

## Course Syllabus

### COMD 2400 – Orientation and Observation

#### CONTACT INFORMATION:

##### **Instructor**

Jill Andrus, M.S., CCC-SLP—jill.andrus@usu.edu

##### **Phone:**

435.797.8799

##### **Teaching Assistants**

TBA

#### COURSE DESCRIPTION, EXPECTATIONS, OBJECTIVES AND COMMUNICATION

##### **Course Description**

Welcome to a new semester at Utah State University! This course is designed as an observation class that will prepare you for your future work in the area of Communicative Disorders. You will be doing a lot of writing/typing for this course. As there are no tests, all assignments are based on building an understanding of what work in the field of communicative disorders entails, both assessment and treatment approaches. You will be required to complete a minimum of 25 hours of observations, which you will report on. These observations will be completed through Master Clinician Network (masterclinician.org--\$35 registration fee), and/or through live observations (optional).

The class consists primarily of independent work documented through a series of written reports. The course is organized by week with each assignment listed and described in the “Course Assignments” link on the course homepage. Please follow the Calendar and Course Modules closely. Reports and assignments will be due each **THURSDAY**. **Carefully read the syllabus; this contains all the information you will need for the course.**

##### **Course Expectations**

You should be enrolled for 1-credit for this class. You cannot complete less than 25 hours of observation and receive credit for this course, **you must complete all 25 observation hours to receive credit.**

The first assignment to be completed for the course will be an analysis of the ASHA Code of Ethics. You will also complete two (2) open-book/webpage quizzes on the scope and practice of both speech-language pathology and audiology. As you complete this report and quizzes, you will gain a greater understanding of the ethical practices and expectations working as a future, licensed speech-language pathologist or audiologist in the field of communicative disorders.

Observation reports will also be written on a weekly basis. These reports are to provide you an opportunity to write what you are learning during observations, as well as help you develop analytical skills of ethical and evidence-based treatment, as well as assessment approaches. The reports will be written using a report template (located later in the syllabus, and under “Additional Resources” on the Canvas course page.)

Observations can be completed through either Master Clinician Network or live observations you may have set up. Live observations are not required for this course. However, if you choose to set up live observations, this will be done independently on your part. Live observations must be with a licensed clinician with their Certificate of Clinical Competence (CCC's). USU does not set up contracts with outside clinics, and it will be up to you to complete the appropriate paperwork with those outside live observation sites and clinicians.

You are expected to turn in all assignments by the due date. The dates for each assignment are listed at the end of the syllabus. ***If you miss the original turn-in date for a report or assignment, it will be marked “late” and there will be 1 point automatically deducted from the overall score. There will be a late turn-in period of 7 days after the original due date to be able to submit the assignment for credit, following the rubrics associated with the assignments. After the 7-day late turn-in period, the assignment cannot be turned in for points, but must still be submitted prior to the end of the semester to receive credit for the course. If you cannot meet the assigned deadlines please DO NOT take this class.***

You are expected to receive a breadth and depth of knowledge, and **must complete a minimum of 30 minutes in a minimum of six (6) areas described:** 1-Articulation; 2-Expressive/Receptive Language 3-Stuttering/Fluency; 4-Social Communication (Autism); 5-Apraxia; 6-Communication Modalities (AAC); 7-Cognitive Aspects (Aphasia/TBI); 8-Dysphagia/Swallowing; 9-Voice/Resonance; 10-Auditory Processing; 11-Conductive/Sensorineural/Mixed Loss (Hearing); 12-Hearing Management (Hearing Aids); 13-Aural Rehabilitation (Cochlear implants). Also be sure to have some hours in both child and adult areas.

After the completion of the course, to obtain record of verification of your completed observation hours, please contact the USU COMD assistants: Shauna Mickle (shauna.meikle@usu.edu), or Tracy Cowley (tracy.cowley@usu.edu.) They can also be reached at: (435) 797-1374. **The verification records are available 2 weeks after the end of the semester.**

## **Course Objectives**

These are related to IDEA objectives associated with USU's outcome measures:

ESSENTIAL:

1. Gaining factual knowledge (terminology, classifications methods, trends)
2. Develop specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

IMPORTANT:

1. Learning fundamental principles, generalizations, or theories.
2. Developing skill in expressing myself orally or in writing.

