I. Course Description:
This course is designed to teach students how to analyze data and use basic writing skills to produce assessment reports, treatment plans, progress reports, professional correspondence, and research reports.

Credit Hour Statement: SPHS 5303 "Diagnostics and Clinical/Research Writing for the SLP" (3 credit hours) is a hybrid course that meets the first week face-to-face Tuesday – Friday from 1:00 pm – 3:00 pm. The remaining content will be presented in an asynchrononous format on Brightspace through readings, recorded lectures, and simulated cases. A 2.5 hour final exam will occur at the conclusion of the term. Students will be assigned to a care team where they work in small groups to complete 7 clinical case writing assignments. Students will be required to complete a mock diagnostic case study. These activities average at a minimum 16 hours of work each week to prepare outside of classroom hours.

Course Delivery Modality: This course is a hybrid course and will be delivered online and face-to-face during the first week of the course. Instructional content will be made available on Brightspace, through recorded lectures, and scheduled class meetings.

Respect for Diversity:

James I Perkins College of Education:
The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values to enhance the quality of life in a diverse, global community.

Speech-Language Pathology Program:
The Speech-Language Pathology program embraces a notion that students from all diverse backgrounds and perspectives be well served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is the intent of all faculty and staff to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture.

II. Intended Learning Outcomes/Goals/Objectives: (Program/ Student Learning Outcomes)

This course reflects the following core values of the College of Education:

The mission of the Perkins College of Education is to prepare competent, successful, caring and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice, and continued professional and intellectual development in an interconnected global society. In the Perkins College of Education, we value and are committed to:

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
• Collaboration and shared decision-making
• Openness to new ideas, to culturally diverse people, and to innovation and change
• Integrity, responsibility, diligence, and ethical behavior
• Service that enriches the community.

This course also supports the mission of the Department of Human Services:

The Department of Human Services prepares undergraduates and graduate students for leadership and service roles in East Texas and the global community. The department is committed to incorporation of community-based, service-learning experiences within its educational programs to maximize the advancement of students’ personal and professional development.

This course also supports the mission of the Speech-Language Pathology Program.

The mission of the Speech-Language Pathology Program is to prepare knowledgeable caring professionals committed to educating the public, properly diagnosing and effectively treating persons with communication and swallowing disorders across the lifespan, thereby improving their quality of life. To meet this mission, the program embraces cultural and linguistic diversity, emphasizes the importance of evidence-based practice, critical thinking skills, interdisciplinary collaboration, ethical principles and continued professional development throughout one’s career.

This course also supports the Core Objectives/Outcomes of the THECB.
• Critical Thinking Skills
  o To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
• Communication Skills
  o To include effective development, interpretation and expression of ideas through written, oral and visual communication.
• Empirical and Quantitative Skills
  o To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
• Teamwork
  o To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
• Personal Responsibility
  o To include the ability to connect choices, actions and consequences to ethical decision-making
• Social Responsibility
  o To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

This course addresses the following standard(s) of the Council for Clinical Certification of the American Speech-Language-Hearing Association:

Standard I: Degree
Standard II: Education Program
Standard III: Program of Study
Standard IV: Knowledge of Outcomes
Standard V: Skills Outcomes
Standard VI: Assessment
Standard VII: Speech-Language Pathology Clinical Fellow
Standard VIII: Maintenance of Certification

• Standard IV-D: For each of the areas specified in Standard IV-C, the applicant must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.
• Standard IV-F: The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.
- Standard V-A: The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.

Program Learning Outcomes: This course supports the Speech-Language Pathology and Audiology Program Learning Outcomes. These competencies are measured by successful completion of all course requirements, including examinations, group discussion and activities, written assignments, and quizzes:

I. Students will recognize and articulate the foundational skills related to communication and its disorders.
II. Students will analyze, interpret, and synthesize clinical findings in the management of speech disorders.
III. Students will analyze, interpret, and synthesize clinical findings in the management of language disorders.
IV. Students will analyze, interpret, and synthesize clinical findings in the management of swallowing disorders.
V. Students will analyze, interpret, and synthesize clinical findings in the management of hearing disorders.
VI. Students will integrate research principles and processes in planning Capstone projects and in clinical practice.
VII. Students will communicate professionally and demonstrate comprehension of professional and ethical responsibilities of speech-language pathologists.

