

2018 Application Form for ASC Grants for New Service-Learning Course Proposals

Application Deadline: February 5, 2018

You MUST use this form to submit your proposal. Please send submission (form and supplementary materials) to Linda Hood (hood.82@osu.edu), Executive Assistant to Associate Executive Dean Steven Fink.

1. Working Title of Course Proposal

Service Learning in Adult Neurogenics for Speech-Language Pathology

2. Applicant Information

- Name: Jennifer M Brello
- Title: Clinical Assistant Professor
- Department: Speech & Hearing Science
- Address: 1070 Carmack Road, 117 Pressey Hall
- Phone: 614-292-4125
- E-mail: Brello.1@osu.edu

3. Course Description

- ***Provide general description of course goals of proposed undergraduate course.***

This course involves furthering student knowledge of disorders resulting from acquired brain injury in adult populations. Specifically, the knowledge students will gain is related to understanding, developing, and utilizing tools to support communication. Through a mutually beneficial community service activity, students will also gain appreciation on the impact a communication disability has on life participation and quality of life.

- ***Provide general description of content of proposed undergraduate course***

The proposed course involves advancing student knowledge in the areas of stroke, traumatic brain injury, and communication facilitating strategies for persons with cognitive-communication disorders through readings and video instruction. Additionally, students enrolled in the course will gain hands-on exposure to persons with chronic language impairment by serving as *communication partners* in the OSU Aphasia Initiative. <https://sphs.osu.edu/clinic/aphasia>.

Aphasia is defined by the American Speech-Language Association as “a communication disorder that results from damage to the parts of the brain that contain language (typically in the left half of the brain). Aphasia may causes difficulties in speaking, listening, reading, and writing, but does not affect intelligence. “

The Aphasia Initiative is housed in the Department of Speech & Hearing Science and provides 12 hours of speech-language therapy each week through 6 social group sessions. Aphasia Initiative members are adults living in the community who have experienced stroke or brain injury and continue to experience problems speaking, listening, reading, and/or writing. A licensed and certified speech-language pathologist and graduate students in the M.A. Speech-Language Pathology program at OSU facilitate group sessions. Due to the severity of communication deficit, many members attending require 1:1 assistance of communication partners. Communication partners perform tasks that help the members fully participate in group sessions. For example, the partner may modify written material, read written material aloud, provide visual aids (i.e., pictures, illustrations) or help with tasks that remain difficult due to physical limitations such as writing or accessing technology.

Provide general description of service-learning component of the course

The service-learning component of the course involves the extensive experience the students will gain from providing 1:1 assistance to a person needing communication support. Through personal interaction with persons with aphasia, students will gain exposure to the compounding effects of acquired brain injury on relationships, employment, quality of life, and everyday tasks and activities. Specifically, students enrolled in the course will help plan group sessions, prepare group materials (i.e., slides, picture boards, download videos, etc.), and facilitate group discussions. Additionally, students will have the opportunity to de-brief each session with a speech-language pathologist. During the de-brief, students will have the opportunity to ask questions, talk through successes and challenges, and obtain feedback. Students will also keep a weekly journal to reflect on knowledge and skills gained individual interactions with members, successes and challenges.

- ***Provide general explanation of how service-learning activities will contribute to the course goals***

The service-learning activities provide experiential learning opportunities for students in the area of adult neurogenetics. They will gain exposure to a wide range of communication deficits from brain injury; for example, some members are non-verbal while others are very verbal. Due to the group format, topics are inherently discussed that involve adjustment problems, relationship difficulties, work and financial challenges. These sensitive issues allow the students to appreciate the extent communication disability has on life participation and quality of life.

- Draft of syllabus attached.

4. Community Focus and Reciprocity

- *Identify and provide a brief profile of the intended community partner*

The community partner for this course will be the OSU Aphasia Initiative, which is a program for persons living in the community with language impairment due to acquired brain injury. <https://sphs.osu.edu/clinic/aphasia> The program is housed in Pressey Hall on OSU West Campus and provides 12 hours of group speech-language therapy. A licensed and certified speech-language pathologist and graduate students enrolled in the M.A. SLP program facilitate sessions. Members are referred from community clinics and hospitals and have typically been discharged from outpatient speech therapy or exhausted insurance benefits for speech therapy. Aphasia is chronic disorder meaning that someone may be discharged from outpatient speech therapy but still have residual communication deficits. The OSU Aphasia Initiative provides ongoing speech therapy services free of charge. This program will serve as the service-learning site for students enrolled in the course.

