

## 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 6751  
Course Title Clinical Seminar in Speech and Language Disorders I  
Transcript Abbreviation Clin Sem I  
Course Description Lectures, discussions and labs covering the fundamentals of treatment design and case management for Speech-Language Disorders.  
Semester Credit Hours/Units Fixed: 1

## Offering Information

Length Of Course 7 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  
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

Required for this unit's degrees, majors, and/or minors

## Course Details

### Course goals or learning objectives/outcomes

- 1. Students will understand the general concepts utilized in pediatric clinical application.
- 2. Students will utilize critical thinking skills to determine most appropriate word choices and content for entry level documentation skills.
- 3. Students will value the various cultural/linguistic backgrounds of the client/patient and relevant others.

### Content Topic List

- session management, language instruction, literacy instruction, report writing

### Sought Concurrence

No

## Attachments

- 6751.docx: syllabus

*(Syllabus. Owner: Harnish, Stacy M)*

## Comments

- We are requesting five new clinical seminar courses, 6751-6755, which will replace our current clinical seminar courses 6742.01, 6742.02, and 6742.03. The reason for this change is that we would like our clinical faculty to teach separate 7-week courses (with the exception of summer term for 6755), instead of sharing one full term course. We are submitting these five courses together, as the content previously taught in 6742.01, 6742.02, and 6742.03 will be spread out across the five new courses: 6751, 6752, 6753, 6754, and 6755. *(by Harnish, Stacy M on 02/01/2019 05:39 PM)*

## Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Harnish, Stacy M	02/01/2019 05:44 PM	Submitted for Approval
Approved	Fox, Robert Allen	02/02/2019 12:53 AM	Unit Approval
Approved	Haddad, Deborah Moore	02/02/2019 04:09 PM	College Approval
Pending Approval	Nolen, Dawn Vankeerbergen, Bernadette Chantal Oldroyd, Shelby Quinn Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler	02/02/2019 04:09 PM	ASCCAO Approval



**Instructor:**

Nadine Ocock Whiteman, MA, CCC-SLP  
Department: Speech and Hearing Science  
Office Location: 119 Pressey Hall

Phone Number: 614-292-3134  
Email: [whiteman.29@osu.edu](mailto:whiteman.29@osu.edu)  
Office Hours: By appointment

**Class Meeting Schedule:**

Autumn Semester, Fridays, 8:30am-10:20am, Pressey Hall, room 35

**General Course Description:**

Lectures, discussions and labs covering the fundamentals of treatment design and case management for Speech-Language Disorders.

**Specific Course Description:**

Topics covered in this section of 6742.01 are complementary to the clinical practicum enrollment in SHS 6844, as well as the academic courses of SHS 6710 and 6725. It is designed for first year SHS graduate clinicians to gain entry level knowledge in clinical methodology for pediatric clients within their initial clinical rotation. 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 (<https://www.asha.org/certification/2020-slp-certification-standards/#5>). This course occurs with weekly in-class meetings for 1 hour and 50 minutes with additional time outside of the class used for readings and completion of exercises.

**Course Learning Outcomes:**

Student Outcome:	ASHA Standard:	Activity:
1. Students will understand the general concepts utilized in pediatric clinical application.		<b>Assignments will be completed predominantly during class time; some completion may occur outside of class time.</b>
1) Students will list options for effective session management	Standard V-B-2a, b, c: Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process. b. Implement intervention plans (involve clients/patients and relevant others in the intervention process). c. Select or develop and use appropriate materials and instrumentation for prevention and intervention.	<ul style="list-style-type: none"> <li>• Session management scripts</li> </ul>
2) Students will utilize critical thinking skills to determine most effective basic elicitation scripts and stimulus lists for <ol style="list-style-type: none"> <li>speech sound disorders</li> <li>oral language disorders</li> <li>literacy instruction</li> </ol>		<ul style="list-style-type: none"> <li>• Elicitation scripts: speech sound production</li> <li>• Creation of stimulus list for speech sound production</li> <li>• Elicitation scripts: language concepts</li> <li>• Creation of stimulus list for language concepts</li> <li>• Elicitation scripts: literacy instruction</li> <li>• Creation of stimulus list for literacy</li> </ul>

3) Students will identify resources to utilize for clinical application		<ul style="list-style-type: none"> <li>Materials' use for specific therapy objectives</li> </ul>
<p>2. Students will utilize critical thinking skills to determine most appropriate word choices and content for entry level documentation skills.</p> <p>a. Students will identify key components of a well-written clinical document example</p> <p>b. Students will identify absent components of a clinical document example</p>	Standard V-B-2f: Complete administrative and reporting functions necessary to support intervention.	<ul style="list-style-type: none"> <li>Identification of clinic documentation accuracies</li> <li>Analysis of clinic documentation errors</li> </ul>
3. Students will value the various cultural/linguistic backgrounds of the client/patient and relevant others.	Standard V-B-3a: Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.	<ul style="list-style-type: none"> <li>Guest speaker</li> </ul>

**Course Materials / Software:**

**Required:**

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.
2. *Introductory Literacy Info*, **posted on Carmen**

**Highly recommended for developing your own library. Copies are also located in room 130:**

1. *Eliciting Sounds, Techniques and Strategies for Clinicians*, by Wayne Secord; Thomson/Delmar Learning, Clifton Park, NY, 2007.
2. *Reading Reflex, the Foolproof Phono-Graphix Method for Teaching Your Child to Read*, Carmen McGuinness and Geoffrey McGuinness, 1998.
3. *40,000 Selected Words*, by Blockcolsky, Frazer, and Frazer; Pearson, San Antonio, TX, 1987

