

Term Information

Effective Term Autumn 2019

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 6770
Course Title Topics in Pediatric Medical Speech-Language Pathology
Transcript Abbreviation Peds Med SLP
Course Description Introduction to specialty topics related to complex pediatric medical conditions and their relevance to speech-language pathologists in all clinical settings
Semester Credit Hours/Units Fixed: 2

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Seminar
Grade Roster Component Seminar
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites SHS 6761, SHS 6762, SHS 6763, SHS 6764
Exclusions
Electronically Enforced Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 51.0202
Subsidy Level Doctoral Course
Intended Rank Masters, Doctoral

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- 1. Describe etiologies, characteristics, and anatomical/physiological correlates of pediatric speech, language, cognitive, and swallowing disorders. (Standard IV-C)
- 2. Describe developmental, linguistic, and cultural correlates of pediatric speech, language, cognitive, and swallowing disorders. (Standard IV-C)
- 3. Explain principles and methods of assessment and intervention for children with cognitive-communication or swallowing disorders. (Standard IV-D)
- 4. Demonstrate knowledge of the principles and rules of ethical conduct for speech-language pathologists. (Standard IV-E)
- 5. Demonstrate knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice. (Standard IV-F)
- 6. Demonstrate knowledge related to the appropriate selection and administration of appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures. (Standard V-B)
- 7. Discuss how to interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention for a variety of pediatric medical conditions. (Standard V-B)
- 8. Discuss how best to select or develop and use appropriate materials and instrumentation for prevention and intervention, incorporating clients/families in the intervention process, and modifying intervention plans as needed. (Standard V-B)

Content Topic List

- Internationally-adopted children, voice disorders, gender identity, cultural and linguistic diversity, complex medical needs, challenging behaviors, visual impairments, cancer, tracheostomies, hearing impairment, behavioral health, No

Sought Concurrence

No

Attachments

- SPHHRNG 6770_Peds Medical SLP_Syllabus_Proposal.docx: Syllabus
(Syllabus. Owner: Harnish,Stacy M)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Harnish,Stacy M	01/23/2019 03:34 PM	Submitted for Approval
Approved	Fox,Robert Allen	01/23/2019 04:41 PM	Unit Approval
Approved	Haddad,Deborah Moore	01/23/2019 04:46 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Oldroyd,Shelby Quinn Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler	01/23/2019 04:46 PM	ASCCAO Approval

Topics in Pediatric Medical Speech-Language Pathology

SPHHRNG 6770

Course Syllabus

Instructor: Jennifer Lundine, Ph.D., CCC-SLP, BC-ANCDS

Email: Lundine.4@osu.edu

Office Address: 101A Pressey Hall, 1070 Carmack Rd.

Phone: (614) 292-1977

Office Hours: By appointment

Class Location: Pressey Hall, Room 35

Time: ***

Class Website: Carmen

Credit Hours: 2

Course Description: Introduction to specialty topics related to complex pediatric medical conditions and their relevance to speech-language pathologists in all clinical settings

LEARNING OBJECTIVES

Knowledge Outcomes:

1. Describe etiologies, characteristics, and anatomical/physiological correlates of pediatric speech, language, cognitive, and swallowing disorders. (Standard IV-C)
2. Describe developmental, linguistic, and cultural correlates of pediatric speech, language, cognitive, and swallowing disorders. (Standard IV-C)
3. Explain principles and methods of assessment and intervention for children with cognitive-communication or swallowing disorders. (Standard IV-D)
4. Demonstrate knowledge of the principles and rules of ethical conduct for speech-language pathologists. (Standard IV-E)
5. Demonstrate knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice. (Standard IV-F)

Skills Outcomes:

6. Demonstrate knowledge related to the appropriate selection and administration of appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures. (Standard V-B)
7. Discuss how to interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention for a variety of pediatric medical conditions. (Standard V-B)
8. Discuss how best to select or develop and use appropriate materials and instrumentation for prevention and intervention, incorporating clients/families in the intervention process, and modifying intervention plans as needed. (Standard V-B)

COURSE REQUIREMENTS AND GRADING

Observations & Reflection:

As part of this course, each student will be expected to observe in 1 clinical placement at Nationwide Children's Hospital (NCH) relevant to the topics discussed during the semester. These observations will allow you to experience some specialized clinics and hospital units related to the topics covered in this course.