- ***Describe the community partners' participation in the development of the service project***

The OSU Aphasia Initiative has been operating since August 2015 and is steadily increasing its membership. Due to this increase in membership as well as the complex needs of said members, the Initiative relies on support personnel to effectively and efficiently operate. This course, if approved, will provide an influx of educated communication partners to enhance the ongoing activities of the program. Initiative staff (consisting of speech pathologists and a clerical assistant) will provide guidance and support to the students enrolled in the course who are assisting with the weekly group sessions. They will communicate with the course instructor if any issues arise or modifications need made to the service activities. Aphasia Initiative professional staff will conduct orientation sessions and weekly de-brief.

- **How does the service project reflect priorities and stated goals/needs of community partners and collaborative planning by all partners?**

The mission of the OSU Aphasia Initiative is to serve persons with aphasia and provide clinical training for future clinicians. The Initiative is ideally suited to partner as a service-learning site as undergraduate students in Speech & Hearing Science will have the opportunity for clinical exposure and will have first-hand experience in many of the conditions they are learning about through coursework. This service-learning course aligns perfectly with the mission of the Initiative

Both the course instructor and speech-language pathologists who facilitate group therapy sessions for the Initiative will coordinate service project activities.

- **Describe the anticipated community benefit and impact of the service project.**

This service-learning course will result in the product of highly educated communication partners for persons with aphasia. According to the National Stroke Association, there are 80,000 new cases of aphasia per year. The OSU Aphasia Initiative is the only program of its kind in Ohio, and has been recognized nationally as a resource for persons with aphasia. Expanding the Initiative to include not only services for persons with aphasia, but training and development of support personnel benefits the community as a whole. Not all undergraduate students in Speech & Hearing Science matriculate to a graduate program in Speech Pathology. For students who do not, this experience may encourage students to explore related opportunities within the disability community or other service positions.

5. Letter of Support from Department Chair

- Attached.

JUST BECAUSE
SOMEONE
HAS TROUBLE
COMMUNICATING
**DOESN'T MEAN
THEY HAVE
LESS TO SAY**

THE OHIO STATE **APHASIA** INITIATIVE

DEPARTMENT OF SPEECH AND HEARING SCIENCE

**A program for persons
living with aphasia.**



THE OHIO STATE UNIVERSITY

COLLEGE OF ARTS AND SCIENCES

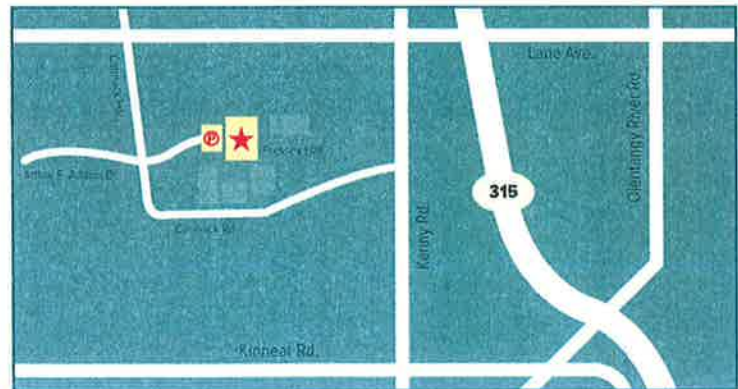
WE'RE FACING OUR CHALLENGES TODAY, SO WE WILL BE BETTER TOMORROW.

We offer groups throughout the week that are designed to give people with aphasia an opportunity to **practice and improve communication skills, build confidence and self esteem and increase engagement in social situations.**

Group sessions are facilitated by students pursuing undergraduate and graduate degrees in Ohio State's Department of Speech and Hearing Science, and are supervised by a licensed and certified speech-language pathologist.

LEARN MORE

go.osu.edu/aphasia



CONTACT US

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This program is supported by The Ohio State University Department of Speech and Hearing Science and the generosity of friends of the Aphasia Initiative.