## **Communication**

All contact with instructor or the TAs will be done through e-mail or through Canvas messages/comments.

We hope you enjoy this class and find the information you learn to be very useful and preparative for your future educational and workforce experiences in the amazing field of communicative disorders!

## **COURSE RESOURCES:**

### **Course Technology Requirements**

Canvas is where course content, grades, and communication will reside for this course.

- <http://canvas.usu.edu>
  - Your username is your A#, and your password is your global password (the same one you use for Banner or Aggiemail).
- For [Canvas](#), [Passwords](#), or any other computer-related technical support contact the [IT Service Desk](#).
  - 435 797-4357 (797-HELP)
  - 877 878-8325
  - <http://it.usu.edu>
  - [servicedesk@usu.edu](mailto:servicedesk@usu.edu)

## **Textbook/Materials**

Although no textbook is required for this course, a subscription to [masterclinician.org](http://masterclinician.org) is required for this course. There is a \$35.00 fee to view recorded observations through this website. This website is accredited through ASHA, and provides access to excellent, professional diagnostic and treatment videos.

## **COURSE ASSIGNMENTS & ACTIVITIES:**

### **ASSIGNMENT #1: Code of Ethics—10 pts**

#### **(IDEA Objectives: Essential #1, Important #1)**

ASHA's Code of Ethics is the constitution under which speech-language pathologists and audiologists abide by, and ethically practice. Your assignment is to read the Preamble and Principles I-IV. Find one rule per principle that you find interesting, and elaborate as to how you understand the rule to be followed, and brainstorm a possible scenario that may have caused the rules to be written the way they are.

For example, rule D of Principle I states: " Individuals shall not misrepresent the credentials of aides, assistants, technicians, support personnel, students, research interns, Clinical Fellows, or any others under their supervision, and they shall inform those they serve professionally of the name, role, and professional credentials of persons providing services." I understand this rule to mean that you should not misrepresent yourself or others, as something you, or they are not. An aide performing duties under a SLP cannot sign as an SLP. This statement may have been written due to a professional stating during an IEP meeting that they were a speech-language pathologist, and signed their name as such, but were in fact, a student clinician.

This report is to be a typed, 12-point font, minimum of 1 page, but not to exceed 2 pages.

Below you can find the link to the ASHA Code of Ethics website:

[Link](#)

or enter this address in your browser: <http://www.asha.org/Code-of-Ethics>

### **Assignments #2-6, 8-12: OBSERVATION REPORTS #1-5, #6-10:**

#### **(IDEA Objectives: Essential #1, 2; Important #1, 2)**

Please follow the report template found later in the syllabus, or under the “Additional Resources” tab on the Canvas course; completing each question or description required for the report. If the sessions you observe are of groups, then focus on one individual client in that group, and not on the group as a whole. Also, you may not count each individual client during a 'group' setting as a separate session, meaning you cannot multiply the time spent observing for a 30-minute session per client in the session, only 30-minutes can be counted.

You are expected to receive a breadth and depth of knowledge, and **must complete a minimum of 30 minutes in a minimum of six (6) areas described on the summary card-** 1-Articulation; 2-Expressive/Receptive Language 3-Stuttering/Fluency; 4-Social Communication (Autism); 5- Apraxia; 6-Communication Modalities (AAC); 7-Cognitive Aspects (Aphasia/TBI); 8-Dysphagia/Swallowing; 9-Voice/Resonance; 10-Auditory Processing; 11-Conductive/Sensorineural/Mixed Loss (Hearing); 12-Hearing Management (Hearing Aids); 13-Aural Rehabilitation (Cochlear implants). Also be sure to have some hours in both child and adult areas.

Following the report template, answer the questions/areas about each session you observe. Each report will be on 2.5 hours (150 minutes) of observation. Information from sessions observed must be reported on one report, and extra/overage amount of time will not be spread/pushed to the following assignment. For example, if you were to observe the following sessions: Session 1: 75 minutes, Session 2: 50 minutes, Session 3: 35 minutes, for a total of 160 minutes, all 160 minutes will be reported on in one report, the extra 10 minutes will not be counted on another report. Each report must be on all sessions viewed to meet the 150 minutes per report. You will complete 10 observation reports, equaling a minimum of 25 hours.

