

Term Information

Effective Term Autumn 2014
[Previous Value](#) [Spring 2013](#)

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Change the credit hours to 3 credit hours fixed and change the course number to 6742.01.

What is the rationale for the proposed change(s)?

To better reflect the student and faculty demands of course context.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

none

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

| | |
|--------------------------------------|---|
| Course Bulletin Listing/Subject Area | Speech and Hearing Science |
| Fiscal Unit/Academic Org | Speech & Hearing - D0799 |
| College/Academic Group | Arts and Sciences |
| Level/Career | Graduate |
| Course Number/Catalog | 6742.01 |
| Previous Value | 6742 |
| Course Title | Clinical Seminar in Speech and Language Disorders 1: Fundamentals of Treatment Designs |
| Previous Value | Clinical Seminar in Speech and Language Disorders |
| Transcript Abbreviation | SLP Clin Seminar 1 |
| Previous Value | SLP Clin Seminar |
| Course Description | Lectures, discussions and labs covering the fundamentals of treatment design and case management for Speech-Language Disorders. |
| Previous Value | Readings and discussion of topics pertinent to the assessment and treatment of speech and language disorders. |
| Semester Credit Hours/Units | Fixed: 3 |
| Previous Value | Fixed: 1 |

Offering Information

| | |
|--|---------------------------------|
| Length Of Course | 14 Week, 12 Week (May + Summer) |
| Flexibly Scheduled Course | Never |
| Does any section of this course have a distance education component? | No |
| Grading Basis | Satisfactory/Unsatisfactory |
| Repeatable | No |
| Previous Value | Yes |
| Previous Allow Multiple Enrollments in Term | No |
| Previous Max Credit Hours/Units Allowed | 5 |
| Previous Max Completions Allowed | 5 |

| | |
|----------------------------|------------|
| Course Components | Laboratory |
| Grade Roster Component | Laboratory |
| Credit Available by Exam | No |
| Admission Condition Course | No |
| Off Campus | Never |
| Campus of Offering | Columbus |

Prerequisites and Exclusions

| | |
|----------------------------|---|
| Prerequisites/Corequisites | Prereq: Grad standing in Speech and Hearing Science, or permission of instructor. |
| Exclusions | Not open to students with enrollment in more than 9 qtr hrs in 744. |

Cross-Listings

Cross-Listings

Subject/CIP Code

| | |
|------------------|-------------------|
| Subject/CIP Code | 51.0203 |
| Subsidy Level | Doctoral Course |
| Intended Rank | Masters, Doctoral |

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes

- See syllabus

[Previous Value](#)

Content Topic List

- Topics in speech-language pathology

Attachments

- 2013_SHS_6742.docx: Syllabus
(Syllabus. Owner: Williamson-Miller, Mary Jo)
- 2014.Speech and Hearing 6742.01.doc: Updated syllabus--use this one
(Syllabus. Owner: Vankeerbergen, Bernadette Chantal)

COURSE CHANGE REQUEST
6742.01 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
10/29/2013

Comments

- The request for a 2-credit increase reflects the need for more academic coursework related to clinical methods as students prepare, then gradually enter their clinical practica—first in our own on-campus clinic, then in external placements. In contrast, the Advanced Clinical Seminars required in later semesters are only 1-credit in keeping with the greater number of hours spent in clinical practica. Also to correct an error introduced during semester conversion that existed under quarters *(by Williamson-Miller, Mary Jo on 10/09/2013 03:39 PM)*
- Sent back at unit's request. *(by Vankeerbergen, Bernadette Chantal on 10/09/2013 01:25 PM)*
- 07/15/13 Change max credit hours and max completions to correspond with change in credit hours. *(by Haddad, Deborah Moore on 07/15/2013 03:03 PM)*

