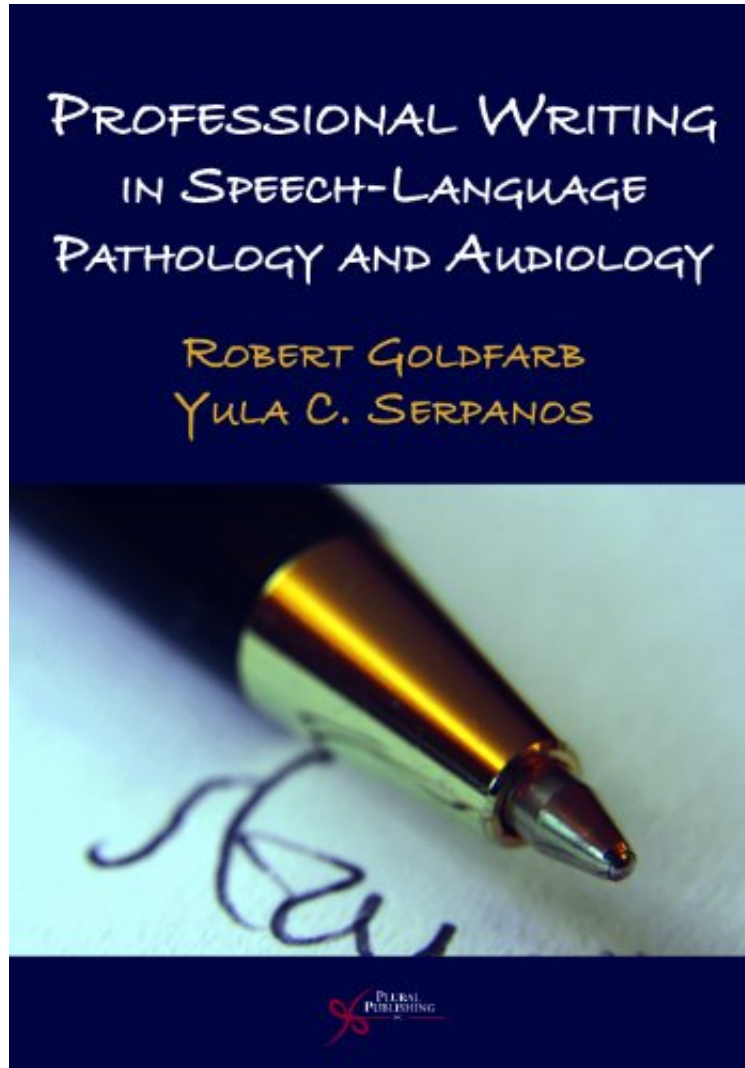


Professional Writing in Speech-Language Pathology and Audiology

Robert Goldfarb and Yula Cherpelis Serpanos
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The ASHA Code of Ethics requires individuals to provide all services competently, which includes documentation of services rendered. Research from a range of professions and educational establishments in the communication sciences and disorders across the USA has clearly indicated the shortcomings and fallibilities of students and clinicians in their ability to write formally, correctly, and clearly. Whether medical reports, chart notes, or diagnostic evaluations--even a piece written for an oral presentation--much of what you write can become a legal document that may be used in court. Furthermore, if documentation is incomplete or incorrect, then third party payers, such as insurance companies, may withhold payment. This book helps you to understand what to do, what not to do, what to avoid, and how to address various writing problems encountered. It aims to show that learning to be a better professional writer does not have to be drudgery, and uses humor and anecdotal material, plus self-test questions to help illustrate issues under discussion. The authors commence with coverage of aspects of language from punctuation, through abbreviations, to cultural issues, going on, in a chapter on evidence-based writing, to provide strategies to answer the "why?" (rather than just the "what?" and the "how?") questions about professional writing. A review of the ASHA Code of Ethics precedes the important issue of uses and abuses of the Internet resources, as well as library resources, from collections to copyright and plagiarism. Comprehensive coverage is given to the diagnostic report, in which the authors specify and describe five rules for diagnosis, continuing with guidelines for writing diagnostic reports in speech-language pathology and audiology that include specific instructions and examples for diagnostic protocols and report formats. Coverage of clinical reports and referrals includes templates and samples of a treatment plan, progress report, and chart note, as well as forms of professional correspondence. Also reviewed are issues in clinical writing related to terminology, ethics, and software. The book concludes with strategies for developing a professional portfolio, preparing a resume, and writing a cover letter, and features an analysis of multiple-choice tests, those used in the Praxis II exam as well as those prepared by course instructors. Unique and much needed, this is the only book to cover the whole spectrum of the communication sciences and disorders in a modern and approachable form. For any clinician, student, or instructor, it delivers a template for personal/professional self-development. Furthermore, it will prove to pay for itself many times over in aiding time-saving, accuracy, expediency in claims, and avoidance of damaging legal actions.

About the Author Robert Goldfarb, Ph.D., Fellow, ASHA, is Professor and Program Director of Communication Sciences and Disorders at Adelphi University and Emeritus Professor of Speech and Hearing Sciences at Lehman College and The Graduate Center, CUNY, where he was also Executive Officer. He has published extensively in the areas of adult aphasia, the language of dementia, and the language of schizophrenia, and is also co-author of two tests: The Stocker Probe for Fluency and Language (1995) and Time-Altered Word Association Tests (TAWAT, 2012). He edited and contributed chapters to *Ethics: A Case Study From Fluency* (2006) and *Translational Speech-Language Pathology and Audiology* (2013), and is co-author of *Techniques for Aphasia Rehabilitation Generating Effective Treatment* (TARGET, 1995), *Professional Writing in Speech-Language Pathology and Audiology* (2009), *Professional Writing in Speech-Language Pathology and Audiology Workbook* (2011), and *Language and Motor Speech Disorders in Adults*, 3rd ed. (2012). Yula Cherpelis Serpanos, Ph.D. Dr. Serpanos, is Associate Professor of Audiology in the Communication Sciences and Disorders program at Adelphi University and the Long Island Doctor of Audiology (AuD) Consortium. She has over twenty years of clinical experience and fourteen years of university teaching experience at the undergraduate, graduate, and doctoral levels. Dr. Serpanos has several publications in the areas of behavioral loudness growth assessment and estimation using electrophysiologic auditory measures, and in preschool audiologic screening.