The American Speech-Language-Hearing Association (ASHA) requires that students complete **a minimum of 25 hours** of observation of various disorders of communication prior to the beginning of actual clinical intervention. You will complete your hours via Master Clinician. Some students prefer to get some/all hours as live observations. This will be allowed, however, you must observe a clinician with their Certificate of Clinical Competence (CCCs). No aides, graduate student clinicians, technicians or assistants may be observed. If doing live observations, you must also complete a "Permission of Observation/Reporting" form (located under 'Additional Resources", with the client/guardian signature, and submit it with the report you are writing on those particular live sessions. Again, we encourage each student to obtain a breadth and depth of knowledge in communicative disorders, and must complete a minimum of 30 minutes in six areas listed on the summary card, located under "Additional Resources".

\*If you choose to perform live observations, please be professionally dressed and act in a professional manner. You are not just representing yourself, but a student of a reputable university. Refrain from wearing clothing that shows undergarments, contains holes, or presents an unkempt/distasteful appearance. If you need to leave an evaluation or treatment session before it is finished, please do so quietly and as discreetly as possible. Remember that you are watching a professional in the field interacting with a real patient. Please keep your professionalism high and act like you would like to have someone act if they were observing you during a doctor visit. **Please wear appropriate attire when going to observe these professionals, as if you were an employee at the facility.** This is a job shadow activity, first impressions have impact, especially if you seek to be hired at the facility in the future. If you do have questions for the professional you are interviewing or observing, please be mindful of their schedule and don't interrupt their sessions. Try entering and leaving at session

breaks. While you are observing each session take detailed notes so you can write a detailed report on what you are observing.

### Specifications for information to be provided for reports:

Some sessions may be approximately 15-20 minutes long; some sessions can be as long as an hour. Be sure to provide as much information as possible so I know that the information reported on is in relation to the time spent observing (**one descriptive sentence per every 3-5 minutes of therapy**, not to be less than 6 descriptive sentences for 30 minutes of observation time.) For example, if you state that the session was 60 minutes in length, and you report that for the activity *"The therapist drilled specific sounds of need."* **this statement is not sufficient evidence that you observed the session adequately, and you will be scored lower on your grading rubric.** However, if you provided a write-up like the following example, *"The session began by providing the client with an assortment of jack-in-the-box type toys. The client played with about 6 of them. Once they were **"popped open"** the SLP asked the client which one he (the therapist) should draw. These questions prompted the client to verbally respond. The SLP would ask questions such as, **"What color should we use?"** and **"What part should we draw next?"** He also had the client label some of the drawings and spell certain words. In the middle of the session the SLP showed the client how to use special self-propelled race cars. Together they put together an animal puzzle and the SLP would provide scaffolding by asking questions such as, **"P is for...."**. At the end of the session, the therapist asked the client questions such as, **"Why do you use an umbrella?"** and **"Why do you wear a helmet?"** These questions provided a way for the client to use spoken language as he will not initiate conversation on his own."* I will know that you took exceptional notes, and are actively trying to learn from the observation session. (Also, remember to read the summary and background information on videos, or ask questions in live observations, that will help you understand more about the client to answer specific questions for the report, and to give a thorough description.) There is a sample report found in the 'Additional Resources' tab as well.

### **OBSERVATION REPORT TEMPLATE:**

Report # \_\_\_\_:

I document that SLP/AuD and client (or guardian) have given written permission for their therapy sessions to be observed for educational purposes: YES NO N/A (N/A for Master Clinician. You must have a signed permission form for live sessions.)

Observer: (Your Name)

First name of the SLP/AuD: (If online video, please provide name of clinician, and description--ie: Rhea Paul-Peter Evaluation--Speech Sound Disorder--Adolescence)

Is this SLP/AUD a member of ASHA? Yes/No (for online observations put 'yes'; for live observations, clinicians must be ASHA certified. Mark 'No' for CFY candidates).

If so, what is the ASHA # of the SLP/AuD, the supervising SLP/AuD? (for online observations put N/A)

Did the clinician display a professional and appropriate appearance? Explain.