Workflow Information

| Status | User(s) | Date/Time | Step |
|--------------------|---|---------------------|------------------------|
| Submitted | Williamson-Miller, Mary Jo | 06/18/2013 12:38 PM | Submitted for Approval |
| Approved | Fox, Robert Allen | 07/15/2013 02:42 PM | Unit Approval |
| Revision Requested | Haddad, Deborah Moore | 07/15/2013 03:03 PM | College Approval |
| Submitted | Williamson-Miller, Mary Jo | 07/17/2013 09:10 AM | Submitted for Approval |
| Approved | Fox, Robert Allen | 08/07/2013 12:38 PM | Unit Approval |
| Approved | Haddad, Deborah Moore | 08/08/2013 10:27 AM | College Approval |
| Revision Requested | Vankeerbergen, Bernadette Chantal | 08/09/2013 10:47 AM | ASCCAO Approval |
| Submitted | Williamson-Miller, Mary Jo | 08/20/2013 09:16 AM | Submitted for Approval |
| Approved | Fox, Robert Allen | 08/20/2013 02:37 PM | Unit Approval |
| Approved | Haddad, Deborah Moore | 08/20/2013 02:38 PM | College Approval |
| Revision Requested | Vankeerbergen, Bernadette Chantal | 08/30/2013 04:30 PM | ASCCAO Approval |
| Submitted | Williamson-Miller, Mary Jo | 09/20/2013 12:02 PM | Submitted for Approval |
| Approved | Fox, Robert Allen | 09/20/2013 01:32 PM | Unit Approval |
| Approved | Haddad, Deborah Moore | 09/20/2013 03:44 PM | College Approval |
| Revision Requested | Vankeerbergen, Bernadette Chantal | 10/09/2013 01:25 PM | ASCCAO Approval |
| Submitted | Williamson-Miller, Mary Jo | 10/09/2013 03:41 PM | Submitted for Approval |
| Approved | Fox, Robert Allen | 10/10/2013 09:36 AM | Unit Approval |
| Approved | Haddad, Deborah Moore | 10/10/2013 11:05 AM | College Approval |
| Pending Approval | Hanlin, Deborah Kay Hogle, Danielle Nicole Jenkins, Mary Ellen Bigler Nolen, Dawn Vankeerbergen, Bernadette Chantal | 10/10/2013 11:05 AM | ASCCAO Approval |

**SHS 6742.01: Fundamentals of Treatment Designs
Clinic Seminar
Autumn Semester Syllabus**

Instructors: Ellen K. Bonk, Karen Carver, JoAnn Donohue, Nadine Whiteman

Term: Autumn - Spring Semesters

Office: 123, 121, 117, 119, respectively

Office Hours: Arrange

E-mail: bonk.8@osu.edu, carver.103@osu.edu, donohue.1@osu.edu, whiteman.29@osu.edu, respectively

Grade Expectations:

Pass = $\geq 85\%$; Fail = $\leq 85\%$

Course Description: SHS 6742.01 is a 3 credit hour course to encompass two hours per week of classroom instruction and one hour per week of clinical practicum. This course occurs Autumn Semester of each academic year. It is designed for first year SHS graduate clinicians to gain knowledge in clinical methodology, policies and procedures used at The Ohio State University Speech-Language-Hearing Clinic. Additional training in skills and procedures for demonstrating knowledge and competencies will require outside classroom time, while in the role of a junior clinician in clinical practicum. Satisfactory completion of this course is intended to assist students in meeting the knowledge and skill sections, III and IV, of the ASHA Standards for Certification of Clinical Competence (http://www.asha.org/certification/slp_standards/).

Contemporary service delivery models for patients across the life span and from cultural/linguistic diverse backgrounds will be introduced, reviewed, critiqued, and implemented. Students will demonstrate specific knowledge in the following areas:

1. articulation
 2. receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication and paralinguistic communication) in speaking, listening, reading, writing
 3. hearing, including the impact on speech and language (basic introduction)
 4. cognitive aspects of language (basic introduction)
 5. social aspects of language (basic introduction)
 6. augmentative and alternative communication modalities (basic introduction)
- a) Class begins promptly at the appointed time; it is professional to be prepared for class before the start time. Be sure that your cell phone is turned *off*. If you arrive after lecture/announcements have begun, it will be considered a 'late' arrival. Class meetings will consist of a mix of lecture, question/answer discussion, case discussion, clinical exercises, and grand-rounds format discussion. The classroom curriculum is designed to develop clinical competencies through intense analysis of therapeutic procedures and application of theoretical knowledge while you engage in initial clinical practicum.
- b) Clinic practicum assignments will be made during Autumn enrollment for your junior clinician responsibilities. Within this additional time outside instructional class attendance, your role will include observation and interaction with an individual client and completion of initial stages of lesson plan and SOAP note documentation; therapy session planning; therapy session implementation. By the completion of Autumn Semester, you will be ready to assume the full role of clinician.

