

Term Information

Effective Term Autumn 2018
Previous Value Autumn 2014

Course Change Information

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

Change from a 3 credit to a 2 credit course

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

Due to changes within the MA-SLP program the content of this course has been revised and it is now appropriate for 2 rather than 3 credits

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 6742.01
Course Title Clinical Seminar in Speech and Language Disorders I: Fundamentals of Treatment Designs
Transcript Abbreviation SLP Clin Seminar 1
Course Description Lectures, discussions and labs covering the fundamentals of treatment design and case management for Speech-Language Disorders.
Semester Credit Hours/Units Fixed: 2
Previous Value Fixed: 3

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	
Previous Value	Not open to students with 9 cr hrs of 744.
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	51.0203
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
Sought Concurrence	No

Attachments

- 2017. syllabus_FINAL 6742.01.docx: Current Syllabus
(Syllabus. Owner: Ellawadi, Allison Bean)
- 2018. syllabus_ 6742.01 (1).docx: New Syllabus
(Syllabus. Owner: Ellawadi, Allison Bean)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Ellawadi, Allison Bean	11/02/2017 02:04 PM	Submitted for Approval
Approved	Fox, Robert Allen	11/02/2017 02:06 PM	Unit Approval
Approved	Haddad, Deborah Moore	11/02/2017 04:21 PM	College Approval
Pending Approval	Nolen, Dawn Vankeerbergen, Bernadette Chantal Oldroyd, Shelby Quinn Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler	11/02/2017 04:21 PM	ASCCAO Approval

**SHS 6742.01: Fundamentals of Treatment Designs
Clinic Seminar
2017, Autumn Semester Syllabus**

Instructor on record: Nadine Whiteman

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

Term: Autumn Semester

Class Meeting Day/Time: Fridays 8:30am-10:50am (140 minutes)

Office Hours: By appointment

E-mail: whiteman.29@osu.edu, brello.1@osu.edu, chapman.763@osu.edu, ray.401@osu.edu, rory.1@osu.edu, Sonntag.12@osu.edu

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

Course Description: This 3 credit hour course occurs Autumn Semester of each academic year corresponding to the clinical practicum enrollment in SHS 6844. It is designed for first year SHS graduate clinicians to gain knowledge in clinical methodology, professional issues, and policies and procedures used across the profession. 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.

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)

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. Coursework typically requires students to work at out-of-class assignments an average of twice the amount of time as the amount of formalized instruction (4+ hours per week for this class). However, this course has limited out-of-class requirements. Therefore, the final class periods of the term will be extended to allot for group presentations.

Course Goals:

1. Students will understand initial protocols for clinical methodology and policies and procedures used at The Ohio State University Speech-Language-Hearing Clinic
2. Students will understand the general concepts for initial clinical rotations regarding information across the 9 practice areas of speech-language pathology
3. Students will build self-awareness of individual strengths as they relate to the career of speech-language pathology

Course Objectives:

For the population with communication disorders in the areas of articulation, phonology, language, literacy, aphasia, the student will:

1. demonstrate appropriate completion of screening protocols for speech-language and hearing assessments for the pediatric population
2. verbalize basic elicitation scripts for speech sound disorders and oral language disorders across the age span
3. define and demonstrate concepts related to “respond to the response”
4. define and demonstrate concepts related to therapeutic adjustments utilizing knowledge of hierarchy of complexity
5. effectively and professionally convey a summary of assigned clinic rotation, including description of the disorder, effects of intervention, and discussion questions in the format of grand rounds
6. effectively reflect upon personal strengths and weaknesses as they apply to the field of speech-language pathology
7. actively participate in academic and clinical advising meetings

COURSE SCHEDULE; subject to change:

Date	Topic	Readings
Week 1 8/25/17	Clinic Orientation	- Chapters 1, 2, 13: <i>Professional Communication in Speech-Language Pathology, How to Write, Talk, and Act like a Clinician, Second Edition</i> , A. Embry Burrus, Laura B. Willis; Plural Publishing, San Diego, CA, 2016.
Week 2 9/1/17	Clinic Orientation	- Chapters 1, 2, 13: <i>Professional Communication in Speech-Language Pathology, How to Write, Talk, and Act like a Clinician, Second Edition</i> , A. Embry Burrus, Laura B. Willis; Plural Publishing, San Diego, CA, 2016.
Week 3 9/8/17	Clinic Orientation	- Chapters 1, 2, 13: <i>Professional Communication in Speech-Language Pathology, How to Write, Talk, and Act like a Clinician, Second Edition</i> , A. Embry Burrus, Laura B. Willis; Plural Publishing, San Diego, CA, 2016.
Week 4 9/15/17	Pete Eichel: Business Office Bridget Chapman: pediatric and school-age language instruction	
Week 5 9/22/17	Christin Ray: Strengths Introduction Bridget Chapman: pediatric and school-age language instruction, continued	- Chapter 1: <i>Treatment Resource Manual for Speech-Language Pathology, 4th Edition</i> , Froma P. Roth and Colleen K. Worthington, Delmar Cengage Learning, New York, 2010.
Week 6 9/29/17	Nadine Whiteman: Report Writing Rationale/treatment decision making Speech Sound Disorder therapeutic instruction	- Chapters 4, 6, 8, 9: <i>Professional Communication in Speech-Language Pathology, How to Write, Talk, and Act like a Clinician, Second Edition</i> , A. Embry Burrus, Laura B. Willis; Plural Publishing, San Diego, CA, 2016. - Chapter 1: <i>Treatment Resource Manual for Speech-Language Pathology, 4th Edition</i> , Froma P. Roth and Colleen K. Worthington, Delmar Cengage Learning, New York, 2010. - <i>Eliciting Sounds, Techniques and Strategies for Clinicians</i> , by Wayne Secord; Thomson/Delmar Learning, Clifton Park, NY, 2007. Refer to entire book.

Week 7 10/6/17	Amy Sonntag: CF-02 instruction Data Collection and Topic TBD CF-02 due 10/16/17 Critical Clinical Attributes Questionnaire Due	- Chapter 1: <i>Treatment Resource Manual for Speech-Language Pathology, 4th Edition</i> , Froma P. Roth and Colleen K. Worthington, Delmar Cengage Learning, New York, 2010.
Week 8 10/13/17	<i>Autumn Break, no class, no clinic</i>	
Week 9 10/20/17	Jennifer Brello, Arin Sheeler: Adult language/aphasia/dementia	-See Carmen postings
Week 10 10/27/17	Christin Ray: Professionalism, Strengths Survey, <i>Above the Line</i> Self-Reflection Due	
Week 11 11/3/17	Nadine Whiteman: Literacy Instruction Report Writing Revisited	- <i>Reading Reflex, the Foolproof Phono-Graphix Method for Teaching Your Child to Read</i> , Carmen McGuinness and Geoffrey McGuinness, 1998. Read entire book. - <i>Introductory Literacy Info</i> document posted on Carmen
Week 12 11/10/17	<i>Veteran's Day, no class, no clinic</i>	
Week 13 11/17/17	Introduction to Grand Rounds; handout due	Class may extend up to 2 hours to allot for all groups to present
Week 14 11/24/17	<i>Thanksgiving, no class, no clinic</i>	
Week 15 12/1/17	Introduction to Grand Rounds; handout due	Class may extend up to 2 hours to allot for all groups to present

Readings:

1. *Professional Communication in Speech-Language Pathology, How to Write, Talk, and Act Like a Clinician*. A. Embry Burrus, Laura B. Willis, Plural Publishing, 2017, ISBN: 978-1-59756-724-4. (approx. \$80)
2. *Reading Reflex, the Foolproof Phono-Graphix Method for Teaching Your Child to Read*, Carmen McGuinness and Geoffrey McGuinness, 1998. *Read entire book.*
3. *Eliciting Sounds, Techniques and Strategies for Clinicians*, by Wayne Secord; Thomson/Delmar Learning, Clifton Park, NY, 2007. *To be used as reference material.*
4. *Treatment of Language Disorders in Children*, Second Edition; McCauley, Fey, Gillam; Brookes Publishing, Baltimore, MD, 2017.

Additional Readings:

1. *Introductory Literacy Info*, posted on Carmen
2. *Treatment Resource Manual for Speech-Language Pathology, 4th Edition*, Froma P. Roth and Colleen K. Worthington, Delmar Cengage Learning, New York, 2005. *See information posted on Carmen*
3. *Lindamood Phoneme Sequencing Program (LiPS)* 4th edition. <http://ganderpublishing.com>
4. *Visualizing/Verbalizing Teachers Manual*, 2nd edition <http://ganderpublishing.com>
5. *Visualizing/Verbalizing Teachers Manual*, 2nd edition <http://ganderpublishing.com>

6. *The Syntax Handbook: Everything You Learned about Syntax (but Forgot)*, Laura M. Justice, Helen K. Ezell. ISBN-13: 9781888222807
7. *Expanding Expression Tool*, <http://www.expandingexpression.com/>
8. *Counseling in Communication Disorders, A Wellness Perspective*, by Audrey L. Holland. Published by Plural Publishing, Inc.
9. *40,000 Selected Words*, by Blockcolsky, Frazer, and Frazer; Pearson, San Antonio, TX, 1987

Course Assignments:

Critical Clinical Attributes Questionnaire (Due Week 7)	10 points
Strengths Finders Self-Reflection (Due Week 10)	20 points
Introduction to Grand Rounds (Due Week 13-15)	20 points

Grading rubric with description of assignments attached to syllabus

Grading: 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 6742.01 Clinical Methods in
Speech-Language Disorders**

Grading Rubric

Critical Clinical Attributes Questionnaire: Students will complete the provided guided questions regarding various attributes encompassed in clinical experiences.

