**SHS 6742.03 Clinical Methods in**

**Speech-Language Disorders:  Advanced Topics**

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| **Instructor:** Nadine O. Whiteman | **Term:** Summer |
| **E-mail:** [whiteman.29@osu.edu](mailto:whiteman.29@osu.edu) | **Class Time**: Thursday, 9:30am-10:20am |
| **Office:** 119 Pressey Hall | **Room:** 35 Pressey Hall |
| **Office Hours:** Arrange |  |

**Course Description:** SHS 6742.03 is a 1 credit hour course to encompass one hour per week of classroom instruction to supplement clinical practicum placements. This seminar occurs during the 12-week Summer Term of each academic year, corresponding to the clinical practicum enrollment in SHS 7844. 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 and across the profession. 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/>).

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
4. cognitive aspects of language
5. social aspects of language
6. augmentative and alternative communication modalities

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 analysis of therapeutic procedures and application of theoretical knowledge while you engage in initial clinical practicum.

Clinic practicum assignments will be continued and expanded 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. Preparation for outside clinical placements will be addressed. 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.

**Learning Objectives:**

**Course Goals**:

1. Students will understand the general concepts for continued clinical rotations regarding the above listed multiple disorder areas of speech-language pathology.
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.
4. Students will understand the general concepts for entering additional clinical placements outside the The Ohio State University Speech-Language-Hearing Clinic.

**Course Objectives:**

# For clientele with communication disorders, the student will:

1. 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.
2. familiarize themselves with a variety of diagnostic materials and evaluative procedures, stating rationale for specific selection criteria pertaining to a specific client.
3. state rationales and selection criteria for appropriate stimuli, materials, activities and teaching strategies/methodologies for use during intervention sessions with a client.
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 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.
8. 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:**

* **Schedule subject to change**

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| **Week 1**  May 11 | * Review of course and clinic plans for upcoming semesters. * See Canvas for reminder about Second Year requirements | * See Canvas postings for this course * 2016 Code of Ethics from American Speech-Language-Hearing Association: <http://www.asha.org/> |
| **Week 2**  May 18 | * **Guest Lecture**: Jenny Lundine regarding pediatric brain injury |  |
| **Week 3**  May 25 | * Career choices; outside site placements | * ASHA website for career choices <http://www.asha.org/slp/> |
| **Week 4**  June 1 | * Guest speaker panel: SLP career choices |  |
| **Week 5**  June 8 | * Corporate SLP; Accent Modification | * Chapters 5-6: *Teaching Pronunciation: A Reference for Teachers of English to Speakers of Other Languages*, Marianne Celce-Murcia, Donna M. Brinton, Janet M. Goodwin, Cambridge University Press, 1996 |
| **Week 6**  June 15 | * Counseling * **Reflection paper 1 due** | * Chapters 2-3: *Counseling in Communication Disorders, A Wellness Perspective*, by Audrey L. Holland |
| **Week 7**  June 22 | * Guest speaker panel: SLP career choices |  |
| **Week 8**  June 29 | * Intro to telepractice * Intro to ultrasound * **Reflection paper 2 due** |  |
| **Week 9**  July 6 | * Grand rounds for clinical problem solving/discussion | * See ASHA Scope of Practice site <http://www.asha.org/slp/> |
| **Week 10**  July 13 | * Ending First Year / Entering Second Year information * See Canvas for reminder about Second Year requirements * See graduation tab on Canvas | * See Canvas postings for this course * ASHA website for SLP Pathway to Certification <http://www.asha.org/Certification/Speech-Language-Pathology-Pathway-To-Certification/> * Ohio Board of SLP/A website <http://slpaud.ohio.gov/> |
| **Week 11**  July 20 | * **Guest Lecture**: Nichole Kus Auditory-Verbal Therapy |  |
| **Week 12**  July 27 | * **No class due to individual advising in coordination with SHS 7844** |  |

**Readings:**

* Chapters 2-3: *Counseling in Communication Disorders, A Wellness Perspective*, by Audrey L. Holland. Published by Plural Publishing, Inc. (pluralpublishing.com); remainder of book is highly suggested reading.
* Chapters 5-6: *Teaching Pronunciation: A Reference for Teachers of English to Speakers of Other Languages*, Marianne Celce-Murcia, Donna M. Brinton, Janet M. Goodwin, Cambridge University Press, 1996
* 2016 Code of Ethics from American Speech-Language-Hearing Association: <http://www.asha.org/>
* ASHA resources for speech-language pathology: <http://www.asha.org/slp/>
* ASHA Pathway to Certification: <http://www.asha.org/Certification/Speech-Language-Pathology-Pathway-To-Certification/>
* Ohio Board of Speech-Language Pathology and Audiology website: <http://slpaud.ohio.gov/>

**Course requirements:**

Two self-reflection papers regarding your clinical assignments.

1. Complete a self-reflection of the field of speech-language pathology and your area of interest within the field. Include commentary regarding at least 2 positives and 2 negatives of entering the field. **Due week 6**.
2. You will complete a self-evaluation of your work as a clinician; you may utilize the clinical session interactions in the OSU SLHC and/or at outside placements. Incorporation of the ASHA Code of Ethics is required. Choose at least 2 tenets of the Code and describe the application to your clinical assignment. **Due week 8**.

Content rubric is posted on Canvas. A grading rubric is attached to syllabus. 25 points, each paper. Each paper is 50% of final grade

**Grading Scale**:

Satisfactory: 85%-100% (42.5-50 points)

Unsatisfactory: <84% (less than 42.5 points)

**Late assignments will not be accepted**.

**Attendance is mandatory for 6742 courses**. Attendance includes arriving prior to the start of class so not to disrupt the class with tardiness. Occasional absences by students from class are allowed due to illness.   A doctor’s note or other appropriate documentation should be provided upon requested.  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.  If a student is absent from a course to such an extent as to imperil his or her credit, or is notably irregular in attendance, the course instructor will 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/>.**

**Student Affairs Information:** 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/](http://www.studentaffairs.osu.edu/bias/" \t "_blank)

**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/**](http://www.ods.ohio-state.edu/)**.**

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**Grading Rubric**

Instructions:

1. Career choice Self-Reflection paper (complete 1 paper): **Due week 6**
   1. Students will write a paper reflecting on the choice of speech-language pathology as the career.
   2. Include at least 2 positives and 2 negatives to the career decision
   3. Each reflection paper should be a maximum of one single-spaced page. The paper should contain all the information listed below.

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| **Area** | **Points** |
| Content |  |
| Brief overview of SLP profession | 5 |
| Description of choice made for SLP | 5 |
| Analysis of two positive aspects of SLP career | 5 |
| Analysis of two negative aspects of SLP career | 5 |
| Mechanics |  |
| Writing should be professional, concise, grammatical, and free from typos/misspelling | 5 |
| Total | 25 |

1. Clinical Self-Reflection paper (complete 1 paper): **Due week 8**
   1. Students will write a paper in reflection of their clinical assignment(s) and progression with clinical skills.
   2. Each reflection paper should be a maximum of one single-spaced page. The paper should contain all the information listed below.
   3. See guided question page posted on Canvas

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| **Area** | **Points** |
| Content |  |
| Description of client-clinician interaction | 6 |
| Analysis of the effects of the clinician’s response and plans for changes | 6 |
| 2 Tenets of the ASHA Code of Ethics | 8 |
| Mechanics |  |
| Writing should be professional, concise, grammatical, and free from typos/misspelling | 5 |
| Total | 25 |