

## Term Information

Effective Term Spring 2014

## 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 6742.02  
Course Title Clinical Methods in Speech Language Disorders: Specialized Topics in Treatment Designs  
Transcript Abbreviation SLP Clin Seminar 2  
Course Description Lectures, discussions and labs covering methodology for speech sound disorders and oral and written language.  
Semester Credit Hours/Units Fixed: 3

## 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  
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 Grad standing in Speech and Hearing Science, or permission of instructor.  
Exclusions

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code 51.0202  
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

### Content Topic List

- Topics in Speech language pathology

## Attachments

- Pseudo Syllabus for 6742.docx: Syllabus

*(Syllabus. Owner: Williamson-Miller,Mary Jo)*

## Comments

- Because this course is required for MA-SLP students for Spring 2014 and because this "new course" request is intended to clean up an error from semester conversion, we request that this course request processing be expedited. *(by Williamson-Miller,Mary Jo on 10/10/2013 09:24 AM)*

## Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Williamson-Miller,Mary Jo	10/10/2013 09:25 AM	Submitted for Approval
Approved	Fox,Robert Allen	10/10/2013 09:36 AM	Unit Approval
Approved	Haddad,Deborah Moore	10/10/2013 11:15 AM	College Approval
Approved	Vankeerbergen,Bernadette Chantal	10/25/2013 03:50 PM	ASCCAO Approval
Approved	Fink,Steven Scott	10/25/2013 03:54 PM	ASC Approval
Approved	Herness,M Scott	10/25/2013 04:23 PM	GradSchool Approval
Pending Approval	Johnson,Jay Vinton Christy,Ann Denise Soave,Melissa A	10/25/2013 04:23 PM	OAA Approval

**SHS 6742.02: Specialized Topics in Treatment Designs  
Clinic Seminar  
Spring Semester Syllabus**

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

**Term:** Spring Semester

**Office:** 123, 121, 117, 119, respectively

**Office Hours:** Arrange

**E-mail:** [bonk.8@osu.edu](mailto:bonk.8@osu.edu), [carver.103@osu.edu](mailto:carver.103@osu.edu), [donohue.1@osu.edu](mailto:donohue.1@osu.edu), [whiteman.29@osu.edu](mailto:whiteman.29@osu.edu), respectively

**Grade Expectations:**

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

**Course Description:** SHS 6742.02 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 Spring Semester of each academic year. It is designed for first year SHS graduate clinicians to gain knowledge in clinical methodology, specific to individual populations/disorders; and to gain knowledge in 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 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/](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 with specific disorder populations while you engage in initial clinical practicum.
- b) Clinic practicum assignments will be initiated with individual clients assigned to students. You will be assigned sole responsibility of client case management, with corresponding in-depth classroom instruction in the areas of language/literacy, articulation/phonology intervention methodologies and techniques. Within this additional time outside instructional class attendance, your role will include case management with an individual client(s) and completion of lesson plan and SOAP note documentation; therapy session planning; therapy session implementation.

### **Course Goals:**

1. Students will understand the general concepts for initial clinical rotations regarding articulation, phonology, language, and literacy intervention.
2. Students will have sole responsibility of the client(s), under appropriate supervision, when conducting intervention sessions, including all associated documentation and billing duties.
3. Students will actively participate in class discussions that follow a grand-rounds format.

### **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:**

<b>Week</b>	<b>Topic RE: Intervention Rotations</b>
<u>SPRING</u>	
Week 1	Clinic Protocol Session; detailed paperwork; session design/implementation Initial Conference with supervisor; develop self-study
Week 2	Use of materials Design/execute assessment/ baseline plan
Week 3	Report writing; rationales; professional wording; templates; format Develop and write progress report for assigned client(s)
Week 4	Language intervention strategies, birth to 5 years

Week 5	Articulation/phonology intervention strategies Midterm conference with supervisor; make modification in intervention plans as needed; reflect on self-study plan
Week 6	Language intervention strategies, school age
Week 7	Language intervention strategies, adolescent/young adult
Week 8	Oral motor assessment protocol
Week 9	Hearing Screening protocol
Week 10	Diagnostic protocol overview
Week 11	Counseling concepts in SLP service delivery Continue/complete progress report for assigned client(s)
Week 12-13	Grand rounds discussions
Week 14	End of term duties/documentation; all administrative duties for client's folder Final conferences with supervisors 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](http://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.

**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/>.