Area	Your Score/Points
Questions Completed	/5
Mechanics	
Writing should be professional, concise, grammatical, and free from typos/misspelling	/5
Total	/10

Strengths Self-Reflection: Students will complete a survey. Then, transfer that information into a 1-2 page reflection of the outcomes. Incorporate concepts from the guided questions of “Critical Clinical Attributes” handout.

Area	Your Score/Points
Content	
Describes strengths and weaknesses	/5
Uses examples of strengths and weaknesses in clinic, academia, and personal life	/5
Incorporates strengths and weaknesses into the description of why you made the career choice of SLP (may or may not be specific to population)	/5
Mechanics	
Writing should be professional, concise, grammatical, and free from typos/misspelling	/5
Total	/20

Introduction to Grand Rounds: Students will present information regarding their clinical assignment during the last two class periods of the term, utilizing the provided Grand Rounds Guide.

Area	Your Score/Points
Description of client, treatment plan, and progress	/5
Problem-solving questions posed to peers	/5
Description of “what I learned”	/5
Professional style of presentation	/5
Total	/20

**SHS 6742.01: Fundamentals of Treatment Designs
Clinic Seminar
2018, Autumn Semester Syllabus**

Instructor on record: Nadine Whiteman

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

Term: Autumn Semester

Class Meeting Day/Time: Fridays 8:30am-10:20am (110 minutes)

Office Hours: By appointment

E-mail: whiteman.29@osu.edu, brello.1@osu.edu, chapman.763@osu.edu, ray.401@osu.edu, rory.1@osu.edu, Sonntag.12@osu.edu

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

Course Description: This 2 credit hour course occurs Autumn Semester of each academic year corresponding to the clinical practicum enrollment in SHS 6844. It is designed for first year SHS graduate clinicians to gain knowledge in clinical methodology, professional issues, and policies and procedures used across the profession. 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.

Students will demonstrate introductory 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)

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. Coursework typically requires students to work at out-of-class assignments an average of twice the amount of time as the amount of formalized instruction (4 hours per week for this class). However, this course has limited out-of-class requirements. Therefore, the final class periods of the term may be extended to allot for group presentations.

Course Goals:

1. Students will understand initial protocols for clinical methodology and policies and procedures used at The Ohio State University Speech-Language-Hearing Clinic
2. Students will understand the general concepts for initial clinical rotations regarding information across at least 6 of the 9 practice areas of speech-language pathology
3. Students will build self-awareness of individual strengths as they relate to the career of speech-language pathology

Course Objectives:

For the pediatric and adult population with communication disorders in the areas of articulation, phonology, language, literacy, aphasia, the student will:

1. demonstrate appropriate completion of screening protocols for speech-language and hearing assessments for the pediatric population
2. verbalize basic elicitation scripts for speech sound disorders and oral language disorders across the age span
3. define and demonstrate concepts related to “respond to the response”
4. define and demonstrate concepts related to therapeutic adjustments utilizing knowledge of hierarchy of complexity
5. effectively and professionally convey a summary of assigned clinic rotation, including description of the disorder, effects of intervention, and discussion questions in the format of grand rounds
6. effectively reflect upon personal strengths and weaknesses as they apply to the field of speech-language pathology
7. actively participate in academic and clinical advising meetings

COURSE SCHEDULE; subject to change:

