

**Communicative Disorders 3650  
Clinical Processes**

**Instructor:** Chad Bingham, MS, CCC-SLP  
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**Class Days & Times:** M/W 11:30-12:20

**Office #:** Lilly 155  
**Office Hours:** Arranged  
**Room:** FAV 262

**Text (Required):** Hegde, M.N. & Davis, D. Clinical Methods and Practicum in Speech-Language Pathology (4<sup>th</sup> Ed.). Thompson Delmar Learning, 2005.

**Required Readings (on e-reserve)**

Chial, M. (1998). Conveying expectations about professional behavior. Audiology Today, 10 (4), p. 25.

Hegde, M.N. (1998). A Coursebook on Scientific and Professional Writing for Speech-Language Pathology (2<sup>nd</sup> Ed.). San Diego, CA: Singular Publishing/Delmar Healthcare.

Kemp, R.J., Roeser, R.J., Pearson, D.W., & Ballachanda, B.B. (1995). Infection control for the professions of Audiology and Speech-Language Pathology. Olathe, KS: Isles Publications.

Tomblin, J.B., Morris, H.L. & Spriestersbach, D.C. (2000). Diagnosis in Speech-Language Pathology (2<sup>nd</sup> Ed.). San Diego, CA: Singular Publishing Group/Delmar Healthcare.

**Course Objectives:**

Upon completion of this course, students should be able to:

1. Describe the duties and responsibilities of a practicing speech-language pathologist or audiologist.
2. Discuss ASHA's requirements related to clinical practicum.
3. Generate professional written work related to the fields of speech language pathology and audiology.
4. Discuss materials and techniques used in therapy.
5. Understand various ways in which positive reinforcement can be used to encourage appropriate target behavior.
6. Be familiar with types of data collection in tracking outcomes in therapy.
7. Demonstrate understanding of health, safety and confidentiality issues related to work as a speech-language pathologist and/or audiologist.

## **Assessment of Student Learning Outcomes:**

Students will be graded according to their scores on two examinations, the case history/intake assignment, written diagnostic report and proofreading assignment.

Case History/Intake Assignment (50 points): Each student will be required to conduct an initial intake interview with a parent and compile results from that interview in a typed case history report. The report will include pertinent medical, family, educational and developmental histories.

Diagnostic Report (50 points): Using diagnostic information presented in class, each student will have the opportunity to complete a written diagnostic report. Your report will include a discussion of assessment results and will contain recommendations and treatment goals. This report will be typewritten and must follow the template that will be provided. Any overt plagiarism of reports will be awarded with a zero.

Proofreading Assignment (50 points): Students will be provided with a diagnostic report that will be compiled with actual excerpts from reports that have been submitted by clinicians. You will be required to read through the report and correct it for professional wording, grammar, content and spelling. You will be graded on your ability to identify and correct the errors.

Examinations (~100 points each): Two examinations will be administered (midterm and final). See calendar for dates. Material for the examinations will come from lectures, readings and the text.

## **Grading Policies:**

1. Late Work – Students are expected to submit assignments by the designated date.
2. Grades are earned, not given. I do not give grades; rather the student earns his/her grade through organization, diligence, planning and execution. Students are expected to assume individual responsibility for the quality, presentation, and timeliness of their own work.
3. Grades are assigned based on how the student's overall performance aligns with the established criteria for assignments or exams. Therefore, it is imperative that students review the grading criteria for each assignment prior to submission.
4. I will make every effort to evaluate students' work equitably and fairly. Grades are not negotiable. I am willing to review and recalculate grades when a computational error is suspected. A student may request a review of *computation* only. Requests to otherwise alter a grade will not be honored.
5. Individual requests for extra credit will not be honored. Any extra credit opportunities offered are at my discretion and will only be offered to the entire class as optional credit opportunities.

A	93 – 100%	C	73 – 76%
A-	90 - 92%	C-	70 – 72%
B+	87 - 89%	D	60 – 69%
B	83 - 86%	F	59% and below
B-	80 - 82%		
C+	77 - 79%		

### **Expectations:**

- Arrive **promptly!** Disrupting the class by coming in late will not be allowed. If this becomes an issue, you will lose 5 points each day you are late.
- Listen. Do not visit, read the Statesman or sleep.
- Ask questions. The only “dumb” question is the one that is not asked.
- Participate in class lectures/discussions. Should lack of attendance become an issue, pop quizzes may be administered.

### **University Regulations**

<http://www.usu.edu/aia/academic/index.cfm>

### **Academic Integrity - "The Honor System"**

Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to establish the higher level of conduct expected and required of all Utah State University students.

*The Honor Pledge:* To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity." A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University.

### **Grievance Process (Student Code)**

Students who feel they have been unfairly treated [in matters other than (i) discipline or (ii) admission, residency, employment, traffic, and parking - which are addressed by procedures separate and independent from the Student Code] may file a grievance through the channels and procedures described in the Student Code:

[http://studentlife.tsc.usu.edu/stuserv/pdf/student\\_code.pdf](http://studentlife.tsc.usu.edu/stuserv/pdf/student_code.pdf) (Article VII. Grievances, pages 25-30).

## **Plagiarism**

Plagiarism includes knowingly "representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials." The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, and referral to psychological counseling.

## **Sexual Harassment**

Sexual harassment is defined by the Affirmative Action/Equal Employment Opportunity Commission as any "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature." If you feel you are a victim of sexual harassment, you may talk to or file a complaint with the Affirmative Action/Equal Employment Opportunity Office located in Old Main, Room 161, or call the AA/EEO Office at 797-1266.

## **Students with Disabilities**

The Americans with Disabilities Act states: "Reasonable accommodation will be provided for all persons with disabilities in order to ensure equal participation within the program. If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center (435-797-2444), preferably during the first week of the course. Any request for special consideration relating to attendance, pedagogy, taking of examinations, etc., must be discussed with and approved by the instructor. In cooperation with the Disability Resource Center, course materials can be provided in alternative format, large print, audio, diskette, or Braille."