

ASLP 450 PROFESSIONAL PRACTICES IN SCHOOLS, HOSPITALS AND CLINICS
 FALL 2006, 1:35-2:50 T, Th
 3380 Wilkinson Student Center (WSC)

COURSE SYLLABUS

INSTRUCTOR: Lee Robinson, M. S., CCC-SLP, Associate Clinical Professor, Speech and Language Clinic Director

OFFICE HOURS: Friday 10-12 or by appointment. Office address: 158 TLRB Voice mail and office phone: 801-422-7650. Email: lee_robinson@byu.edu

The institutional objectives of Brigham Young University are to educate the minds and spirits of students, advance truth and knowledge, extend the blessings of learning to all members of the church, and develop friendships for the University and the Church. Within this university framework the David O. McKay College of Education has developed a conceptual framework (CF) that (1) embraces and applies the moral dimensions of teaching, (2) demonstrates academic excellence, (3) models collaboration and (4) teaches students to act with social competence. Additionally, the Department of Audiology and Speech-Language Pathology (ASLP) addresses the American Speech-Language Hearing Association (ASHA) accreditation requirements by providing course work and clinical practicum that meet the Council on Academic Accreditation (CAA) standards.

COURSE OBJECTIVES:

1. students will understand and apply their knowledge of the ASHA code of ethics (CAA standard III-E, CF4)
2. students will demonstrate knowledge of contemporary professional issues [see CLASS TOPICS] (CAA standard III-G, III-H, CF1, 4)
3. students will work in a group of two or three to write an assessment report (CAA standard III-D, IV-G Evaluation f, Interaction b, d, CF3)

CLASS TOPICS:

Professional Defined Certificate of Clinical Competence Licensure ASHA Membership SLPCF General Assessment Procedures Standard Procedures Planning/Clinical Hypothesis Interviews Post Diagnostic Conferencing Diagnostic Report Writing Working with Partners Case reviews ASHA Code of Ethics Sexual Harassment and other discriminatory issues	Scope of Practice Audiology/SLP Assistants Supervision Special Education Law History of IDEA IEP Process PLOPs/Goals Service Delivery Models Teaming Inclusion Behavior Management Multicultural Issues Grieving/Working with Families Medicare/Reimbursement Women and Working
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EXAMS

We will have one midterm and one final exam. The midterm will be worth 50 pts. The final will be worth 100 pts. Each exam will cover lecture material and assigned readings. You will take the **midterm** in the testing center on any of the following three days: **Thursday October 19-Saturday October 21**. You will take the **final** in the testing center on any of the following three days: **Monday December 18-Wednesday December 20**. You can take an exam late without penalty only when you provide written proof of serious illness, death in the family, or extenuating circumstance to me. Otherwise, late exams will be penalized 15% per day late. If you need to take a test early you should see me well in advance to make arrangements. I do not grade exams on the curve.

A NOTE ABOUT PREPARING FOR EXAMS

My exams are comprised of short answer, T/F, essay and some fill in the blank. I do not provide study guides. However, each powerpoint includes a slide entitled “lesson objectives”. These lesson objectives should guide you as to what is important to learn and study for the exams. In other words, I have tried to build in a study guide for each lecture. When we review for the exam in class, please come to the review having already studied for the exam. The purpose of the review is to answer any questions that may have come up in your review of the lecture or reading material. Please also be aware that I will often write quiz questions that will show up later on exams. The quizzes are designed to help you learn and study as you go through the class.

QUIZZES/OUT OF CLASS WRITING ASSIGNMENTS

Ten (10) quizzes and/or class writing assignments will be given throughout the semester. Each quiz/assignment will be worth 10 points. The quizzes must be taken during class time on the day given. If you are absent on the day of a quiz you will not be allowed to make it up (the only exception being official university excused absences). Quiz/assignment questions will come from lectures and readings. Students may earn an additional 20 points towards their quiz scores if they choose to meet with the writing fellows (see PAPERS for details). Quizzes/assignments will be graded for quality of content, correctness of content, and writing mechanics (spelling, grammar, punctuation-assignments only). Out of class written assignments must be typed and at least **one page** in length, **double spaced**.

PAPERS

In Blackboard please see the folder titled PAPERS in Course Documents for information regarding the two major writing assignments required to complete this course. We will review this document together in class. I will announce and remind you to bring a copy of the document to class.

TEXT BOOK AND READING SCHEDULE

This textbook is used as supplemental material for the class. We may discuss the contents of the chapters in class. Any quiz or exam questions from the textbook will come from the “Know it, Use it” sections found at the end of each chapter.

Meyer, Susan Moon (2004). Survival Guide for the Beginning Speech-Language Clinician. 2nd Edition, Aspen, Maryland.

Reading
Chapters 1-2

Date
September 14

Chapter 3-5	September 21
ASHA Code of Ethics (Found on Blackboard)	September 28
Chapters 9	October 17
Chapter 8	October 24
Chapter 10	November 7

SEMESTER GRADING

I will base semester grades on total points earned. I will not drop any 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 grade on the curve.

Grades will be computed on the following basis:

midterm	50
final	100
quiz/writing	100
paper 1	100
<u>paper 2</u>	<u>100</u>
Total:	450

STUDENTS WITH DISABILITIES

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability, which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (378-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 378-5895. D-382 ASB

PREVENTING SEXUAL HARASSMENT

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity receiving federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847

HONOR CODE

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact **be** your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university.

Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have

questions about those standards.

IMPORTANT DATES

Date	Important event
Tuesday September 5	Class begins
Tuesday September 12	Writing partners identified/Confidentiality form signed and turned in to me
Thursday September 28	Paper #1 rough draft due in class/peer review
Thursday October 5	Paper #1 rough draft returned to students
Tuesday October 17	Review for midterm in class, please come prepared to ask questions
Thursday October 19-Saturday October 21	Midterm in testing center
Thursday October 26	Paper #1 final draft due in class (with previous drafts)
Thursday November 2	Paper #1 returned to students
Thursday November 9	Paper #2 rough draft due in class/peer review
Tuesday November 14	Paper #2 returned to students
Thursday November 16	Class cancelled due to ASHA
Tuesday Nov. 21 and Thursday Nov. 23	Class cancelled due to Thanksgiving
Thursday December 7	Paper #2 final draft due in class (with previous drafts)
Thursday December 14	Last day of class, review for the final
Friday Dec. 15-Sat. Dec. 16	Reading days
Monday Dec. 18-Wednesday Dec. 20	Final exam in the testing center

CELL PHONE, IPOD, BLACKBERRY, LAPTOP COMPUTER, ETC. POLICY

Please turn off your electronic devices during class. Some students who use laptop computer during class claim to be taking notes on the computer and if that is the case, then please come talk to me. In my experience, however, most students using laptop computers during class are more likely to be accessing the web. I find that this is extremely distracting to the student and others sitting around the student. Thus, I would ask that all electronic devices be turned off during class.