The process related to these observations has been cleared with Mrs. Sonntag. I will share a sign-up document where you can sign-up for specific observation opportunities. Please note a few important points:

1. All NCH-observation paperwork must be signed and completed and returned to Dr. Lundine by the 2nd week of class (but before any observation takes place). Place the 2 signed forms (available on Carmen) + a copy of your immunization records (showing MMR vaccine & 2018 flu shot) in Dr. Lundine's mailbox OR scan & email them to her.
2. If you have an open block in your schedule, please schedule an observation that corresponds with that time to avoid an unnecessary disruption to your clinical placement.
3. Please discuss this requirement with your outside supervisor early during your placement, explaining why this departure is requested
4. Each observation should take you out of your clinical placement for only ½ of 1 day – please choose an observation that minimizes any disruption, as much as possible. (This would be for **no more than 1 half-day** over the course of the semester.) Please work with your outside supervisor to pick a time that is least disruptive. Once I have confirmed your observations, you are responsible for informing your clinical supervisor. Note: if you have a serious concern about loss of the clinical hours you would be earning at your placement as a result of this requirement, please talk with Dr. Lundine personally.
5. Please note the location of the clinics you wish to observe – ensure that there is time to get yourself to your clinical placement when the observation is completed (or vice versa if your observation is in the afternoon). General directions and parking information for the different sites will be available on Carmen.
6. These experiences are observation only. You will not be getting clinical hours during this time. Depending on the availability of the SLP you are observing, you may (or may not) have a lot of opportunity to ask questions. Please write down any questions you do not have time to ask & bring them to the next class with you so we can discuss. (I can email the appropriate SLP as needed.)
7. You are responsible to ensure you have good directions to the clinic/hospital site and to arrive on time. Please be sure to wear clinic attire or scrubs (depending on the dress code for your regular placement) and your OSU Clinic nametag during these observations.
8. Following your placement, write a brief (1-2 page, double-spaced) reflection on this experience and upload to Carmen. What did you learn from this experience? Were there things that surprised you? How will you use this experience to shape your future clinical work? If an outside speaker has focused on the patient population which you observed, did your observations match the in-class discussion?

Required Readings: (PDFs will be provided on Carmen)

There are relevant readings associated with each topic we will discuss during the course of the semester. It is expected that all students come to class prepared to discuss the readings and to ask relevant questions to guest speakers and discuss topics with the instructor and classmates.

- Alfaro, A.U., Morash, V.S., Lei, D. & Orel-Bixler, D. (2018). Joint engagement in infants and its relationship to their visual impairment measurements. *Infant Behavior and Development*, 50, 311-323.
- American Cleft Palate-Craniofacial Association (2009). Parameters for evaluation and treatment of patients with cleft lip/palate or other craniofacial anomalies. ACPA: Chapel Hill, NC.
- American Speech-Language-Hearing Association (2016). Code of Ethics. Available from www.asha.org/policy.
- American Speech-Language Hearing Association. (2005). Evidenced-based practice in communication disorders [Position Statement]. Available from www.asha.org/policy.
- American Speech-Language-Hearing Association (2016). Scope of Practice in Speech-Language Pathology [Scope of Practice]. Available from www.asha.org/policy.
- Baumgartner, C.A., Bewyer, E., & Bruner, D. (2008). Management of communication and swallowing in intensive care: The role of the speech pathologist. *AACN Advanced Critical Care*, 19(4), 433-443.