Service Learning in Adult Neurogenics for Speech-Language Pathology
Course # TBD
Autumn 2018

Instructor: Jennifer Brello, MEd., CCC-SLP
Class Location: Pressey Hall room 99
Time: TBD as assigned
Class Website: Carmen
Credit Hour: 2.0

Office Hours: By appointment
Office Address: 117 Pressey Hall
Email: brello.1@osu.edu
Phone: 614-292-4125
Mode of Instruction: In Person

Purpose of this course: The intent of this course is to further students' learning about adult neurogenic language disorders through service in a social communication group setting.

Learning objectives:

Knowledge

- (1) To learn about disorders resulting from acquired brain injury such as aphasia, apraxia, dysarthria, and executive dysfunction in adult populations.

Skills

- (2) To describe supported communication strategies that may be useful to support someone living with a communication disability.
- (3) To develop tools that may be beneficial for a person living with a communication disability.

Values

- (4) To develop an appreciation of the impact of communication disorders on individuals quality of life
- (5) To develop awareness of the need to consider cultural differences in communication in order to differentiate communication differences from communication disorder

GRADING Calculation

Final course evaluation will be rated as satisfactory/unsatisfactory. Average across assignments but be at least 70% to receive "S" rating.

S= $\geq 70\%$ (231-330 points)

U= $< 70\%$ (0-230 points)

Course Assignments:

Aphasia Group Participation: 15 points each session (210 total points)

This course requires attendance and participation at one, 90 minute aphasia group session per week. Participation is defined as:

- 1.) Involvement in planning and preparing for group sessions. **5 points**
- 2.) Attending and interacting with aphasia initiative members during your assigned session. **5 points**

3.) Participation in a post-session debrief with student volunteers and clinical supervisor. **5 points**

Journal Articles/Quiz: 10 points each (50 points total)

To prepare for your involvement in the Aphasia Initiative, you are required to read five journal articles on the Life Participation Approach to Aphasia and supported communication strategies, which will be available on Carmen. You will also take a 10 point Carmen quiz for each article

Reflection: 5 points each (70 points total)

You will be required to submit a weekly reflection of your thoughts and ideas about aphasia group sessions. Each reflection should contain the following:

- 1.) Identify one specific communication support strategy utilized in the session. **(1 point)**
- 2.) Reflect on the success or lack of success of the specific tool utilized in the session. **(1 point)**
- 3.) Identify something specific you learned in the session about adult neurogenics OR a question you have. **(1 point)**
- 4.) Describe an interaction or observation that illustrates the impact of aphasia on quality of life that you observed in the session. **(1 point)**
- 5.) Reflection should be 1 page in length or less, single-spaced. **(1 point)**

STUDENTS WITH DISABILITIES

Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614-292-3307, slds@osu.edu; slds.osu.edu.

Our department and our university have a long legacy of embracing inclusion, diversity, community, and openness. Our challenge is to ensure that we continue to be proactive in our efforts to nurture and realize these values. Therefore, we will continue to make every effort to welcome students of different backgrounds, cultures, and opinions and work to maintain an environment that is respectful of this diversity. University policies and other resources may be found here: <http://www.studentaffairs.osu.edu/bias/>

ACADEMIC MISCONDUCT

Academic misconduct refers to any activity that compromises the academic integrity of the university or undermines the educational process. Academic misconduct will not be tolerated. Instances believed to constitute misconduct will be reported to the committee on academic misconduct. Examples include but are not limited to: plagiarism, cheating on examinations, violation of course rules outlined in this syllabus. Additional examples of academic misconduct are outlined below. Further information can be found in your student handbook and at the office of student affairs http://studentaffairs.osu.edu/resource_csc.asp

Examples of academic misconduct include, but are not limited to:

1. Violation of course rules as contained in the course syllabus or other information provided to the student; violation of program regulations as established by departmental committees and made available to students;
2. Knowingly providing or receiving information during examinations such as course examinations and candidacy examinations; or the possession and/or use of unauthorized materials during those examinations;
3. Knowingly providing or using assistance in the laboratory, on field work, in scholarship or on a course assignment;
4. Submitting plagiarized work for an academic requirement. Plagiarism is the representation of another's work or ideas as one's own; it includes the unacknowledged word-for-word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas;
5. Submitting substantially the same work to satisfy requirements for one course or academic requirement that has been submitted in satisfaction of requirements for another course or academic requirement, without permission of the instructor of the course for which the work is being submitted or supervising authority for the academic requirement;
6. Falsification, fabrication, or dishonesty in creating or reporting laboratory results, research results, and/or any other assignments;
7. Serving as, or enlisting the assistance of a substitute for a student in the taking of examinations;
8. Alteration of grades or marks by the student in an effort to change the earned grade or credit;
9. Alteration of academically-related university forms or records, or unauthorized use of those forms or records; and
10. Engaging in activities that unfairly place other students at a disadvantage, such as taking, hiding or altering resource material, or manipulating a grading system.

