

Term Information

Effective Term Summer 2016
Previous Value Summer 2014

Course Change Information

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

This content of this advances topics clinical seminar will shift from solely focusing on adult neurogenic population's speech, and language disorders to a more general course focused providing content to supplement clinical instruction. In addition to the shift in content, we would also like to change to title of this course from Clinical Methods in Speech and Language Disorders: Adult Neurogenics" to "Clinical Methods in Speech-Language Disorders: Advanced Topics" to reflect the broadening of the content area and change the description to reflect the new content that will be covered.

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

We are broadening the content of this course because the content regarding adult neurogenic population's speech and language disorders has been added to the adult neurogenic courses offered in the fall and spring in order to better prepare students for their outside clinical placements. Thus, this course focuses on continuing to provide content to supplement clinical instruction.

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 6742.03
Course Title Clinical Methods in Speech and Language Disorders: Advanced Topics
Previous Value *Clinical Methods in Speech and Language Disorders: Adult Neurogenics*
Transcript Abbreviation SLP Clin Seminar 3
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 is designed for first year SHS graduate clinicians to gain knowledge in clinical methodology, specific to individual populations/disorders; and the policies and procedures used at The Ohio State University Speech-Language-Hearing Clinic.
Previous Value *Readings, discussions, and labs related to topics on the assessment and management of the adult neurogenic population's speech, and language disorders.*
Semester Credit Hours/Units 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
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 SphHrng, 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	<ul style="list-style-type: none">• Students will understand general concepts needed for continued clinical rotations across multiple disorder areas.• <i>Students will understand general concepts needed for initial clinical rotations with adult neurogenic populations.</i>
Previous Value	
Content Topic List	<ul style="list-style-type: none">• Topics in speech language pathology.

Attachments

- 6742.03 New Syllabus.docx: New Syllabus
(Syllabus. Owner: Ellawadi, Allison Bean)
- 6742 Syllabus 2015.docx: Previous Syllabus
(Syllabus. Owner: Ellawadi, Allison Bean)
- 6742.03 Syllabus 2015 current-previous.docx: Previous syllabus (ignore other one)
(Syllabus. Owner: Vankeerbergen, Bernadette Chantal)

Comments

- Course description is cut off. This language would appear in the course catalog(?) Please shorten course description. *(by Vankeerbergen, Bernadette Chantal on 01/25/2016 12:02 PM)*
- 01/15: Did you mean to change the title and/or description? *(by Haddad, Deborah Moore on 01/14/2016 04:48 PM)*
- Request additions. *(by Fox, Robert Allen on 11/16/2015 06:20 PM)*

COURSE CHANGE REQUEST
6742.03 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
02/09/2016

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Ellawadi, Allison Bean	11/09/2015 11:09 AM	Submitted for Approval
Revision Requested	Fox, Robert Allen	11/16/2015 06:20 PM	Unit Approval
Submitted	Ellawadi, Allison Bean	11/29/2015 01:10 PM	Submitted for Approval
Approved	Fox, Robert Allen	01/14/2016 03:44 PM	Unit Approval
Revision Requested	Haddad, Deborah Moore	01/14/2016 04:48 PM	College Approval
Submitted	Ellawadi, Allison Bean	01/20/2016 10:19 AM	Submitted for Approval
Approved	Fox, Robert Allen	01/20/2016 10:27 AM	Unit Approval
Approved	Haddad, Deborah Moore	01/20/2016 11:32 AM	College Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	01/25/2016 12:02 PM	ASCCAO Approval
Submitted	Ellawadi, Allison Bean	02/08/2016 07:32 PM	Submitted for Approval
Approved	Fox, Robert Allen	02/08/2016 07:52 PM	Unit Approval
Approved	Haddad, Deborah Moore	02/08/2016 08:02 PM	College Approval
Pending Approval	Nolen, Dawn Vankeerbergen, Bernadette Chantal Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler Hogle, Danielle Nicole	02/08/2016 08:02 PM	ASCCAO Approval

**SHS 6742.03 Clinical Methods in
Speech-Language Disorders: Advanced Topics**

Instructors: Nadine O. Whiteman
Office: 119
E-mail: whiteman.29@osu.edu

Term: Summer Semester
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 Summer Term 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 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
- 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 analysis of therapeutic procedures and application of theoretical knowledge while you engage in initial clinical practicum.
- b) 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.

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:

Knowledge: For clientele with communication disorders, 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 clientele with communication disorders, 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 clientele with communication disorders, 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:

- **SCHEDULE SUBJECT TO CHANGE**

Week 1	Self-reflection PPT <u>and</u> handout posted on Carmen; keep a reflection journal; submit with lesson plan at <u>least two times</u> during summer See Carmen for reminder about 2 nd year drug test/background check reminder
Week 2	Advance your identification of teaching strategies including type/frequency/layering of cues/prompts and selection of materials, stimulus items, provision of models/demonstrations, repetitions, room design, materials manipulation; convey info through LP Precise technical wording on LPs; initiate and continue data tracking charts within first 3 weeks of term Advanced SOAP only submission on case-by-case basis
Week 3	Consistent integration of school based materials or literacy materials when therapy is more general language, articulation, social language
<i>Report drafts due DATE</i>	
Week 4	Increased use of technology within sessions; increased parent/client involvement via use of data
Week 5	General grand round, client discussions, problem solving
Week 6	General grand round, client discussions, problem solving
Week 7	General grand round, client discussions, problem solving
Week 8	Intro to telepractice
Week 9	Corporate SLP; Accent Modification
<i>Report drafts due DATE</i>	
Week 10	End of First Year! See Carmen for reminder about 2 nd year drug test/background check reminder See graduation tab on Carmen

Readings:

Refer to the “*Required Texts*” document listed in content section on OSU Carmen course website:

www.carmen.osu.edu

Course notebook: You are expected to continue adding to the Clinic notebook that you began in Autumn. This resource is to be utilized throughout your tenure as a graduate clinician, and beyond. Spring and Summer course assignments and projects will be added.

