Term Information

Effective Term	Spring 2023
Previous Value	*Summer 2018*

Course Change Information

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

We are requesting to add a distance learning section of this course.

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

This will allow for flexibility with scheduling.

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	Undergraduate
Course Number/Catalog	4520
Course Title	Introduction to Clinical Methods in Speech-Language Pathology
Transcript Abbreviation	Intro Sp Lang Path
Course Description	Etiology, appraisal, and management of disorders of speech and language in children and adults.
Semester Credit Hours/Units	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?	Yes
Is any section of the course offered	100% at a distance
Previous Value	*No*
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites   Prereq: 3320, 3330, and 4420, or equiv, or permission of instructor.

Exclusions

Electronically Enforced   Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code   51.0204

Subsidy Level   Baccalaureate Course

Intended Rank   Sophomore, Junior, Senior

Requirement/Elective Designation

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

Course Details

Course goals or learning objectives/outcomes
- Be able to distinguish between speech and language disorders
- Be able to identify appropriate instruments for the assessment of language disorders
- Be able to identify appropriate instruments for the assessment of speech disorders
- Be able to identify the relevant documents pertaining to the ethical practice of Speech-Language Pathology

Content Topic List
- Etiological factors in speech and language communication disorders
- Assessment and treatment of speech and language communication disorders
- Scope of practice in Speech-Language Pathology
- Ethical practice in Speech-Language Pathology

Sought Concurrence   No

Attachments

- 4520_syllabus_Spring 2021_Arrese.pdf: DL Syllabus

  (Syllabus. Owner: Harnish,Stacy M)

- SHS 4520_tech review.docx: Tech review

  (Other Supporting Documentation. Owner: Harnish,Stacy M)

- SHS 4520 SP 19- in person.docx: In person syllabus

  (Other Supporting Documentation. Owner: Harnish,Stacy M)

- 4520_syllabus_Spring 2023.docx: Revised syllabus

  (Syllabus. Owner: Bielefeld,Eric Charles)

Comments

- Sorry for the long delay in returning this revision. We changed personnel over the year, and things were delayed. We have addressed the contingency and removed the GE ELO content. We also addressed the recommendation by adding detail to the quizzes assignment. Thanks! *(by Bielefeld,Eric Charles on 01/24/2022 09:36 PM)*

- Please see Panel feedback email sent 03/15/21. *(by Hilty,Michael on 03/15/2021 03:36 PM)*

- I apologize for the oversight! Attached. *(by Harnish,Stacy M on 02/05/2021 05:16 PM)*

- Please upload the in-person syllabus for this course. *(by Vankeerbergen,Bernadette Chantal on 02/05/2021 03:31 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Harnish,Stacy M	02/05/2021 03:23 PM	Submitted for Approval
Approved	Fox,Robert Allen	02/05/2021 03:25 PM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	02/05/2021 03:31 PM	College Approval
Submitted	Harnish,Stacy M	02/05/2021 05:16 PM	Submitted for Approval
Approved	Fox,Robert Allen	02/05/2021 05:20 PM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	02/07/2021 08:42 AM	College Approval
Submitted	Harnish,Stacy M	02/11/2021 02:40 PM	Submitted for Approval
Approved	Fox,Robert Allen	02/11/2021 06:03 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	02/12/2021 09:50 AM	College Approval
Revision Requested	Hilty,Michael	03/15/2021 03:36 PM	ASCCAO Approval
Submitted	Bielefeld,Eric Charles	01/24/2022 09:36 PM	Submitted for Approval
Approved	Fox,Robert Allen	01/25/2022 06:40 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	01/26/2022 10:17 AM	College Approval
Pending Approval	Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	01/26/2022 10:17 AM	ASCCAO Approval

Introduction to Clinical Methods Syllabus

SPHHRNG 4520
Spring 2023

Course Information

- **Course times and location:** No required schedule meetings; all instruction occurs in Carmen each week
- **Credit hours:** 3
- **Mode of delivery:** Distance Learning

Instructor

- **Name:** Loni Arrese, PhD, CCC-SLP
- **Email:** arrese.1@osu.edu or loniarrese@gmail.com
- **Office hours:** Flexible, by appointment
- **Preferred means of communication:**
  - My preferred method of communication for questions is **email.**
  - My class-wide communications will be sent through the Announcements tool in CarmenCanvas. Please check your notification preferences (go.osu.edu/canvas-notifications) to be sure you receive these messages.