Date of the Observation: (Date you watched video or performed observation, not date video was recorded).

Length of the Session/Observation:

Age of the Client: (If you are not certain of this just indicate age range. Child 2-4/Adolescent 11-15/Adult 40-45, or whichever age you think they might be).

The following information is based on your opinions from your training to this point and does not necessarily come from the written documentation from the SLP/AuD:

General Type of the Communicative Disorder Being Observed:

General impact this communicative disorder has on the client's ability to communicate effectively:

Describe what you think are the daily goals of this session.

Describe in detail the therapy activities observed during this session.

Do you feel the therapy activities were developmentally appropriate?

Did the clinician have to adapt to unexpected changes during therapy? Explain.

Describe the materials used in this session.

Was data recorded by the clinician? If so, how?

Describe any progress you saw in the client's accomplishment of his/her goals in this session.

Was the session paced well? Explain.

Describe just one helpful idea you gained from observing this session. This could relate to the technique the clinician used to accomplish the goal, behavior modification, reinforcement, therapy activity, clinician interaction with significant other, etc.

Explain what you thought about this therapy (was it interesting, boring, would you do something differently, etc.).

Do you document that, as the observer, you are the student enrolled in this COMD Capstone course? YES NO

Do you document that the information above is based on your actual observation of the SLP/AuD and the client? YES NO

Do you document that you actually completed this observation and wrote this report? YES NO

**Use the Observation and Report Writing Summary Sheet (found under Additional Resources on the home page) to keep track of the reports that you submit. Keep track as you go so that it is easier to summarize at the end of the semester.**

**Assignment #7: Observation Share--10 pts**



**(IDEA Objectives: Essential #2, Important #1)**

You will be grouped together with 5-6 other students from this section of COMD 5900, and 'chat' about the observations you have been able to conduct up to this point. You will have a pre-selected group to share your experiences with. You will contact each other and set up a time to 'meet' and conference together, whether it be through FaceTime, Skype, Google Chat, Google Hangouts, Google Doc, or email strand. You will share what you have been able to experience in Observations 1-5, including: materials used; therapy techniques; behavioral management strategies; and positive outcomes noted. If sharing information with the group from live observations you have participated in, please remember not to share identifying information such as name of client or clinician observed, and location where services were provided. Sharing techniques used is not a breach of confidentiality, nor is sharing of materials used. You will then submit a 1-2 page (12 pt font, double spaced) reflection of what you gained from this assignment, and what activities or materials shared by other group members seemed valuable to you. This is a professional discussion among students to foster a greater understanding of therapy techniques and materials, and help you feel more connected to your fellow classmates. **Remember to meet prior to due date of assignment.**

To see your groups, you will look under 'People' on Canvas, and then under the "Observation Share #1" tab.

Each member of the group is responsible to share information with other group members. It is your responsibility to gather information from other group members.

**Observation Report Writing Summary Sheet/Hours Log AND Summary Card—15 pts.**

Complete the Observation and Report Writing Summary Sheet and Observation Hours Summary Card (found on the home page under 'Additional Resources') and submit them on Canvas by the posted due date. Make sure to keep a log of your observations on the Observation Report Summary Sheet/Hours Log throughout the semester. Round the minutes observed to the nearest whole minute. If you have 26:35, round to 27 minutes. If you have 45:17, round down to 45 minutes. Add up your minutes in each area listed on the summary card from your hours log, and transfer exact minutes to the coordinating spot on the summary card. Add child and adult minutes separately, and put those exact minutes in the 'total' box. Then, combine both child and adult minutes, and transfer to total hours by dividing your minutes by 60. If you have 1511 minutes total, divide that by 60, and you get 25.18 hours. You will then round this 25.18 down to the nearest quarter hour, getting 25 hours even. **You cannot have less than 25 hours to receive credit for this course!**

**QUIZZES—20 pts**



You will complete two quizzes about the Scope of Practice for: 1-Speech-Language Pathology (<http://www.asha.org/policy/SP2016-00343/>), and 2-Audiology (<http://www.asha.org/policy/SP2004-00192.htm>). These quizzes will be open webpage, and will consist of 10 questions worth 2 points each, for a total of 20 points.