Student Learning Outcomes: At the end of this course, students will demonstrate, by performance on examinations, projects/presentation, class discussion, and interactive group activities an understanding of the following:

1. The student will demonstrate knowledge of basic rules of grammar, punctuation, capitalization, etc. of the English language by achieving a minimum of 80% on a post-quiz following the first week of instruction.
2. The student will analyze evaluation results and make the appropriate diagnosis and recommendations for therapy.
3. The student will demonstrate the ability to interpret assessment data and develop a clear, concise, well-organized evaluation report, obtaining a minimum average of 3 (acceptable) on a 5-point rating scale.
4. The student will use assessment and or previous treatment data to establish goals and develop a treatment plan for an assigned client, with a minimum of 80% accuracy as measured by a 5-point grading rubric.
5. The student will demonstrate knowledge of intervention approaches by creating a lesson plan for a given client and demonstrating the use of an assigned intervention approach at 80% accuracy.
6. The student will create clear, concise, well-organized progress reports and discharge summaries to document the progress of a mock client, obtaining a minimum of a 3 (acceptable) on a 5-point rating scale.
7. The student will demonstrate the ability to identify sections of a research report and interpret the evidence behind the report by completing an Evidence Based Practice protocol at 80% accuracy.

III. Course Assignments, Activities, Instructional Strategies, & use of Technology:

A. READING ASSIGNMENTS: Text chapters that correspond to selected course topics/activities are listed on the course schedule, below. The listing is comprehensive and according to the date(s) the topic(s) will first be introduced. By completing the readings, you will be better prepared to contribute to discussions, clarify answers to questions about topics you do not understand and complete outside assignments and scheduled examinations.

B. UNITS/MODULES: This course contains 4 units and 5 modules.
   - Unit 1 (Modules 1): An introduction to the basic rules of usage and the basic rules of composition is discussed.
   - Unit 2 (Module 2): Diagnostics in SLP
   - Unit 2 (Module 3 – 4): The writing style of various professional reports is discussed.
   - Unit 3 (Module 5): An introduction to reviewing research articles is discussed as well as the importance of evaluating Evidence Based Practice; research writing will also be included in this module.

Within each module, the student will have access to the assigned readings, important web links, discussion boards, assignments, and PowerPoint (PPT) presentations.

C. QUIZZES/EXAMINATIONS: There will be one pre-test and post-test (25 points) during the first week of class regarding basic rules of grammar, punctuation, capitalization, etc. of the English language. Only the post-test will be counted for a grade. There will be one scheduled examination during finals week. The exam may consist of
multiple choice, True/False, and short answer items. Examination date is listed on the course schedule below.

E. ASSIGNMENT DESCRIPTIONS:
1. Report Writing – Diagnostic Case Study (100 points)
Each student will be required to complete a diagnostic clinical case assigned through Simucase (one speech and one language) for the purpose of learning the administration and scoring procedures for a particular test and to learn how to critically evaluate the standardization features of a test. Each student will prepare a written evaluation report based on the evaluation results from Simucase.

2. Professional Writing Artifacts (25 points each)
   a. Goal Writing/IEPs
      This assignment will require the student to write both clinic-based and school-based goals for their assigned client. School based goals will be documented through an Individualized Education Plan.
   b. Present Status
      This assignment will require the student to document the mock client’s current status at the time of documentation.
   c. Current Level of Performance
      This assignment will require the student to note the client’s strengths and weaknesses, highlighting the areas to be targeted in therapy.
   d. Levels of Support
      This assignment will require the student to identify the levels of cuing that will be provided for the client, giving specific examples.
   e. Techniques and Results
      This assignment will require the student to document the techniques and results used to target a given goal for the mock client.
   f. Clinical Impressions/Recommendations
      This assignment will require the student to document their impression of the client’s clinical performance and to report their recommendations for next treatment period.
   g. SOAP Note
      This assignment will require the student to document the client’s progress for a single session through a daily note using SOAP format.

3. EBP-Protocol – (50 points)
   This assignment will require the student to review the efficacy of two selected articles on a treatment approach of their choice. Students will complete an EBP protocol, analyzing its overall effectiveness.

