

## Term Information

Effective Term Spring 2018  
[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  
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	
Electronically Enforced	No

## 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"><li>• Students will understand general concepts needed for continued clinical rotations across multiple disorder areas.</li></ul>
Previous Value	<ul style="list-style-type: none"><li>• <i>Students will understand general concepts needed for initial clinical rotations with adult neurogenic populations.</i></li></ul>
Content Topic List	<ul style="list-style-type: none"><li>• Topics in speech language pathology.</li></ul>
Sought Concurrence	No

## Attachments

- 6742.03 Syllabus 2015 current-previous.docx: Previous syllabus  
*(Syllabus. Owner: Vankeerbergen,Bernadette Chantal)*
- 6742.03\_Seminar.syllabus\_2017.docx: Revised Syllabus  
*(Syllabus. Owner: Ellawadi,Allison Bean)*

## Comments

- Attached is the revised syllabus that addresses the contingencies requested by the committee *(by Ellawadi,Allison Bean on 10/02/2017 04:01 PM)*
- See 7-20-17 e-mail to A Ellawadi. *(by Vankeerbergen,Bernadette Chantal on 07/20/2017 11:55 AM)*
- 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: Haddad,Deborah Moore  
10/02/2017

**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
Revision Requested	Vankeerbergen,Bernadette Chantal	02/19/2016 12:55 PM	ASCCAO Approval
Submitted	Ellawadi,Allison Bean	03/03/2016 03:42 PM	Submitted for Approval
Approved	Fox,Robert Allen	03/03/2016 03:49 PM	Unit Approval
Approved	Haddad,Deborah Moore	03/03/2016 07:26 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	03/22/2016 11:42 AM	ASCCAO Approval
Submitted	Ellawadi,Allison Bean	04/12/2016 09:18 AM	Submitted for Approval
Revision Requested	Fox,Robert Allen	03/01/2017 12:06 PM	Unit Approval
Submitted	Ellawadi,Allison Bean	03/01/2017 01:09 PM	Submitted for Approval
Approved	Fox,Robert Allen	03/01/2017 01:42 PM	Unit Approval
Approved	Haddad,Deborah Moore	03/01/2017 01:53 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	03/27/2017 12:43 PM	ASCCAO Approval
Submitted	Ellawadi,Allison Bean	06/11/2017 01:58 PM	Submitted for Approval
Approved	Fox,Robert Allen	06/11/2017 08:17 PM	Unit Approval
Approved	Haddad,Deborah Moore	06/12/2017 10:21 AM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	07/20/2017 11:55 AM	ASCCAO Approval
Submitted	Ellawadi,Allison Bean	10/02/2017 04:01 PM	Submitted for Approval
Approved	Fox,Robert Allen	10/02/2017 04:33 PM	Unit Approval
Approved	Haddad,Deborah Moore	10/02/2017 04:39 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Oldroyd,Shelby Quinn Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler	10/02/2017 04:39 PM	ASCCAO Approval

**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](mailto: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](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](http://www.asha.org).
- American Speech-Language-Hearing Association. (2005). *Cultural Competence*
- [Issues in Ethics]. Available from [www.asha.org/policy](http://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](http://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

**Students with disabilities:**

Students with disabilities that have been certified by the Office of Disabilities 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/>.

**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](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>

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

**Instructor on record:** Nadine Whiteman

**Additional Instructors:** Jennifer Brello, Bridget Chapman, Christin Ray, Yolanda Rory, Amy Sonntag

**E-mail:** [whiteman.29@osu.edu](mailto:whiteman.29@osu.edu), [brello.1@osu.edu](mailto:brello.1@osu.edu), [chapman.763@osu.edu](mailto:chapman.763@osu.edu), [ray.401@osu.edu](mailto:ray.401@osu.edu), [rory.1@osu.edu](mailto:rory.1@osu.edu), [Sonntag.12@osu.edu](mailto:Sonntag.12@osu.edu)

**Term:** Summer Semester

**Class Meeting Day/Time:** Thursday, 9:30am-10:38am (68 minutes)

**Room:** 35 Pressey Hall

**Office Hours:** By appointment

**Grade Expectations:** Pass =  $\geq 85\%$ ; Fail =  $\leq 84\%$

**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 education 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, IV and V, of the ASHA Standards for Certification of Clinical Competence (<http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/>). Contemporary service delivery models for patients across the life span and from cultural/linguistic diverse backgrounds will be introduced, reviewed, critiqued, and implemented.

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.

