

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 6752
Course Title Clinical Seminar in Speech and Language Disorders II
Transcript Abbreviation Clin Sem II
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 6751
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 demonstrate a basic understanding of setting specific issues, needs, and requirements for speech-language pathologists.
- 2.) Students will demonstrate understanding of interprofessional practice patterns.
- 3.) Students will demonstrate basic understanding of contemporary issues in medical speech-language pathology.

Content Topic List

- interdisciplinary teams, site assessment, hospital equipment, medical abbreviations, clinical neuropsychology, acute inpatient care, acute rehabilitation care, social work, health literacy, compassion fatigue

Sought Concurrence

No

Attachments

- 6752.docx: Syllabus

(Syllabus. Owner: Harnish, Stacy M)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Harnish, Stacy M	02/01/2019 05:46 PM	Submitted for Approval
Approved	Fox, Robert Allen	02/02/2019 12:52 AM	Unit Approval
Approved	Haddad, Deborah Moore	02/02/2019 04:10 PM	College Approval
Pending Approval	Nolen, Dawn Vankeerbergen, Bernadette Chantal Oldroyd, Shelby Quinn Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler	02/02/2019 04:10 PM	ASCCAO Approval



Instructor:

Jennifer M Brello
Department: Speech and Hearing Science
Office Location: 117 Pressey Hall

Phone: 614-292-4125
Email: Brello.1@osu.edu
Office Hours: by appointment

Class Meeting Schedule:

Autumn Semester, Session 2, 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:

This 1 credit hour course is designed for first year MA SLP graduate students to understand general concepts needed for initial clinical rotations in medical settings. Topics covered will include differences in medical practice settings, interprofessional practice patterns, and contemporary issues such as health literacy and compassion fatigue.

Course Objectives:

- 1.) Students will demonstrate a basic understanding of setting specific issues, needs, and requirements for speech-language pathologists.

Learning Outcomes:

- a. Students will be able to evaluate acute inpatient and acute rehabilitation medical practice settings based on physical space, patient population needs, and personal compatibility.
- b. Students will be able to identify and define medical abbreviations as seen in medical record.
- c. Students will examine and demonstrate common equipment utilized in medical practice settings.
- 2.) Students will demonstrate understanding of interprofessional practice patterns.
 - a. Students will describe evidence-based teamwork tools to optimize patient outcomes.
 - b. Students will create reference guides to support acquisition of medical information outside of their practice area.
 - c. Students will differentiate the roles of the interprofessional team.
 - d. Students will examine their role as a speech-language pathologist on the interprofessional treatment team.
 - e. Students will identify and describe community resources for persons with complex neurogenic disorders.
- 3.) Students will demonstrate basic understanding of contemporary issues in medical speech-language pathology.

- a. Students will define health literacy and identify resources to extend their learning.
- b. Students will describe potential concerns for clinicians who work with persons with complex neurogenic disorders.

Course Materials:

Required:

1. Burrus, A. Embry & Willis, Laura B. (2017) *Professional Communication in Speech-Language Pathology: How to Write, Talk, and Act Like a Clinician* (3rd ed.). San Diego, CA: Plural Publishing Inc. ISBN 978-1-59756-724-4
2. D. Nutbeam; Health literacy as a public health goal: a challenge for contemporary health education and communication strategies into the 21st century, *Health Promotion International*, Volume 15, Issue 3, 1 September 2000, Pages 259–267, <https://doi.org/10.1093/heapro/15.3.259>
3. <https://www.cdc.gov/healthliteracy/>
4. Team STEPPS video modules hosted on Carmen
5. Additional readings TBD as indicated/posted on Carmen.

Grading and Evaluation:

Assignment Name	Points	Course Grading Scheme
Team STEPPS Modules	25	Final course evaluation will be rated as satisfactory/unsatisfactory. Average across assignments must be at least 80% to receive “S” rating.
Interprofessional Education Reflections	50	
Site Observation Self-Assessment Tool	50	
Clinical resource quick reference guides	25	
Class Participation	25	
TOTAL COURSE POINTS	175	
*grading rubrics will be provided on Carmen.		S= \geq 80% (140-175 points) U= < 70% (0-139 points)
Participation will be evaluated on evidence of completed readings, engagement with instructor/speaker, and participation in group activities.		

Class Schedule:

Week	Topic	Reading/Assignment	Learning Outcomes
Week1	Review Course Syllabus Intro to Interdisciplinary Team Team STEPPS	Team STEPPS video modules via Carmen	2. a, c, d
Week 2	Site Assessment Tool Hospital equipment and med abbreviations	In class activity. Burrus & Willis Chapter 2 pp 15-34	1.a, b, c
Week 3	Interprofessional Education Lecture: Clinical Neuropsychology	Burrus & Willis Chapter 10 pp 129-150 Reflection Quick reference guide	2.c, d
Week 4	Site Observation: acute inpatient	Burrus & Willis Chapter 12,13 pp 167-192	1.a,c 2.d
Week 5	Site Observation: acute rehabilitation	Site Assessment Tool	1.a,c 2.d
Week 6	Interprofessional Education Lecture: Social Work	Reflection Quick reference guide	2.c, d,e
Week 7	Health Literacy	Nutbeam, 2000 In class activity	3.a
Week 8	Compassion Fatigue	In class activity	3.b

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; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Statement on 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.

Statement on Mental Health

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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/>.