- Baer, D.M., Wolf, M.M. & Risley, T.R. (1968). Some current dimensions of applied behavior analysis. *Journal of Applied Behavior Analysis*, 1, 91-97.
- Bigelow, A.E. (2003). The development of joint attention in blind infants. *Development and Psychopathology*, 15, 259-275.
- Carr, E.G. & Durand, V.M. (1985). Reducing behavior problems through functional communication training. *Journal of Applied Behavior Analysis*, 18, 111-126.
- Elleseff, T. (blogpost 3/6/2012). Multicultural considerations in assessment of play. *ASHA Leader Live*. Available at: <https://blog.asha.org/2012/03/06/multicultural-considerations-in-assessment-of-play/>
- Glennen, S. (2008). Speech and language “mythbusters” for internationally adopted children. *The ASHA Leader*, 13, 10-13.
- Glennen, S. (2014). A longitudinal study of language and speech in children who were internationally adopted at different ages. *Language, Speech, and Hearing Services in Schools*, 45, 185-203.
- Goff, D. (2017). Managing dysphagia in tracheostomized patients: Where are we now? *Current Opinions in Otolaryngology Head & Neck Surgery*, 25, 217-222.
- Gudrunardottir, T., Sehested, A., Juhler, M., & Schmiegelow, K. (2011). Cerebellar mutism: Review of the literature. *Child’s Nervous System*, 27(3), 355–363.
- Hartley, N.A., Braden, M., & Thibeault, S.L. (2017). Practice patterns of SLPs in pediatric vocal health. *American Journal of Speech-Language Pathology*, 26, 281-300.
- Hearing First (2017). Start with the brain and connect the dots: Supporting children who are deaf or hard of hearing to develop literacy through listening and spoken language. Hearing First, LLC. <https://hearingfirst.org/en/blog/2017/08/17/Connecting-the-Dots>
- Johnson, G. & Saad, C. (2014). What to do when your patient doesn’t speak English. *ASHA Leader*, 19, 28-29. Available at: <https://leader.pubs.asha.org/article.aspx?articleid=1921127>
- Johnson, N. & Parker, A.T. (2013). Effects of wait time when communicating with children who have sensory and additional disabilities. *Journal of Visual Impairment & Blindness*, Sept/Oct, 363-374.
- Law, J., Reilly, S., & Snow, P.C. (2013). Child speech, language and communication need re-examined in a public health context: A new direction for the speech and language therapy profession. *International Journal of Language & Communication Disorders*, 48(5), 486-496.
- Mayer, J. F. (2008). Brain Tumors Frequently Encountered by Speech-Language Pathologists: A Review and Tutorial. *Perspectives on Neurophysiology and Neurogenic Speech and Language Disorders*, 18(4), 129.
- Medina, A. & Rentmeester, J. (2009). Evidence-based practice for bilingual students with language impairment: General and specific treatment questions. *EBP Briefs*, 4(3), 1-14.
- Melnyk, B.M., Fineout-Overholt, E., Stillwell, S.B., & Williamson, K.M. (2010). The Seven Steps of Evidenced Based Practice. *American Journal of Nursing*, 110, No. 1; 51-53.
- Morgan, A. (2010). Dysphagia in childhood traumatic brain injury: A reflection on the evidence and its implications for practice. *Developmental Neurorehabilitation*, 13 (3), 192–203.
- Novak, J.M. & Kapolnek, K.M. (2001). Speech-language pathologists serving clients with mental illness: A collaborative treatment approach. *Contemporary Issues in Communication Sciences and Disorders*, 28, 111-122.
- Patel R.R., Awan, S.N., Barkmeier-Kraemer, J., Courey, M....Hillman, R. (2018). Recommended protocols for instrumental assessment of voice: American Speech-Language Hearing Association expert panel to develop a protocol for instrumental assessment of vocal function. *American Journal of Speech-Language Pathology*, 27(3): 887-905.
- Shaw, S.R. & McCabe, P.C. (2008). Hospital-to-school transition for children with chronic illness: Meeting the new challenges of an evolving health care system. *Psychology in the Schools*, 45(1), 74-87.
- Vanclooster, S., Benoot, C., Bilsen, J., Peremans, L., & Jansen, A. (2018) Stakeholders’ perspectives on communication and collaboration following school reintegration of a seriously ill child: A literature review. *Child & Youth Care Forum*, doi: 10.1007/s10566-018-9443-4
- Wertheimer, J.C., Roebuck-Spencer, T.M., Constantinidou, F., Turkstra, L., Pavol, M., & Paul, D. (2008) Collaboration between neuropsychologists and speech-language pathologists in rehabilitation settings. *Journal of Head Trauma Rehabilitation*, 23(5), 273-285.

Grading:

Grades for this class will be based on the following:

1. Attend at least 12 of 14 class meetings. Please inform Dr. Lundine if you will miss a class. (25% of grade)
2. Attend 1 observational opportunity. (25% of your grade)
3. Following your placement, write a brief (1-2 page, double-spaced) reflection on this experience and upload to Carmen. What did you learn from this experience? Where there things that surprised you? How will you use this experience to shape your future clinical work? Your reflection is due one week following your observation. A rubric will be available on Carmen. (25% of grade)
4. Lead discussion related to one class session. This requires you to come to class prepared with several questions (based on the preparatory readings) that can be asked of guest speakers or used to stimulate discussion with your classmates. (15% of grade)
5. Participate in discussions about class readings and lecture topics. Participation includes asking relevant questions and sharing experiences that you witnessed during your observations. (10% of grade.)

Grading Scale (%)

A	93-100	B	83-86	C+	77-79	D	63-66
A-	90-92	B-	80-82	C-	70-7	E	< 63
B+	87-89	C	73-76	D+	67-69		

SCHEDULE OF LECTURES AND ASSIGNMENTS: This outline is tentative and may be modified throughout the course. Any changes to the outline will be posted on the Carmen news feed and announced in class.

WEEK		TOPIC	READING(S)
Week 1			
	Jan. 8	Class Introduction, Discussion & Planning Observations	** NCH observation paperwork
Week 2			
	Jan. 15	Guest Speaker: Jillian Foutz, MA, CCC-SLP (6:00-7:00); NCH <i>"Speech-Language Pathology Services for Internationally Adopted Children"</i>	** Glennen (2014): Longitudinal study of language in children who were internationally adopted... ** Glennen (2008): Speech & language "mythbusters"... **Discussion leader:
Week 3			
	Jan. 22	Guest Speaker: Amy Puckett, MA, CCC-SLP (6:00-7:00); NCH <i>"Pediatric Voice Evaluation and Treatment (including PVCD & transgender)"</i>	** ACPA (2009): Parameters for evaluation & treatment of patients... ** Patel et al. (2018): Recommended protocols for instrumental assessment of voice...