## **COURSE GRADING:**

Your grade is based on performance of course components and possible points.

Grading will be traditional (A – F). There will be no mid-term or final examinations. You will be graded on your reports submitted on Canvas, which must be turned in by the deadlines listed in the calendar.

## **RUBRICS:**

There are three different rubrics used in the class, and can be found under the “Additional Resources” tab. These rubrics will be used to grade the Code of Ethics and Observation Share papers (10 points), the Observation Reports (10 points), and the Summary Card and Hours Log (15 points).

**Final grades are calculated using a percentage scale out of 100%.**

## **GRADE PERCENTAGE RANGE POINTS**

Total Possible Points: 175

95-100% = A

90%-94% = A-

87%-89% = B+

84%-86%= B

80%-83%= B-

77%-79% = C+

74%-76% = C

70%-73% = C-

67%-69% = D+

64%-66% = D

61%-63% = D-

0%60%=F

## COURSE POLICIES:

### Withdrawal Policy and “I” Grade Policy

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes:

- Incapacitating illness which prevents a student from attending classes for a minimum period of two weeks,
  - A death in the immediate family,
  - Financial responsibilities requiring a student to alter a work schedule to secure employment,
  - Change in work schedule as required by an employer,
  - Other emergencies deemed appropriate by the instructor.
- (<http://www.usu.edu/policies/pdf/Incomplete-Grade.pdf>)

Students must also have a passing grade at when the student requests an 'incomplete' grade.

### Communication

All communication will be disseminated from Canvas. Announcements will be used in Canvas to communicate high priority and timely information. You must set your notification preferences in Canvas to receive Announcements and Conversation Messages to ASAP by an email, cell phone for text messages, or other social networking services of your choice.

- [How to set up notification preferences in Canvas](#)
- [How to use the Inbox for Conversations in Canvas](#)

### Instructor Feedback/Communication

Assignment feedback will be given through comments and personal conversations on Canvas. Discussion Boards will also be used for students to use to ask questions, and will be monitored regularly by TAs.

### Student Feedback/Communication

We welcome all feedback on the course, responses to email will be provided **within two week days** (Monday – Friday).

### Course Etiquette

Any successful learning experience requires mutual respect on the part of the student and the instructor. Neither instructor nor student should be subject to others' behavior that is rude, disruptive, intimidating, or demeaning. The instructor has primary responsibility for and control over classroom behavior and maintenance of academic integrity.

## Instructor Responsibilities

- Treat all students with courtesy and respect.
- Be open to constructive input from students in the course.
- Ensure that opportunities to participate are shared equally by all students in the class.

## Student Responsibilities

- Be prepared for class assignments.
- Submit all assignments by the due date.
- Find an observation site in your community or surrounding areas to complete 12 hours of observation.

## Syllabus Changes

This syllabus is subject to change. I will notify the class regarding all changes. In the event of any discrepancy between this syllabus and content found in Canvas, the information in **CANVAS WILL TAKE PRECEDENCE**.

## Submitting Electronic Files

All electronic files must be submitted in word (.doc, .docx, .pdf) format, unless otherwise stated. Please name your file in the using the following convention: *Assignmentname\_Yourname.doc*.

Files in formats other than doc, docx, .pdf, and/or without the proper naming convention (or at least a reasonable attempt) will be returned to the student and additional handling charges (lost points) may apply.

## Course Fees

There are no course fees associated with this course.

## Late Work

The dates for each assignment are listed with each assignment for each unit. ***If you miss the deadline it will be marked "late" and there will be 1 point reduced from the score. If you are past 7 days late, the assignment is marked "missed" and you cannot turn it in and you will get 0 points for that assignment. There are no exceptions for these stipulations and if you cannot meet the assigned deadlines please do not take this class. You must complete all 25 hours of observation to receive credit for this course.***

## UNIVERSITY POLICIES:

### Honor Pledge

As stated in The Student Code, "Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to reinforce the higher level of conduct expected and required of all Utah State University students."

Upon admission to the university, you agreed to abide by this Honor Code by signing the Honor Pledge, which reads: “I pledge, on my honor, to conduct myself with the foremost level of academic integrity.” Complete academic honesty is expected in this course. Cheating on exams or plagiarism on written assignments will result in a failing grade and may result in further action according to University policy.

