

ASLP 450 Professional Practices in Schools, Hospitals and Clinics
WINTER 2000, 8:00-9:15 AM T, Th
CRABTREE 250

INSTRUCTOR: Lee Robinson, M.S., CCC-SLP, Assistant Clinical Professor

OFFICE HOURS: To be announced. Office: 158 TLRB. Voice mail and office phone: 378-7650

WRITING ASSIGNMENTS:

Out of class: You will write two (2) diagnostic reports. Each report will be written in teams of two (2) people and are worth 100 points each. Please see the assignment sheet at the end of this syllabus for specifics of the assignment.

In class: Eight (8) times during the semester I will assign an in class short answer essay. I will post a question on the board or overhead and give you five to ten minutes to respond in writing. Questions will come from lecture material. Some of the questions may show up on the final. You will earn five (5) points for each in class writing assignment. Forty (40) points possible.

Reading checks: You will be quized on five (5) chapters. The possible quiz questions are indicated in the TEXT AND ASSIGNED READINGS section of this syllabus. Each quiz is worth 5 points. Twenty-five (25) points possible.

WRITING FELLOWS:

The Writing Fellows are peer tutors who work with undergraduate classes. The Fellows read student drafts, respond in detail, and consult personally with each student to teach revision skills. The Fellows are chosen following a rigorous application process. Once chosen, each Fellow takes a 3 credit semester-long training class to learn tutoring skills and writing pedagogy.

Writing Fellows are not a proof reading service. Nor are they a guaranteed A on your paper. The WF is a resource for you to use to make your writing better than it is currently.

EXAMS:

No midterm exam. I will, however, give a 5 point midterm assignment. The midterm assignment will have sample questions which may or may not appear on the final. The midterm assignment will be disigned to help you prepare for the final. **The final will be administered in CRABTREE 250 11AM WEDNESDAY, APRIL 19, 2000.** The final will be worth 100 pts. and will be made up of T/F, multiple choice, short answer and essay questions covering both lecture and readings.

TEXT AND ASSIGNED READINGS:

TEXT:

Meyer, Susan Moon (1998). Survival Guide for the Beginning Speech-Language Clinician. Aspen, Maryland.

Read by January 11

Chapter 3 Evaluations and Progress Reports: Organization and Content

In class, be able to respond to Know it! Use it! pg. 73

Chapter 4 Evaluations, Re-evaluations, and Progress Reports: Reports that Shine
pg. 75-94

Read by January 18

Chapter 1 Behavioral Objectives: Background

In class, be able to respond to Know it! Use it! pg. 26

Read by January 25

Chapter 2 Behavioral Objectives: Common Writing Problems

In class, be able to respond to Know it! Use it! pg. 53

Read by January 27

Chapter 7 Enhancing Performance

In class, be able to respond to Know it! Use it! pg. 210

Read by February 3

Chapter 8 Self-Evaluation: "Mirror, Mirror..."

In class, be able to respond to Know it! Use it! pg. 225

Epilogue: The Basics Are Not Enough!

Chapter 6 Taming Paper Giant: Assuring Accuracy and Accountability
pg. 137-150

ASSIGNED READINGS:

Clark, J. G. & Martin, F. N., (Editors). (1994). Effective Counseling in Audiology: Perspective and Practice. Prentice Hall, New Jersey.

Chapter 2 Understanding, Building, and Maintaining Relationships with Patients

Chapter 5 Emotional Responses to Hearing Loss

Chapter 10 Helping People Cope with Hearing Loss

American Speech-Language Hearing Association (ASHA) Code of Ethics. www.asha.org

SEMESTER GRADING

I will base semester grades on total points earned divided by the top student's point total. I will not drop exam scores. The grading scale I use at the end of the semester is 95-100% of the possible points for an A, 90-94% A-, 87-89% B+, 83-86% B, 80-82% B-, 77-79% C+, 73-76% C, 70-72% C-, 67-69% D+, 63-66% D, 60-62% D-, and below 60% , an E. I do not give extra credit.

Grades will be computed on the following basis:

in class writing	40	
midterm assignment	10	
reading checks	25	
final		100
report 1	100	
<u>report 2</u>	<u>100</u>	
Total:		375

STUDENTS WITH DISABILITIES

If you have any disability which may impair your ability to successfully complete this course, please let the instructor know during the first week of class. Accommodations are coordinated through the instructor in consultation with the Services for Students with Disabilities (SSD) Office and may require medical and/or psychological documentation. The SSD Office is located in 1520 ELWC, 378-2767

HONOR CODE:

Abide by it and you will have no worries.