Course Goals:

1. Students will complete junior clinician practicum during Autumn Semester with assignment to clientele and a second year student mentor.
2. Students will understand the general concepts for initial clinical rotations regarding articulation, phonology, language, and literacy intervention.
3. Students will understand initial protocols for clinical methodology and policies and procedures used at The Ohio State University Speech-Language-Hearing Clinic

Course Objectives:

Knowledge: For the population with communication disorders in the areas of articulation, phonology, language, literacy, the student will:

1. describe clinical procedures for protecting themselves and their clients as related to maintaining universal health precautions, responding to warning signs of child and spousal abuse, and securing the privacy of health information.
2. familiarize themselves with the contents of the OSU-SHS Graduate Handbook, Vol. II and performance standards of the profession as stated in the departmental Technical Standards, ASHA Code of Ethics, and state and national requirements for licensure/certification.
3. state the components of a behavioral objective and differentiate between long and short-term goals.
4. communicate the need for accurate data collection, the writing of complete, concise lesson plans, production of progress monitoring and other clinical documentation required by various agencies and this Clinic.
5. list best practices of the profession and reflect knowledge of multicultural concepts that should be considered when planning for family-based interactions and collaborating with other agencies and professionals.
6. compare and contrast their roles and responsibilities as learners in the clinical training process with the roles and responsibilities of the supervisors in that process.
7. familiarize themselves with a variety of diagnostic materials and evaluative procedures, stating rationale for specific selection criteria pertaining to a specific client.
8. state rationales and selection criteria for appropriate stimuli, materials, activities and teaching strategies/methodologies for use during intervention sessions with a client.

Skills: For the population with communication disorders in the areas of articulation, phonology, language, literacy, the student will:

1. demonstrate clinical procedures for protecting themselves and their clients as related to maintaining universal health precautions, responding to warning signs of child and spousal abuse, and securing the privacy of health information.
2. restate and apply concepts and procedures contained within the OSU-SHS Graduate Handbook, Vol. II and the performance standards of the profession outlined within the departmental Technical Standards, ASHA Code of Ethics, and within state and national requirements for licensure/certification .
3. construct treatment plans and weekly lesson plans for persons with communication disorders which include comprehensive and appropriate long term goals and short term objectives, teaching strategies, and materials.

4. demonstrate accurate data collection, write complete and concise lesson plans, conduct weekly and semester/long term progress monitoring, and produce clinical documentation required by various agencies and this Clinic.
5. utilize best practices of the profession and apply knowledge of multicultural concepts that should be considered when planning for family-based interactions and collaborating with other agencies and professionals.
6. fulfill their role and complete responsibilities as a learner in the clinical training process by acquiring skills, accepting direction/instruction, responding to corrective feedback by adapting their behavior; all of which are inherent within the supervisory process.
7. demonstrate mastery of administration, scoring, and reporting procedures for various instruments used to evaluate the articulation/phonology, language, literacy and hearing abilities of children and adults for the purpose of diagnosing a variety of communication disorders.
8. demonstrate the critical thinking skills needed to analyze approaches, protocols, and treatment strategies, generating selection criteria for appropriate stimuli, materials, activities and methodologies for use during intervention sessions with a client.