Course Description

Purpose of this course: The intent of this course is to further students' learning about the process, settings, and issues involved in clinical practice in communication disorders.

Learning Outcomes

By the end of this course, students should successfully be able to:

(1) Describe the various settings in which speech language pathologists and audiologists practice (medical and educational) and understand the ethical responsibilities associated with being a practicing clinician.

(2) Explain the importance of observation and counseling in clinical practice.

(3) Describe the general methods used in professional activities of speech-language pathologists including prevention, screening, assessment, treatment, and advocacy/consultation.

This course fulfills these learning outcomes through didactic learning via recorded lectures, discussion-based learning, and research projects.

How This Online Course Works

Mode of delivery: This course is 100% online. There are no required sessions when you must be loggedin to Carmen at a scheduled time.

Pace of online activities: This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a 3 credit-hour course. According to Ohio State bylaws on instruction (go.osu.edu/credithours), students should expect around 3 hours per week of time spent ondirect instruction (instructor content and Carmen activities, for example: recorded lectures, quizzes, discussion boards) in addition to 6 hours of homework (reading and assignment preparation).

Attendance and participation requirements: Research shows regular participation is one of the highest predictors of success. With that in mind, I have the following expectations for everyone'sparticipation:

- **Participating in online activities for attendance**: **at least once per week**
  You are expected to log in to the course in Carmen every week. During most weeks you will probably log in many times. If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible.*

- **Office hours**: **optional**

- **Participating in discussion forums**: **once per week**
  As part of your participation, each week you can expect to post once per week as part of our substantive class discussion on the week's topics.

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Course Materials and Technologies

Required Materials:

Required Textbook:
Paul, R. & Schoen Simmons, E. (2021). *Introduction to Clinical Methods in Communication Disorders*. (4ᵗʰ ed.). Brookes Publishing.

Journal articles as assigned:
OSU Library Licensed Resources https://guides.osu.edu/c.php?g=483412&p=3305814

Required Equipment

- **Computer:** current Mac (MacOS) or PC (Windows 10) with high-speed internet connection
- **Webcam:** built-in or external webcam, fully installed and tested
- **Microphone:** built-in laptop or tablet mic or external microphone
- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

If you do not have access to the technology you need to succeed in this class, review options for technology and internet access at go.osu.edu/student-tech-access.

Required Software

Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Visit the installing Office 365 (go.osu.edu/office365help) help article for full instructions.

CarmenCanvas Access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended thatyou do each of the following:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device (go.osu.edu/add-device) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.

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- [Install the Duo Mobile application](go.osu.edu/install-duo) (go.osu.edu/install-duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at [614-688-4357 (HELP)](tel:6146884357) and IT support staff will work out a solution with you.

Technology Skills Needed for This Course

- Basic computer and web-browsing skills
- [Navigating CarmenCanvas](go.osu.edu/canvasstudent) (go.osu.edu/canvasstudent)
- [CarmenZoom virtual meetings](go.osu.edu/zoom-meetings) (go.osu.edu/zoom-meetings)
- [Recording a slide presentation with audio narration and recording, editing and uploading video](go.osu.edu/video-assignment-guide) (go.osu.edu/video-assignment-guide)

Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- **Self Service and Chat**: [go.osu.edu/it](go.osu.edu/it)
- **Phone:** [614-688-4357 (HELP)](tel:6146884357)
- **Email:** servicedesk@osu.edu

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Grading and Faculty Response

How Your Grade is Calculated

Assignment Category	Percent of Grade
Quizzes	40
Discussions	10
SOAP notes	10
Scientific Poster Presentation	40

See Course Schedule for due dates.

Descriptions of Course Assignments

Quizzes

There will be four quizzes throughout the course. Quizzes will be based on assigned readings. Quizzes will typically consist of 10 questions and cover up to two chapters at a time. Quizzes will be delivered on Carmen, and students will have a set time limit in which to complete them.

Academic integrity and collaboration: Quizzes are to be completed completely independently with no collaboration with other students. They will be completed as open-book, open-notes, but collaboration or discussion between students is not permitted.

Discussions

Participation in weekly discussion-based learning is required. You will be expected to post in response to a topic-related question, case scenario or poster presentations.

Academic integrity and collaboration: Your written assignments, including discussion posts, should be your own original work. You are encouraged to ask a trusted person to proofread your assignments before you turn them in but no one else should revise or rewrite your work.