IV. Evaluation and Assessment:

GRADING: The student will have three exams over the material presented during the semester. The student will also four graded assignments. The final examination (or third exam) is not comprehensive and will cover the material from the last portion of the semester.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar Post-Quiz</td>
<td>25</td>
</tr>
<tr>
<td>Clinical Report Artifacts</td>
<td>175 (at 25 points each)</td>
</tr>
<tr>
<td>EBP-Protocol</td>
<td>50</td>
</tr>
<tr>
<td>Diagnostic Case Study</td>
<td>100</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>525 points</strong></td>
</tr>
</tbody>
</table>

A 89.5-100% (470 - 525)
B 79.5-89.4% (418 - 469)
C 69.5-79.4% (365 - 417)
D 69.4% and below (less than 417)
** a grade below a C is not accepted for credit in the graduate program and puts you in jeopardy of being dismissed from the program**

Grade Calculation: \[(\text{Points earned to date}) \times 100 = \text{(Grade)}\]

(LPoints possible to date)

LATE POLICY: No late work will be accepted without permission by the instructor. For each day that assigned work is late, 10% of the grade will be deducted.

V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Module</th>
<th>Week</th>
<th>Readings</th>
<th>Class Topic</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>7/3 – 7/9</td>
<td>Goldfarb &amp; Serpanos, Chapter 1, 2, 4, 9</td>
<td>Basic Rules of Usage and Composition; Ethics of Professional Writing</td>
<td>Grammar Post-Quiz Due on Brightspace 7/9 @ 11:59 pm</td>
</tr>
<tr>
<td>1</td>
<td>7/5 – 7/10</td>
<td>Shipley and McAfee text; Goldfarb &amp; Serpanos Chapter 8</td>
<td>Diagnostics for the SLP Diagnostic Process; Administration Report Writing</td>
<td>Simucase Assignment Diagnostic Case Study (4) Assignment 2a Due 7/16 @ 11:59 pm</td>
</tr>
<tr>
<td></td>
<td>7/18 – 7/24</td>
<td>Goldfarb &amp; Serpanos Chapter 9</td>
<td>Selection of Goals and Goal Writing</td>
<td>Assignment 2b, 2c, 2d Due 7/23 @ 11:59 pm</td>
</tr>
<tr>
<td>3</td>
<td>7/25 – 7/31</td>
<td>Goldfarb &amp; Serpanos Chapter 9</td>
<td>Clinical Management Reports; Current Status and Performance/Levels of Support</td>
<td>Assignment 2d, 2e, 2f, 2g Due 7/30 @ 11:59 pm</td>
</tr>
<tr>
<td>4</td>
<td>8/1 – 8/5</td>
<td>Goldfarb &amp; Serpanos Chapter 3 and 5</td>
<td>Levels of Support; Documentation of Techniques; Recommendations; SOAP Note</td>
<td>Assignment 3 Due 8/3 @ 11:59 pm Final Exam (8/1 available 6:00 am – 8/4 11:59 pm)</td>
</tr>
</tbody>
</table>

VI. Required Readings


Recommended Readings


VII. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: (1) Course and program improvement,
planning, and accreditation; (2) Instruction evaluation purposes; and (3) Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information:

Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student's attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences.

Documentation must be provided for any absences. In such instances, it is the responsibility of the clinician to provide documentation as soon as possible. Do not wait for the supervisor/instructor to request such documents. One unexcused absence will result in 20 points being subtracted from your total grade and two unexcused absences will result in the failure of clinic. Late assignments will not be accepted unless permission is granted from instructor. If allowed to submit late work, 10% will be deducted from grade for each day it is late.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. In the even that exams are administered solely online, students with disabilities will be granted the exam accommodations under the same online conditions allowed for other students enrolled in the course. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Penalties for Academic Dishonesty

Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.
**Student Appeals**
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

**Withheld Grades:** Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Student Code of Conduct:** Policy 10.4
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**
SFASU Counseling Services
[www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)
3rd Floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
[www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)
Human Services Room 202
936-468-1041

**Crisis Resources:**
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741

**Additional Information:**

**To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:**
1. Candidates must undergo a criminal history background check prior to clinical placements and prior to employment as a speech-language pathologist. The program will pay for the initial criminal history background check prior to beginning clinical experience on campus; however, any subsequent checks needed by practicum placements will be the responsibility of the student.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.
2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the PRAXIS exam (additional information available at https://www.ets.org/praxis/test_day/id). You must provide legal documentation to be allowed to take this mandated examination that is related to licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete a state mandated fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Jennifer Fry at 936-468-7109 or Jennifer.Fry@sfasu.edu.

IX. Other Relevant Course Information:
Communication for this course will be done in class, through D2L, and email. Please check D2L and your SFASU email often to get announcements, print out handouts, check your grades, etc.