

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 6754
Course Title Clinical Seminar in Speech and Language Disorders IV
Transcript Abbreviation Clin Sem IV
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, 6752, 6753
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 and complete a pediatric case history intake using principles from the Kalamazoo Essential Elements Communication Checklist.
- 2. Students will understand and implement standardized assessment protocols for pediatric speech and language assessments and make appropriate recommendations for intervention.
- 3. Students will understand and identify aspects of parent and family counseling relative to pediatric speech and language populations.

Content Topic List Sought Concurrence

- Case history intake, standardized assessment implementation, parent/family counseling, diagnostic report writing
No

Attachments

- 6754.docx: Syllabus

(Syllabus. Owner: Harnish, Stacy M)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Harnish, Stacy M	02/01/2019 05:53 PM	Submitted for Approval
Approved	Fox, Robert Allen	02/02/2019 12:52 AM	Unit Approval
Approved	Haddad, Deborah Moore	02/02/2019 04:12 PM	College Approval
Pending Approval	Nolen, Dawn Vankeerbergen, Bernadette Chantal Oldroyd, Shelby Quinn Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler	02/02/2019 04:12 PM	ASCCAO Approval



Instructor:

Yolanda Rory, MS, CCC-SLP
Department: Speech and Hearing Science
Office Location: 121 Pressey Hall

Phone: 614-688-2540
Email: rory.1@osu.edu
Office Hours: by appointment

Class Meeting Schedule:

Spring 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 and apply principles of assessment in pediatric speech and language populations including pre-assessment, test selection, test administration, test scoring and cultural considerations. Students will understand and apply principles of parent/family counseling relative to assessment. Contemporary service delivery models for pediatric speech and language populations from diverse cultural/linguistic backgrounds will be introduced, reviewed and implemented.

Satisfactory completion of this course is intended to assist students in meeting the knowledge and skills in sections, IV and V, of the ASHA Standards for Certification of Clinical Competence.

(<http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/>). This course occurs with weekly in-class meetings for 1 hour and 50 minutes with additional time outside of class used for readings and completion of exercises. Class meetings will consist of hands-on learning activities, clinical simulation, role-play, discussion, lecture and in-class assignments.

Prerequisites: 6751 Clinical Seminar in Speech and Language Disorders I, 6752 Clinical Seminar in Speech and Language Disorders II, 6753 Clinical Seminar in Speech and Language Disorders III

Course Learning Outcomes:

Student Outcome:	ASHA Standard:	Activity:
1. Students will understand and complete a pediatric case history intake using principles from the Kalamazoo Essential Elements Communication Checklist.	Standard V-B-1b: Collect case history information and integrate information from clients, patients, family, caregivers, teachers including other professionals	1. Case History Intake Simulation
2. Students will understand and implement standardized assessment protocols for pediatric speech and language assessments and make appropriate recommendations for intervention.	Standard V-B-1c: Select and administer appropriate evaluation procedures, such as behavioral observations, non-standardized and standardized tests, and instrumental procedures. Standard V-b-1e: Makes appropriate recommendations for intervention.	2a. Standardized Assessment Case Study 2b. Standardized Interpretation Case Study

3. Students will understand and identify aspects of parent and family counseling relative to pediatric speech and language populations.	Standard V-B- 3c: Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.	3.Parent/Family Counseling Simulation
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Course Materials / Software:

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 Chapters 4-5, pgs. 55-69
2. Kalamazoo Essential Elements Communication Checklist, uploaded on Carmen
3. De Froy, A. (2018). Tough Talks. *The ASHA Leader*, 23, 36-37
https://leader.pubs.asha.org/article.aspx?articleid=2677944#.XA_moS_utno.email

Grading and Evaluation:

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

Assignment Name	Points / Weight	Course Grading Scheme
1 Case History Intake Simulation	20(Pass/Fail)	Satisfactory ≥ 80% (64-80 points) Unsatisfactory < 80% (below 64 points)
2a Standardized Assessment Case Study	20(Rubric)	
2b Standardized Assessment Interpretation	20(Rubric)	
3 Class participation	10 (Pass/Fail)	
TOTAL COURSE POINTS	80	
PASSNG SCORE	64/80 Points	

1. Case History Intake Simulation: Students will participate in a case history and interview scenario using the Kalamazoo Essential Elements Communication Checklist (Kalamazoo). They will develop observation and peer-to-peer objective feedback skills using the Kalamazoo. Students will refine self-reflection skills through video observation and small group discussion. While the experience itself is not graded, completion of the assignment will be graded as pass/fail.
- 2a. Standardized Assessment Case Study: Students will be provided with a case history and will complete a written assignment in class outlining which assessment they would select, provide rationale for the test selection, and demonstrate understanding of cultural considerations, as applicable. The case study will be completed in class and scored based on a rubric (see below).
- 2b. Standardized Assessment Interpretation: Students will be provided with a completed test protocol. Based on the case history and this information, they will make recommendations for therapy and provide a rationale for such recommendations. This assignment will be completed in class and graded by rubric (see below)
3. Participation will be evaluated on evidence of completed readings, engagement with instructor/speaker, and participation in group activities.

Standardized Assessment Case Study Rubric (2a)

Target:	Points:
Test selected is appropriate for client's age range	5
Test selected and rationale are appropriate match for client's diagnostic profile	6
Correct syntax, spelling, and punctuation	5
Cultural considerations are explicitly addressed in rationale (as applicable)	4
Passing Score: 8/10 points	Total Points: 20

Standardized Assessment Interpretation Exercise Rubric (2b):

Target:	Points:
Recommendations commensurate with diagnostic profile (case history, test scores etc).	8
Rationale provided	8
Correct syntax, spelling, and punctuation	4
Passing Score: 8/10 points	Total Points: 20

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 the 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. (48 hours during weekdays. Weekend emails will be addressed on Mondays) Feedback/commentary may also be included on written assignments.

Course Schedule: Part 2

*Topic dates subject to change in order to fit the needs of the class.

<u>Week</u>	<u>Date</u>	<u>Topic</u>	<u>Readings</u>	<u>Assignments Due</u>
1		Intro to Case History	Kalamazoo Essential Elements Checklist Powerpoint on Carmen	None
2		OSLHA Convention 2020-NO CLASS	None	None
		Spring Break—NO CLASS	None	None
3		Case History Intake Simulation	Review Kalamazoo Essential Elements Checklist Review PowerPoint on Carmen	1.Case history intake simulation Location: Prior Hall (details will be shared via email and Carmen)
4		Standardized Assessment Implementation	PowerPoint on Carmen Discussion, verbal reflection of 3/22 experience Written case histories provided in class Videos provided in class	None
5		Standardized Assessment Implementation cont. General flow/procedures of diagnostics Making recommendations	PowerPoint on Carmen Test Manuals (provided in class) “Core” diagnostic tests (provided in class) Videos (provided in class)	2a.Standardized Assessment Case Study- completed in class (turn in at the end of class)
6		Making Recommendations cont. Parent/Family Counseling	Required reading: <i>De Froy, A. (2018). ASHA Leader article</i> (link in syllabus under course materials and on Carmen)	2b.Standardized Assessment Interpretation (turn in at the end of class)
7		Diagnostic Report Writing	Professional Communication in Speech-Language Pathology Ch. 4-5 (pgs. 55-69)	Discussion of chapters and review of past reports In class activities

University Policies

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/>.

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

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.

Disability Services

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.