**LEARNING OBJECTIVES:**

**Course Goals:**

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

**Course Objectives:**

Throughout this course, and in conjunction with enrollment in SHS 7844, the student will:

1. reflect on their skills as a clinician and their choice of speech-language pathology for their profession
2. develop and implement additional skills in the area of client/significant other counseling regarding communication disorders, diagnostic results, and intervention plans and outcomes.
3. foster knowledge of the various options of employment and clinical application available within the field of speech-language pathology
4. appreciate experiences of others in the profession and recognize the impact of their future career choice(s)
5. incorporate and apply knowledge of professional Codes of Ethics (Ohio Board/ASHA) to participation in class and clinical rotations

## Course Schedule:

- **SCHEDULE SUBJECT TO CHANGE**

<b>Week 1</b> May 11	<ul style="list-style-type: none"> <li>• Review of course and clinic plans for upcoming semesters.</li> </ul>	<ul style="list-style-type: none"> <li>• See Canvas postings for this course</li> <li>• 2016 Code of Ethics from American Speech-Language-Hearing Association: <a href="http://www.asha.org/">http://www.asha.org/</a></li> </ul>
<b>Week 2</b> May 18	<ul style="list-style-type: none"> <li>• Adult inpatient care: Jennifer Brello</li> </ul>	
<b>Week 3</b> May 25	<ul style="list-style-type: none"> <li>• Adult inpatient care: Jennifer Brello</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Meet onsite at Dodd Hall 9-10:20am</b></li> </ul>
<b>Week 4</b> June 1	<ul style="list-style-type: none"> <li>• Career choices; outside site placements: Amy</li> </ul>	<ul style="list-style-type: none"> <li>• ASHA website for career choices <a href="http://www.asha.org/slp/">http://www.asha.org/slp/</a></li> </ul>
<b>Week 5</b> June 8	<ul style="list-style-type: none"> <li>• Guest speaker panel: SLP career choices: Candice Michel and Sandy Tillett-Ferguson</li> </ul>	<ul style="list-style-type: none"> <li>• ASHA website for career choices <a href="http://www.asha.org/slp/">http://www.asha.org/slp/</a></li> </ul>
<b>Week 6</b> June 15	<ul style="list-style-type: none"> <li>• Counseling: Yolanda, Christin</li> </ul>	<ul style="list-style-type: none"> <li>• Chapters 2-3: <i>Counseling in Communication Disorders, A Wellness Perspective</i>, by Audrey L. Holland</li> </ul>
<b>Week 7</b> June 22	<ul style="list-style-type: none"> <li>• Corporate SLP; Accent Modification: Nadine</li> <li>• <b>Reflection paper 1 due</b></li> </ul>	<ul style="list-style-type: none"> <li>• Chapters 5-6: <i>Teaching Pronunciation: A Reference for Teachers of English to Speakers of Other Languages</i>, Marianne Celce-Murcia, Donna M. Brinton, Janet M. Goodwin, Cambridge University Press, 1996</li> </ul>
<b>Week 8</b> June 29	<ul style="list-style-type: none"> <li>• Intro to telepractice: Nadine</li> <li>• <b>Reflection paper 2 due</b></li> </ul>	
<b>Week 9</b> July 6	<ul style="list-style-type: none"> <li>• Social Thinking: Yolanda</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="https://www.socialthinking.com/">https://www.socialthinking.com/</a></li> </ul>
<b>Week 10</b> July 13	<ul style="list-style-type: none"> <li>• Ending First Year / Entering Second Year information</li> <li>• See Canvas for reminder about Second Year requirements</li> <li>• See graduation tab on Canvas</li> </ul>	<ul style="list-style-type: none"> <li>• See Canvas postings for this course</li> <li>• ASHA website for SLP Pathway to Certification <a href="http://www.asha.org/Certification/Speech-Language-Pathology-Pathway-To-Certification/">http://www.asha.org/Certification/Speech-Language-Pathology-Pathway-To-Certification/</a></li> <li>• Ohio Board of SLP/A website <a href="http://slpaud.ohio.gov/">http://slpaud.ohio.gov/</a></li> </ul>
<b>Week 11</b> July 20	<ul style="list-style-type: none"> <li>• <b>Guest Lecture:</b> Nichole Kus Auditory-Verbal Therapy</li> </ul>	
<b>Week 12</b> July 27	<ul style="list-style-type: none"> <li>• <b>No class due to individual advising in coordination with SHS 7844</b></li> </ul>	

### **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 request. 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/>

**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/>.

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

**Grading Rubric**

Instructions:

- 1) Career choice Self-Reflection paper (complete 1 paper): **Due week 7**
  - a. Students will write a paper reflecting on the choice of speech-language pathology as the career.
  - b. Include at least 2 positives and 2 negatives to the career decision.
  - c. Each reflection paper should be a maximum of one single-spaced page. The paper should contain all the information listed below.

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

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

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