IMPORTANT DATES:

January 11

be prepared to respond to **Know it! Use it! pg. 73** of Chapter 3

January 18

be prepared to respond to **Know it! Use it! pg. 26** of Chapter 1

January 25

be prepared to respond to **Know it! Use it! pg. 53** Chapter 2

First Diagnostic Report Due to Writing Fellows

January 27

be prepared to respond to **Know it! Use it!. pg. 210** Chapter 7

February 3

be prepared to respond to **Know it! Use it! pg. 225** Chapter 8

First Diagnostic Report Due to Sister Robinson **February 8**

MONDAY CLASSES: FEBRUARY 22

Second Diagnostic Report Due to Writing Fellows **March 9**

Second Diagnostic Report Due to Sister Robinson **March 23**

LAST DAY OF CLASS: APRIL 11

FINAL: CRABTREE 250 11AM WEDNESDAY, APRIL 19, 2000.

Writing assignment

Context

In the field of Audiology and Speech-Language Pathology reports are formal and legal documents designed to report assessment findings, pronounce diagnosis, justify therapy, report data collection and document patient contact. Regardless of whether you go on to graduate work in this field or not, many of you will have a loved one who at some point in their lives will be confronted with a debilitating hearing loss or communication deficit. Often professional reports are a part of the process of gaining access to appropriate services associated with the debilitating problem. These reports are always filled with professional jargon, standardized test scores, dB levels, and a bunch of technical language that can be confusing and even scary to read. Wouldn't it be great if you could help your friends and loved ones understand these reports?

Purpose

To teach basic report reading and writing skills.

Audience

Other class members, the instructor, other professionals (such as doctors, teachers, occupational therapists, audiologists, speech-language pathologists, physical therapists, nurses, etc.) and the average layperson.

Content

I will provide your team with a completed case history form, results of both formal and informal tests, language and speech samples, responses to parent interview questions, etc. You will be required to take the case history information and report on the information in the format provided. Based on the information provided you will also be asked to make a diagnosis and appropriate treatment recommendations.

Organization

Speech and Language Diagnostic Evaluation

Name:	Date:
File Number:	Clinicians:
DOB: CA:	Supervisor:
Parents:	Primary DX: (word + # field)
Address: (street)	Speech/Language DX: (word + # field)
(state) Telephone:	

REASON FOR REFERRAL AND EVALUATION

SIGNIFICANT HISTORY

General History

Birth
Developmental
Medical
Social
Educational

Speech/Language History

Milestones
Chronology
Current Status

CLINICAL FINDINGS

Summary of Test Findings

Formal Measures

Informal Measures

Observations
General
Behavioral

DISCUSSION

CONCLUSIONS

Diagnosis (with description)

Prognosis

RECOMMENDATIONS

Your name

Your partner's name

Lee Robinson, M. S., CCC-SLP

Grading

Speech and Language Diagnostic Report Grade Form:

Team: _____

Final Grade: _____

Graded by: _____

Punctuality	5 pts.	_____
Appropriate Headings	5 pts.	_____
Reason for Referral/Eval	5 pts.	_____
Significant History		
General	5 pts.	_____
Speech/Language	5 pts.	_____
Clinical Findings		
Summary of Test Findings		
Formal Measures	5 pts.	_____
Informal Measures	5 pts.	_____
Observations		
General	5 pts.	_____
Behavioral	5 pts.	_____
Discussion	5 pts.	_____
Conclusions	5 pts.	_____
Recommendations	5 pts.	_____
Writing Fellows	40 pts.	__
Total points	100 pts.	_____

Report Due Dates

First Diagnostic Report Due to Writing Fellows **January 25**

First Diagnostic Report Due to Sister Robinson **February 8**

Second Diagnostic Report Due to Writing Fellows **March 9**

Second Diagnostic Report Due to Sister Robinson **March 23**

BRIGHAM YOUNG UNIVERSITY
INSTITUTIONAL OBJECTIVES

Educate the minds and spirits of students within a learning environment that is spiritually strengthening, intellectually enlarging and character building, and that leads to a life of learning and service.

Advance truth and knowledge to enhance the education of students, enrich the quality of life, and contribute to a resolution of world problems.

Extend the blessings of learning to members of the Church in all parts of the world.

Develop friendships for the University and the Church.

"This institution is unique. It is remarkable. It is a continuing experiment on a great premise that a large and complex university can be first-class academically while nurturing an environment of faith in God and the practice of Christian principles."

President Gordon B. Hinckley
Devotional Address
October 13, 1992