Week:</b> <ul style="list-style-type: none"> <li>• Read any references/material on Bb</li> <li>• *Ch 3 (Shipley) if you have the textbook</li> </ul>   | Lab #2: Gathering Case History                 |
| <b>6</b> | 2.10.23 | Assessment Process continued   | <b>This Week:</b> <ul style="list-style-type: none"> <li>• Same as previous week</li> </ul>  | Lab #3: Assessment Reconnaissance              |
| <b>7</b> | 2.27.23 | Assessment Process<br>Hearing Screening Oral Facial Mechanism  | <b>This week:</b> <ul style="list-style-type: none"> <li>• Reviewed Bb references/materials</li> <li>• Study for midterm exam</li> <li>• Review Pg 156-157 and 192 (Hedge) focusing on Oral Facial Exam and Hearing Screening</li> </ul> | Quiz #2<br><br>Lab #4 Hearing Screening and OM |

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|           |         |  | <ul style="list-style-type: none"> <li>• Read *Ch 5 and 17 (Shipley) if you have the textbook. Focusing on Oral Facial Exam and Hearing Screening Sections only.</li> <li>•</li> </ul>  |               |
| <b>8</b>  | 3.06.23 | Midterm Exam   | <p><b>This week:</b></p> <ul style="list-style-type: none"> <li>• Midterm</li> </ul>  | Midterm Exam  |
| <b>9</b>  | 3.13.23 | <b>No class-Spring Break</b>   | <p><b>This week:</b></p> <ul style="list-style-type: none"> <li>• Have a little fun!</li> </ul>   |               |
| <b>10</b> | 3.20.23 | <ul style="list-style-type: none"> <li>• Analyzing and Interpreting results</li> </ul> <p>Report Writing</p>   | <ul style="list-style-type: none"> <li>• Read any references/material on Bb</li> <li>• Review Pgs 165-171 (Hedge) and *Ch 4 (Shipley) -Focusing on Writing Assessment Reports if you have the textbook.</li> <li>•</li> </ul>   | Lab #5: MCHAT |
| <b>11</b> | 3.27.23 | <p>Intervention/Treatment Process</p> <ul style="list-style-type: none"> <li>• Definitions</li> <li>• Methodology</li> <li>• EBP</li> <li>• SSD</li> </ul> <p>Telepractice</p> | <p><b>This week:</b></p> <ul style="list-style-type: none"> <li>• Read Ch 7 (Hedge) and Pgs 200-203</li> <li>• Read *Ch 1 (Roth) focusing on Philosophy, Universal Designs for Learning, and Theories of Learning, if you have the textbook.</li> </ul>                             |               |
| <b>12</b> | 4.03.23 | <p>Intervention/Treatment Process</p> <ul style="list-style-type: none"> <li>• Treatment Plan</li> <li>• Choosing Target Behaviors</li> <li>• ABCs of Behavior</li> </ul>      | <p><b>This week:</b></p> <ul style="list-style-type: none"> <li>• Read Ch 8 (Hedge)</li> <li>• Review Pgs 171-174 (Hedge)</li> <li>• Read *Ch 1 (Roth) focusing on Programing and Session Design if you have the textbook.</li> <li>• Read any references/material on Bb</li> </ul> | Quiz #3       |



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| <b>13</b> | 4.10.23 | Intervention/Treatment Process <ul style="list-style-type: none"> <li>• Smarter Goals</li> </ul>   | <b>This week:</b> <ul style="list-style-type: none"> <li>• Read any references/material on Bb</li> </ul> Read *Ch 2 (Roth) focusing on Goals and Objectives               | Lab #6: Goal Writing |
| <b>14</b> | 4.17.23 | Intervention /Treatment Process <ul style="list-style-type: none"> <li>• How to structure a session</li> <li>• Choose Appropriate Stimuli             <ul style="list-style-type: none"> <li>• Track Data</li> </ul> </li> </ul> | <b>This week:</b> <ul style="list-style-type: none"> <li>• Review Ch 8 (Hedge)</li> <li>• Read *Ch 1 (Roth) focusing on data collection</li> </ul>                        | Lab #7: Track Data   |
| <b>15</b> | 4.24.23 | Intervention/Treatment Process <ul style="list-style-type: none"> <li>• Documentation of Progress</li> <li>• Maintenance</li> <li>• Core Techniques</li> </ul>   | <b>This week:</b> <ul style="list-style-type: none"> <li>• Review Ch 9 (Hedge)</li> <li>• Read Ch 11 (Hedge)</li> </ul> Review the references/material provided last week | Lab #8: TX session   |
| <b>16</b> | 5.01.23 | Special Guests   | TBD   |                      |
| <b>17</b> | 5.08.23 | Final Exam   | <b>Final Exam</b><br>Will cover all content.  | Final Exam           |

**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/percentage obtained.** Additional assignments may be added.

|  | How many? | Percentage of Total |
|--|-----------|---------------------|
|  |           |                     |

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| <b>Exams</b>                    | 2                  | 50%  |
| <b>Quizzes</b>                  | 3+                 | 20%  |
| <b>Labs</b>                     | 9+                 | 25%  |
| <b>Participation/Attendance</b> | /                  | 5%   |
|                                 | <b>Grand Total</b> | 100% |

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

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### 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> 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 (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](mailto: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

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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

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### 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/>