## Academic Dishonesty

The Instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined the University’s Student Code:

Acts of academic dishonesty include but are not limited to:

- Cheating using or attempting to use or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity, including working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done “individually”;
  - Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
  - Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
  - Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;
  - Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;
  - Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or engaging in any form of research fraud.
- Falsification: altering or fabricating any information or citation in an academic exercise or activity.
- Plagiarism: 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 using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

Full details for USU Academic Policies and Procedures can be found at:

- [Student Conduct](#)
- [Student Code](#)
- [Academic Integrity](#)
- [USU Academic Policies and Procedures](#)

## Students with Disabilities

Students with ADA-documented physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC). Please contact the DRC prior to or as early in the semester as possible. Alternate formats for course content are available with advanced notice.

Contacting the Disability Resource Center (DRC):

- Location in Room 101 of the University Inn.
- Phone Numbers
- 435-797-2444 voice
- <http://www.usu.edu/drc/>

Disability Related Resources for Current Students

- [DRC Student Handbook](#)
- [Deaf and Hard of Hearing Student Handbook](#)
- [Disability Related Scholarships](#)
- [Campus Resources](#)
- [Documentation Guidelines](#)
- [Online Resources for Students with Disabilities](#)

## Diversity Statement

Regardless of intent, careless or ill-informed remarks can be offensive and hurtful to others and detract from the learning climate. If you feel uncomfortable in a classroom due to offensive language or actions by an instructor or student(s) regarding ethnicity, gender, or sexual orientation, contact

- Moises Diaz, Director of Multicultural Student Services (435) 797-1733 <mailto:moises.diaz@usu.edu>;
- James Morales, Vice President of Student Services (435) 797- 1712 [james.morales@usu.edu](mailto:james.morales@usu.edu);
- Ann Austin, Vice Provost for Faculty Development and Diversity, <mailto:ann.austin@usu.edu>;
- Maure Smith, GLBTA Services, <mailto:maure.smith@usu.edu>;
- Steven Russell, Student Advocate (435) 797-1720 <mailto:s.r.@aggiemail.usu.edu>.
- You can learn about your student rights by visiting: <http://www.usu.edu/student-services/studentcode>.

## Grievance Process

Students who feel they have been unfairly treated may file a grievance through the channels and procedures described in the Student Code:

<http://www.usu.edu/student-services/pdf/StudentCode.pdf> - page=3

(Article VII. Grievances, pages 27-36).

## 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 (435) 797-1266.

## **Withdrawal Policy and "I" Grade Policy**

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

**Full details for USU Academic Policies and Procedures can be found at:**

- [Student Conduct](#)
- [Student Code](#)
- [Academic Integrity](#)
- [USU Selected Academic Policies and Procedures](#)
- [USU Academic Policies and Procedures](#)
- [Academic Freedom and Professional Responsibility Policy](#)

## **Emergency Procedures**

In the case of a drill or real emergency, classes will be notified to evacuate the building by the sound of the fire/emergency alarm system or by a building representative. In the event of a disaster that may interfere with either notification, evacuate as the situation dictates (i.e., in an earthquake when shaking ceases or immediately when a fire is discovered). Turn off computers and take any personal items with you. Elevators should not be used; instead, use the closest stairs.

## **Assignment Summary:**

Due dates change each semester, but assignments are due on Thursdays, 11:59 p.m. MST, weekly:

Assignment #1: Code of Ethics

Assignment #2: Observation Report #1 (2.5 hours)

Assignment #3: Observation Report #2 (2.5 hours)

Assignment #4: Observation Report #3 (2.5 hours)

Assignment #5: Observation Report #4 (2.5 hours)

Assignment #6: Observation Report #5 (2.5 hours)

Assignment #7: Observation Share

Assignment #8: Observation Report #6 (2.5 hours)

Assignment #9: Observation Report #7 (2.5 hours)

Assignment #10: Observation Report #8 (2.5 hours)

Assignment #11: Observation Report #9 (2.5 hours)

Assignment #12: Observation Report #10 (2.5 hours)

Assignment #13: Observation Summary Sheet & Card