From Autumn: 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. **Late assignments WILL NOT be accepted.**

Attendance is mandatory for 6742 courses. 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/>.

Speech & Hearing 6742.03
Clinical Methods in Speech-Language Disorders: Adult Neurogenics
Summer 2015

Instructor: Jennifer M. Brello, MEd, CCC-SLP
Email: Brello.1@osu.edu

Office Phone: 292-4125
Office Hours: Please arrange with instructor

Course description:

This course is designed to provide a general background of knowledge, skills and values needed for initial clinical rotations with adult neurogenic populations. Class meetings will consist of lecture, group discussion, and lab.

Course Goal:

Students will understand general concepts needed for initial clinical rotations with adult neurogenic populations.

Course Objectives:

Knowledge: For the adult neurogenic population with communication and swallowing disorders, the student will

- Define and write multiple medical abbreviations as seen in a patient's chart.
- Describe and recognize objectives written for functional outcomes.
- Describe protocol for use with tracheostomy and ventilator dependent patients.
- Describe the interdisciplinary treatment team and the role of the SLP in the medical setting.
- Describe community resources available for adult neuro population .
- Identify other avenues for application of SLP knowledge to non-traditional clinical areas.
- Describe the role of speech-language pathologists when counseling clients with cognitive-communication disorders.

Skills: For the adult neurogenic population with communication and swallowing disorders, the student will

- Report their ability to read and write multiple medical abbreviations during class participation exercises.
- Produce measurable objectives written for functional outcomes.
- Apply knowledge of tracheostomy and ventilator dependent patients.
- Apply knowledge of community resources available to meet the needs of the adult neuro client.
- Report ability to apply general SLP skills to non-traditional clinical situation.

Values: For the adult neurogenic population with communication and swallowing disorders, the student will

- Value the time efficiency of using abbreviations for medical terms.
- Assess the appropriateness of functional statements in objectives for the diverse client needs.
- Value the opportunities for the variations present in the SLP profession.
- Value the importance of the interdisciplinary team when treating adults with cognitive-communication disorders.

Course Requirements:

- 1.) Attendance & participation.
- 2.) Skills Lab, Dodd Hall @ Wexner Medical Center. Details will be posted on Carmen.
- 3.) FIM Quiz & Trache Quiz
- 4.) Adult materials binder

Each student is required to develop a materials binder for use with adult clients. We will be discussing suggestions for what to include; however, you are encouraged to seek out additional resources & materials based upon class discussions and readings.

Suggested Readings:

- Clinical Documentation in Speech-Language Pathology. Essential Information for Successful Practice, by Becky Sutherland Cornett <http://www.asha.org/Publications/leader/2006/060906/f060905b.htm>
- Managing Medicare. Documenting What You Do Is As Important As Doing It, by Nancy B. Swigert http://www.asha.org/Publications/leader/2002/020205/020205_a.htm
- International Classification of Functioning, Disability, and Health (ICF) <http://www.asha.org/slp/icf.htm>
- ASHA.(2003). National Outcomes Measurement System (NOMS): Adult Speech-Language Pathology User's Guide. Available @ www.asha.org.
- American Speech-Language-Hearing Association. (2005). *Cultural Competence*
- [Issues in Ethics]. Available from www.asha.org/policy.
- American Speech-Language-Hearing Association. (2011). *Cultural competence in professional service delivery* [Professional Issues Statement]. Available from www.asha.org/policy.
- Asking the Right Questions in the Right Ways. Strategies for Ethnographic Interviewing, by Carol Westby, Angela Burda & Zarin Mehta. <http://www.asha.org/Publications/leader/2003/030429/f030429b.htm>

**Additional readings will be assigned as appropriate.

Class Meetings:

May 20: FIM, Clinical Documentation, Medical Abbreviations & Terminology

May 22: Bart Smith, CCC-SLP Trachestomy & Ventilator Dependent Patients in Medical settings

May 27: Skills Lab @ Dodd Hall. We will meet from 8-9:30 am at the hospital

May 29: Carol Hofbauer, CCC-SLP Vice President Laurels Healthcare

June 3: TBA

June 5: Jennifer Lundine, CCC-SLP Pediatric TBI

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Academic Misconduct:

It is assumed that students have read and will adhere to The Ohio State University Code of Student Conduct (http://studentaffairs.sou.edu/resource_csc.asp) . Academic misconduct will not be tolerated. University sanctions will be initiated if academic misconduct is suspected. Detailed information regarding the University policy and procedures on academic misconduct can be found at: <http://oaa.osu.edu/coam/faq.html#whatisacademicmisconduct>