Date	Topic	Readings
Week 1	Clinic Orientation	- Chapters 1, 2, 13: <i>Professional Communication in Speech-Language Pathology, How to Write, Talk, and Act like a Clinician, Second Edition</i> , A. Embry Burrus, Laura B. Willis; Plural Publishing, San Diego, CA, 2016.
Week 2	Clinic Orientation	- Chapters 1, 2, 13: <i>Professional Communication in Speech-Language Pathology, How to Write, Talk, and Act like a Clinician, Second Edition</i> , A. Embry Burrus, Laura B. Willis; Plural Publishing, San Diego, CA, 2016.
Week 3	Clinic Orientation	- Chapters 1, 2, 13: <i>Professional Communication in Speech-Language Pathology, How to Write, Talk, and Act like a Clinician, Second Edition</i> , A. Embry Burrus, Laura B. Willis; Plural Publishing, San Diego, CA, 2016.
Week 4	Yolanda Rory/Bridget Chapman: Pediatric and school-age language instruction	- Chapters 2, 5, 14: <i>Treatment of Language Disorders in Children</i> , Second Edition; McCauley, Fey, Gillam; Brookes Publishing, Baltimore, MD, 2017
Week 5	Christin Ray: Strengths Introduction Nadine Whiteman: Speech Sound Disorder therapeutic instruction / pediatric and school-age language instruction	- Chapter 1: <i>Treatment Resource Manual for Speech-Language Pathology, 4th Edition</i> , Froma P. Roth and Colleen K. Worthington, Delmar Cengage Learning, New York, 2010. - <i>Eliciting Sounds, Techniques and Strategies for Clinicians</i> , by Wayne Secord; Thomson/Delmar Learning, Clifton Park, NY, 2007. Refer to entire book.
Week 6	Nadine Whiteman: Report Writing Rationale/treatment decision making Speech Sound Disorder therapeutic instruction, continued as needed	- Chapters 4, 6, 8, 9: <i>Professional Communication in Speech-Language Pathology, How to Write, Talk, and Act like a Clinician, Second Edition</i> , A. Embry Burrus, Laura B. Willis; Plural Publishing, San Diego, CA, 2016. - Chapter 1: <i>Treatment Resource Manual for Speech-Language Pathology, 4th Edition</i> , Froma P. Roth and Colleen K. Worthington, Delmar Cengage Learning, New York, 2010.

		- <i>Eliciting Sounds, Techniques and Strategies for Clinicians</i> , by Wayne Secord; Thomson/Delmar Learning, Clifton Park, NY, 2007. Refer to entire book.
Week 7	Amy Sonntag: CF-02 instruction Data Collection CF-02 due week 9 Critical Clinical Attributes Questionnaire Due	- Chapter 1: <i>Treatment Resource Manual for Speech-Language Pathology, 4th Edition</i> , Froma P. Roth and Colleen K. Worthington, Delmar Cengage Learning, New York, 2010.
Week 8	<i>Autumn Break, no class, no clinic</i>	
Week 9	Jennifer Brello, Arin Sheeler: Adult language/aphasia/dementia	-See Carmen postings
Week 10	Christin Ray: Professionalism, Strengths Survey, <i>Above the Line</i> Self-Reflection Due	
Week 11	Nadine Whiteman: Literacy Instruction Report Writing Revisited	- <i>Reading Reflex, the Foolproof Phono-Graphix Method for Teaching Your Child to Read</i> , Carmen McGuinness and Geoffrey McGuinness, 1998. Read entire book. - <i>Introductory Literacy Info</i> document posted on Carmen
Week 12	<i>Veteran's Day, no class, no clinic</i>	
Week 13	Introduction to Grand Rounds; handout due	Class may extend up to 2 hours to allot for all groups to present
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Required Readings:

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6. *The Syntax Handbook: Everything You Learned about Syntax (but Forgot)*, Laura M. Justice, Helen K. Ezell. ISBN-13: 9781888222807
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Course Assignments:

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Strengths Finders Self-Reflection (Due Week 10)	20 points
Introduction to Grand Rounds (Due Week 13-15)	20 points

Grading rubric with description of assignments attached to syllabus

Grading: Grading Scale:

- Satisfactory: 85%-100% (42.5-50 points)
- Unsatisfactory: ≤84% (less than 42.5 points)

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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 6742.01 Clinical Methods in
Speech-Language Disorders**

Grading Rubric

Critical Clinical Attributes Questionnaire: Students will complete the provided guided questions regarding various attributes encompassed in clinical experiences.

Area	Your Score/Points
Questions Completed	/5
Mechanics	
Writing should be professional, concise, grammatical, and free from typos/misspelling	/5
Total	/10

Strengths Self-Reflection: Students will complete a survey. Then, transfer that information into a 1-2 page reflection of the outcomes. Incorporate concepts from the guided questions of “Critical Clinical Attributes” handout.

Area	Your Score/Points
Content	
Describes strengths and weaknesses	/5
Uses examples of strengths and weaknesses in clinic, academia, and personal life	/5
Incorporates strengths and weaknesses into the description of why you made the career choice of SLP (may or may not be specific to population)	/5
Mechanics	
Writing should be professional, concise, grammatical, and free from typos/misspelling	/5
Total	/20

Introduction to Grand Rounds: Students will present information regarding their clinical assignment during the last two class periods of the term, utilizing the provided Grand Rounds Guide.

Area	Your Score/Points
Description of client, treatment plan, and progress	/5
Problem-solving questions posed to peers	/5
Description of “what I learned”	/5
Professional style of presentation	/5
Total	/20