

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	

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>
<i>Previous Value</i>	
Content Topic List	<ul style="list-style-type: none">• Topics in speech language pathology.

Attachments

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

Comments

- Please see e-mail feedback sent to A. Ellawadi on 3-22-2016. (On a side note, please also see deadlines on the form. Course changes for Summer 2016 should have reached the Registrar's by January 1. It is very doubtful they will be able to implement this change for this Summer. Please consider changing the effective term to Spring 2017 at this point.) *(by Vankeerbergen,Bernadette Chantal on 03/22/2016 11:40 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
03/01/2017

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
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler	03/01/2017 01:53 PM	ASCCAO Approval

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

Instructor: Nadine O. Whiteman
E-mail: whiteman.29@osu.edu
Office: 119
Office Hours: Arrange

Term: Summer Semester, May-July
Class Time: Fridays, 8:30am-9:30am
Room: 35 Pressey Hall

Course Description: This course encompasses one hour per week of classroom instruction to supplement clinical practicum placements. This seminar occurs May-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 and policies and procedures used across the profession.

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:

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.

ASHA Standards Addressed:

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/).

Course Schedule:

- SCHEDULE SUBJECT TO CHANGE

Week 1	Review of course and clinic plans for upcoming semesters.	<ul style="list-style-type: none"> • 2016 Code of Ethics from American Speech-Language-Hearing Association • Self-reflection PPT <u>and</u> handout posted on Carmen/Canvas • See Carmen/Canvas for reminder about 2nd year drug test/background check
Week 2	Guest Lecture: pediatric brain injury	
Week 3	Documentation: Report revisions	<ul style="list-style-type: none"> • Required reading: ASHA articles posted on Carmen/Canvas under Report Writing tab • Chapters 2, 4: <i>Report Writing for Speech-Language Pathologists and Audiologists</i>
Week 4	Behavior Management	<ul style="list-style-type: none"> • Chapters 1-5: <i>Treatment Resource Manual for Speech-Language Pathology, 5th Edition</i>
Week 5	Corporate SLP; Accent Modification	<ul style="list-style-type: none"> • Chapters 5-6: <i>Teaching Pronunciation: A Reference for Teachers of English to Speakers of Other Languages</i>
Week 6	Counseling	<ul style="list-style-type: none"> • Chapters 2-3: <i>Counseling in Communication Disorders, A Wellness Perspective</i>
Week 7	Use of Technology in Sessions	
Week 8	Intro to telepractice Intro to ultrasound Mentorship for incoming first years	
Week 9	End of First Year! Mentorship for incoming first years See graduation tab on Carmen/Canvas	<ul style="list-style-type: none"> • See Carmen/Canvas for reminder about 2nd year drug test/background check reminder
Week 10	Guest Lecture: Auditory-Verbal Therapy *Two hour class this date* (therefore, final class in week 11 is cancelled)	
Week 11	No class	

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 2, 4: *Report Writing for Speech-Language Pathologists and Audiologists*, Mary Pannbacker, et.al., Pro-Ed, Austin, TX, 2001.
- 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.
- Chapters 1-5: *Treatment Resource Manual for Speech-Language Pathology, 5th Edition*, Froma P. Roth and Colleen K. Worthington, Delmar Cengage Learning, New York, 2015.
- ASHA Leader Article: *On the Pulse: Audit-Proof Your Documentation*, <http://leader.pubs.asha.org/article.aspx?articleid=1785882>
- ASHA Leader Article: *Bottom Line: Document It Correctly With This Glossary* <http://leader.pubs.asha.org/article.aspx?articleid=1784990>

- 2016 Code of Ethics from American Speech-Language-Hearing Association: <http://www.asha.org/>

Course requirements:

Two self-reflection papers regarding your clinical assignments, due by 8th week of the term. 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. Content rubric is posted on Carmen/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. 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. Absences and/or tardiness to class will result in a reduction of the final grade by 2 points for each event.

- **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.

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/>

Diversity

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STUDENTS WITH DISABILITIES

Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614-292- 3307; email slds@osu.edu; website slds.osu.edu.

ACADEMIC MISCONDUCT

Academic misconduct refers to any activity that compromises the academic integrity of the university or undermines the educational process. Academic misconduct will not be tolerated. Instances believed to constitute misconduct will be reported to the committee on academic misconduct. Examples include but are not limited to: plagiarism, cheating on examinations, violation of course rules outlined in this syllabus. Additional examples of academic misconduct are outlined below. Further information can be found in your student handbook and at the office of student affairs http://studentaffairs.osu.edu/resource_csc.asp

Examples of academic misconduct include, but are not limited to:

1. Violation of course rules as contained in the course syllabus or other information provided to the student; violation of program regulations as established by departmental committees and made available to students;
 2. Knowingly providing or receiving information during examinations such as course examinations and candidacy examinations; or the possession and/or use of unauthorized materials during those examinations;
 3. Knowingly providing or using assistance in the laboratory, on field work, in scholarship or on a course assignment;
 4. Submitting plagiarized work for an academic requirement. Plagiarism is the representation of another's work or ideas as one's own; it includes the unacknowledged word-for-word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas;
 5. Submitting substantially the same work to satisfy requirements for one course or academic requirement that has been submitted in satisfaction of requirements for another course or academic requirement, without permission of the instructor of the course for which the work is being submitted or supervising authority for the academic requirement;
 6. Falsification, fabrication, or dishonesty in creating or reporting laboratory results, research results, and/or any other assignments;
 7. Serving as, or enlisting the assistance of a substitute for a student in the taking of examinations;
 8. Alteration of grades or marks by the student in an effort to change the earned grade or credit;
 9. Alteration of academically-related university forms or records, or unauthorized use of those forms or records; and
 10. Engaging in activities that unfairly place other students at a disadvantage, such as taking, hiding or altering resource material, or manipulating a grading system.
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**SHS 6742.03 Clinical Methods in
Speech-Language Disorders: Advanced Topics**

Grading Rubric

Instructions:

Reflection papers (complete 2 papers):

- a. Students will write a paper for two different experiences in reflection of their clinical assignments and progression with clinical skills.
- b. Each reflection paper should be no longer than one single-spaced page. The paper should contain all the information listed below.
- c. See guided question page posted on Carmen/Canvas

Area	Paper 1	Paper 2
Content	Grade / Points	Grade / Points
Description of client-clinician interaction	/4	/4
Description of clinician response	/4	/4
Analysis of the effects of the clinician's response	/4	/4
Description of future plans to improve client's response	/4	/4
2 Tenets of the ASHA Code of Ethics	/5	/5
Mechanics		
Writing should be professional, concise, grammatical, and free from typos/misspelling	/4	/4