Course Schedule		
		Assignment
Week #1	Orientation Week: An in-person orientation will take place during your assigned session day and time in room 99 Pressey Hall. Assignment: read articles 1-5 posted on Carmen.	
Week #2	Session 1 : Introduction and Ice Breakers Session debrief / planning for next week.	Bring introduction slide Prepare/bring materials for ice breaker activity Submit weekly reflection in Carmen
Week #3	Session 2: Daily Topic TBD Session debrief / planning for next week.	Quizzes 1-5 due by Friday Weekly reading posted on Carmen. Submit weekly reflection in Carmen
Week #4	Session 3: Daily Topic TBD Session debrief / planning for next week.	Weekly reading posted on Carmen. Submit weekly reflection in Carmen
Week #5	Session 4: Daily Topic TBD Session debrief / planning for next week	Weekly reading posted on Carmen. Submit weekly reflection in Carmen
Week #6	Session 5: Daily Topic TBD Session debrief / planning for next week	Weekly reading posted on Carmen. Submit weekly reflection in Carmen
Week #7	Session 6: Daily Topic TBD Session debrief / planning for next week	Weekly reading posted on Carmen. Submit weekly reflection in Carmen
Week #8	Session 7: Daily Topic TBD Session debrief / planning for next week	Weekly reading posted on Carmen. Submit weekly reflection in Carmen
Week #9	Session 8 Daily Topic TBD Session debrief / planning for next week:	Weekly reading posted on Carmen. Submit weekly reflection in Carmen
Week #10	Session 9: Daily Topic TBD Session debrief / planning for next week	Weekly reading posted on Carmen. Submit weekly reflection in Carmen
Week # 11	Session 10: Daily Topic TBD Session debrief / planning for next week	Weekly reading posted on Carmen. Submit weekly reflection in Carmen
Week # 12	Session 11: Daily Topic TBD Session debrief / planning for next week	Weekly reading posted on Carmen. Submit weekly reflection in Carmen

Week # 13	Session 12: Daily Topic TBD Session debrief / planning for next week	Weekly reading posted on Carmen. Submit weekly reflection in Carmen
Week # 14	Session 13: Daily Topic TBD Session debrief / planning for next week	Weekly reading posted on Carmen. Submit weekly reflection in Carmen
Week #15	Session 14: Daily Topic TBD Session debrief / planning for next week	Weekly reading posted on Carmen. Submit weekly reflection in Carmen
Week #16	End of semester final debrief.	



21 December 2017

Steven Fink, PhD
Associate Executive Dean
College of Arts and Sciences
114 University Hall
230 N Oval Mall
Campus

Dear Dean Fink,

I am writing to offer support for the development of the proposed course: *Service Learning in Adult Neurogenics*. This course is being developed in response to an expressed need for clinical exposure and opportunities for students at the Undergraduate level.

While the course will not satisfy major or GE requirements, once approved, it will be offered each semester at 2.0 credit hours, repeatable for up to 6. The prerequisite will be completion of SHS 2230: *Introduction to Communication and Its Disorders*.

The community partner for this course is the OSU Aphasia Initiative, a communication support program for persons living in the community who suffer from aphasia due to acquired brain injury. This program is housed within the Department of Speech and Hearing Science and is an integral part of the clinical education curriculum for our graduate professional MA program in speech-language pathology.

The proposed course is likely to not only enhance our undergraduate curriculum, but provide the Aphasia Initiative with much needed support for its growing membership. Thus, departmental support for this proposal and ongoing course offering is unwavering.

Please let me know if you have any questions.

Thanks in advance,

Robert A. Fox, PhD
Professor and Chair
Department of Speech and Hearing Science
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1070 Carmack Road
Columbus, OH 43210
fox.2@osu