Values: For the population with communication disorders in the area of articulation, phonology, language, literacy, the student will:

1. consider the physical and mental safety of their actions and their client's welfare in implementation of treatment plans and completion of case management tasks.
2. internalize the need for compliance with the policies and procedures set by this training program, the profession and any facility in which they are working.
3. value the need for accurate, comprehensive and compliant reporting and documentation of the assessments and treatment they provide to persons with communication and swallowing disorders.
4. acquire an appreciation for formal, standardized evaluation and screening instruments, as well as astute, informal observational skills for use when screening and/or evaluating adults and children with suspected communication disorders.
5. consider the best practices of the profession and internalize multicultural concepts that must be applied when planning for family-based interactions and collaborating with other agencies and professionals.
6. adopt a positive attitude and fulfill a self-advocate role within the supervisor-supervisee relationship and the clinical training process; as it relates to skill acquisition, clinician preparation and achievement of beginning levels of professional performance.

COURSE SCHEDULE; subject to change:

| Week | Topic RE: Intervention Rotations |
|---------------|---|
| <u>AUTUMN</u> | |
| Week 1 | Introduction, Orientation Pressey folder review; timeline of diagnostic → therapy Code of Ethics; Scope of Practice; HIPAA; Technical Standards Junior/Senior clinician role |
| Week 2 | Organization of sessions; tasks/activities Client and case management Clinic Calendar/responsibilities Licensure/CCC requirements |

| | |
|------------|---|
| | Extended educational requirements |
| Week 3 | Behavioral objectives; skill hierarchies; cue levels/support levels |
| Week 4 | Designing intervention Cueing/modeling/prompting Data collection Teaching strategies Rationale/treatment decision making |
| Week 5 | Complexity of case; personality and age of client Behavior management/motivation |
| Week 6 | Professional culture: training program, supervisor/student role, proactive communication, challenges |
| Week 7-11 | Literacy protocol sessions |
| Week 12 | Complete documentation for Junior Clinician role; lesson plans; SOAP; summaries |
| Week 13-14 | Development of client home study plan for the interim between intervention periods Complete all paperwork for client's folder; audit the folder Review self-study plan, CF-66 and 67; assess progress in the acquisition of knowledge and skills; revise to reflect expanding competencies and extended knowledge |

Readings:

Refer to the “*Required Texts*” document listed in content section on OSU Carmen course website: www.carmen.osu.edu

Course notebook: You are required to bring a 3-ring notebook to all class sessions. You will be expected to gather materials throughout the Autumn and Spring terms and place them in this notebook, creating a resource for use when you are enrolled in clinic practicum. You will submit the notebook in the final weeks of the term (see weekly topics handout) and will be graded on the contents and professional presentation of this notebook.

Observation requirement: All students must complete the ASHA required 25 hours of observation prior to beginning their initial, clinical assignments. If this requirement has not been completed at the beginning of the Autumn 6742.01 course it is mandatory that it be completed in order to receive a satisfactory grade. If students have completed their 25 hours of observation, they will be asked to complete additional hours of guided observation as part of a graded class project (see Carmen website for detailed weekly topics/assignment due dates, instructions and examples).

Grading: Grades will be assigned based on attendance, class participation/performance, lab, participation in clinical practicum, quizzes and completion of the assignments. The grading breakdown will be as follows: 100% to 85% = satisfactory, below 85% = unsatisfactory. More information on grading is provided on the detailed weekly topics handout, posted on Carmen. **Late assignments WILL NOT be accepted.**

Attendance is mandatory for 6742. Only University recognized absence excuses will be accepted and should be presented to the instructor prior to the class meeting. Students are expected to arrange for a recording of a lecture or a copy of notes to be taken by a classmate if an absence occurs. A summary of notes or a recording are required if an emergency absence occurs *with no reminder provided by the instructor*. Failure to meet this expectation will result in a fail for that day of class.

- **RULES OF THE UNIVERSITY FACULTY**

- ATTENDANCE AND GRADUATION

- Chapter 3335-9

- **3335-9-21 Absences:**

- Each department or school may make its own rules relative to occasional absences by students from scheduled activities. If, however, a student is absent from a course to such an extent as to imperil his or her credit, or is notably irregular in attendance, it shall be the duty of the instructor concerned to report the facts promptly to the dean of the college in which the student is enrolled. The dean may take such action as deemed appropriate.

Academic Misconduct:

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). **For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.**

Students with Disabilities:

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.