			** Hartley et al (2017): Practice patterns of SLPs in pediatric vocal health **Discussion leaders:
Week 4			
	Jan. 29	Guest Speaker: Meagan Horn, MA, CCC-SLP (6:00-7:00); NCH <i>"Assessing and treating culturally and linguistically diverse (CLD) populations in a pediatric outpatient setting"</i>	**Medina & Rentmeester (2009): EBP for bilingual students... ** Elleseff (2012): Multicultural considerations in assessment of play **Johnson & Saad (2014): What to do when your patient doesn't speak... **Discussion leaders:
Week 5			
	Feb. 5	Guest panel (5:30-7:00): * Jayne Derr, MA, Rehab School Teacher, NCH & Columbus City Schools * Christine Koterba, PhD, Neuropsychologist, NCH * Sara Timms, M.Ed., School Psychologist, Columbus City Schools <i>"Hospital-to-school transitions for children with complex medical conditions: The importance of interdisciplinary collaboration."</i>	**Shaw & McCabe (2008): Hospital-to-school transition... ** Vanclooster et al. (2018): Stakeholders' perspectives on communication and collaboration... **Wertheimer et al. (2008): Collaboration between neuropsychologists and SLPs... **Discussion leaders:
Week 6			
	Feb. 12	Guest Speaker: Cara Jared, MA, BCBA Trumpet Behavioral Health (5:30-7:00) <i>"Dealing with Challenging Behaviors"</i>	** Baer, Wolf, & Risley (1968): Some current dimensions of ABA **Carr & Durand (1985): Reducing behavior problems... **Discussion leaders:
Week 7			
	Feb. 19	Guest Speaker: Chris Ross, PhD, CCC-SLP Ohio School for the Blind (5:30-7:00) <i>"Working with Children with Visual Impairments & Congenital Syndromes"</i>	**Alfaro et al (2018): Joint engagement in infants... **Johnson & Parker (2013): Effects of wait time when communicating... **Bigelow (2003) The development of joint attention... **Discussion leaders:

Week 8			
	Feb. 26	<i>"Assessment & Treatment of Children & Adolescents with Cancer Diagnoses"</i>	**Gudrunardottir et al. (2011): Cerebellar Mutism... **Mayer (2008): Brain tumors frequently encountered by SLPs **Discussion leaders:
Week 9			
	Mar. 5	Guest Speaker: Colleen Vincent, MS, CCC-SLP (5:30-7:00); NCH <i>"Feeding, Swallowing, & Tracheostomies in Special Populations"</i>	**Baumgartner et al., (2008): Management of communication & swallowing... **Goff (2017): Managing dysphagia in tracheostomized... **Morgan (2010): Dysphagia in childhood TBI... **Discussion leaders:
Week 10			
	Mar. 12	<i>NO CLASS. SPRING BREAK.</i>	
Week 11			
	Mar. 19	Guest Speaker: Shana Luciu CCC-SLP, LSLC Cert. AVT (5:30-7:00) <i>"SLP support for children who are deaf or hard of hearing"</i>	** Hearing First: Supporting Children who are Deaf or Hard of Hearing to Develop Literacy Through Listening & Spoken Language **Discussion leaders:
Week 12			
	Mar. 26	<i>"The SLP's Role in Behavior Management"</i>	** Novak & Kopolnek (2001): SLPs serving clients with mental illness **Law et al. (2013): Child speech, language and communication... **Discussion leaders:
Week 13			
	Apr. 2	Guest Speaker: Rebecca Pollock, Associate Director, Health Communication <i>"Practicing in Pediatric Hearing Loss"</i>	**ASHA: Code of Ethics **ASHA: Scope of Practice in SLP **Discussion leaders:
Week 14			

	Apr. 9	Guest Speaker: Kathryn Brown, M.A., CCC-SLP; (5:30-7); NCH <i>"Evidence-Based Practice (EBP) in the Clinical World"</i>	**ASHA: Evidenced-based practice in communication disorders **Melnik et al., (2010): The Seven Steps of EBP ** Discussion leaders:
Week 15			
	Apr. 16	Class wrap-up & final discussions	

CLASS POLICIES

1. Lecture topics scheduled in this syllabus are subject to change. Any changes will be announced in class.
2. Regular attendance is expected, although it is not recorded. You are expected to arrive on time, and be ready to begin class at 5:30 p.m.
3. Cell Phones: The use of cell phones during class is prohibited. Please extend the courtesy to your classmates, the instructor, and guest lecturers by turning off your cell phone during class time.

DIVERSITY

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

ACADEMIC MISCONDUCT

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on 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

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as

possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.