**Recommended. Copies are also located in room 129 and/or room 130:**

4. *Treatment Resource Manual for Speech-Language Pathology, 4<sup>th</sup> Edition*, Froma P. Roth and Colleen K. Worthington, Delmar Cengage Learning, New York, 2005. **See information posted on Carmen**
5. *Lindamood Phoneme Sequencing Program (LiPS)* 4th edition. <http://ganderpublishing.com>
6. *Visualizing/Verbalizing Teachers Manual*, 2nd edition <http://ganderpublishing.com>
7. *Visualizing/Verbalizing Teachers Manual*, 2nd edition <http://ganderpublishing.com>
8. *The Syntax Handbook: Everything You Learned about Syntax (but Forgot)*, Laura M. Justice, Helen K. Ezell. ISBN-13: 9781888222807
9. *Expanding Expression Tool*, <http://www.expandingexpression.com/>
10. *Counseling in Communication Disorders, A Wellness Perspective*, by Audrey L. Holland. Published by Plural Publishing, Inc.

### **Grading and Evaluation:**

- ❖ Assignments will be completed predominantly during class time; some completion may occur outside of class time.

Assignment Name	Points	Course Grading Scheme
1. Session management scripts	5	<b>Satisfactory:</b> 85%-100% (30-35 points) <b>Unsatisfactory:</b> <84% (less than 30 points)
2. Elicitation scripts and stimulus list: speech sound production	5	
3. Elicitation scripts: language concepts	5	
4. Creation of stimulus list for language concepts	5	
5. Elicitation scripts: literacy instruction	5	
6. Materials' use for specific therapy objectives – To be revised	5	
7. Identification of clinic documentation accuracies	5	
<b>TOTAL COURSE POINTS</b>	35	

### **Attendance / Participation Expectations / Absence and Makeup Policy:**

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. Active participation through class discussion is expected. The use of laptops in class is to be limited to class-related purposes.

### **Late Assignment Submissions:**

Late assignments will not be accepted, unless extenuating circumstances occur, and/or discussion with/approval from instructor occurred.

### **Instructor Feedback and Response Expectations:**

Instructor will provide feedback and commentary throughout class instruction. Instructor will be responsive to email correspondence in a timely fashion. Feedback/commentary may also be included on written assignments.

### **Course Schedule: Part 1: (subject to change)**

Week	Dates	Topic	Readings	Assignments Due
1		Session Management	- <b>Chapter 1:</b> <i>Treatment Resource Manual for Speech-Language Pathology, 4<sup>th</sup> Edition</i> , Froma P. Roth and Colleen K. Worthington, Delmar Cengage Learning, New York, 2010 (pg. 3-60; posted on Carmen).	<b>*Assignments will be completed predominantly during class time; some completion may occur outside of class time.</b> 1. Session management scripts
2		Intro 'how-to' for SSD Tips to get you started	- <b>Chapter 1:</b> <i>Treatment Resource Manual for Speech-Language Pathology, 4<sup>th</sup> Edition</i> , Froma P. Roth and Colleen K. Worthington, Delmar Cengage Learning, New York, 2010 (pg. 3-60; posted on Carmen).	2. Elicitation scripts and stimulus list: speech sound production
3		Intro language instruction	- <b>Chapter 1:</b> <i>Treatment Resource Manual for Speech-Language Pathology, 4<sup>th</sup> Edition</i> , Froma P. Roth and Colleen K. Worthington, Delmar Cengage Learning, New York, 2010 (pg. 3-60; posted on Carmen).	3. Elicitation scripts: language concepts 4. Creation of stimulus list for language concepts
4		Intro literacy instruction	- <i>Reading Reflex, the Foolproof Phono-Graphix Method for Teaching Your Child to Read</i> , Carmen McGuinness and Geoffrey McGuinness, 1998. Refer to entire book; pg. ix-353. - <i>Introductory Literacy Info</i> document posted on Carmen -See Carmen postings	5. Elicitation scripts: literacy

5	Materials	<p>- <b>Chapter 1:</b> <i>Treatment Resource Manual for Speech-Language Pathology, 4<sup>th</sup> Edition</i>, Froma P. Roth and Colleen K. Worthington, Delmar Cengage Learning, New York, 2010 (pg. 3-60; posted on Carmen).</p> <p>- <i>Eliciting Sounds, Techniques and Strategies for Clinicians</i>, by Wayne Secord; Thomson/Delmar Learning, Clifton Park, NY, 2007. Refer to entire book, pg. 1-184.</p>	6. Materials' use for specific therapy objectives
6	Report writing I	<p>- <b>Chapters 4 (pg. 55-61), 6 (pg. 73-87, 97-99), 8 (pg. 111-115):</b> <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.</p>	
7	Report writing II	<p>- <b>Chapters 4 (pg. 55-61), 6 (pg. 73-87, 97-99), 8 (pg. 111-115):</b> <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.</p>	7. Identification of clinic documentation accuracies

## University Policies

### **Disability Accommodations**

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](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.

### **SHS Department Statement on Diversity in our Classes**

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/>

### **Statement on Mental Health**

As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating, and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about a broad range of confidential mental health services available on campus **via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766, and 24-hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org).**

**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/>.