SOAP Notes

We will have guest speakers who specialize in hearing, communication and swallowing. These speakers will present a case study or case series. You will be required to write a SOAP note detailing the case presentation.

Academic integrity and collaboration: Your written assignments, should be your own original work. In formal assignments, you should follow APA style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in but no one else should revise or rewrite your work.

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Scientific Poster Presentation

One way scientific evidence is disseminated at a professional conference is via a poster presentation.A scientific poster is a communication tool which combines a verbal presentation with a visual aid. These presentations are typically given to a small group of people, limited in time and range of view,and are informal and interactive. You will choose a topic within the field to present to the class via a
scientific poster presentation. Topics will be based on your specific area of interest and will require pre-approval. Power point posters presentations will be uploaded to Carmen to be shared with the class and should be approximately 15 minutes in length.

Academic integrity and collaboration: Your written assignments, should be your own original work. In formal assignments, you should follow APA style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in but no one else should revise or rewrite your work.

Late Assignments

Please refer to Carmen for due dates. Due dates are set to help you stay on pace and to allow timely feedback that will help you complete subsequent assignments. Assignments will not be accepted lateunless you have made special arraignments with me prior to the due date.

Instructor Feedback and Response Time

[Example: I am providing the following list to give you an idea of my intended availability throughoutthe course. Remember that you can call 614-688-4357 (HELP) at any time if you have a technical problem.

- **Preferred contact method:** If you have a question, please contact me through my email (arrese.1@osu.edu and/or loniarrese@gmail.com). I will reply to emails within **24 hours on days when class is in session at the university**.

- **Class announcements:** I will send all important class-wide messages through the Announcements tool in CarmenCanvas. Please check your notification preferences (go.osu.edu/canvas-notifications) to ensure you receive these messages.

- **Discussion board:** I will check and reply to messages in the discussion boards once mid-week and once at the end of the week.

- **Grading and feedback:** I will try to provide feedback and grades within **seven days**.

Grading Scale

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+

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73–76.9: C
70–72.9: C-
67–69.9: D+
60–66.9: D
Below 60: E

Other Course Policies

Discussion and Communication Guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style**: While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.

- **Tone and civility**: Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. I will provide specific guidance for discussions on controversial or personal topics.

- **Citing your sources**: When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.

- **Backing up your work**: Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Academic Integrity Policy

See [Descriptions of Major Course Assignments](#) for specific guidelines about collaboration and academic integrity in the context of this online class.

Ohio State's Academic Integrity Policy

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/.

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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. If COAM determines that you have violated the university's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- [Committee on Academic Misconduct](go.osu.edu/coam) (go.osu.edu/coam)
- [Ten Suggestions for Preserving Academic Integrity](go.osu.edu/ten-suggestions) (go.osu.edu/ten-suggestions)
- [Eight Cardinal Rules of Academic Integrity](go.osu.edu/cardinal-rules) (go.osu.edu/cardinal-rules)

Copyright for Instructional Materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at equity.osu.edu,
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or email equity@osu.edu

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The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.

- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Your 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. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand mental health resources (go.osu.edu/ccsondemand) are available. You can reach an on-call counselor when CCS is closed at 614- 292-5766. **24-hour emergency help** is available through the National Suicide Prevention Lifeline website (suicidepreventionlifeline.org) or by calling 1-800-273-8255(TALK). The Ohio State Wellness app (go.osu.edu/wellnessapp) is also a great resource.

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Accessibility Accommodations for Students with Disabilities

Requesting 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.

Disability Services Contact Information

- Phone: 614-292-3307

- Website: slds.osu.edu

- Email: slds@osu.edu

- In person: Baker Hall 098, 113 W. 12th Avenue

Accessibility of Course Technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations as early as possible.

- CarmenCanvas accessibility (go.osu.edu/canvas-accessibility)

- Streaming audio and video

- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)

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Course Schedule

Refer to the CarmenCanvas course for up-to-date due dates.

Week of:	Assignments	Completed Assignments Due by Midnight on:

1/10/23	**Watch**: Introduction to the Course and personal introduction(s)
	Complete:
	   1. Your video personal introduction and upload it to Carmen – see module 1 for instructions.
	   2. Undergrad Assessment– this will not impact your grade
	Read for next week: Paul, Chapter 1 and 9
		1/16/23

1/17/23	**Watch:** Introduction to Clinical Practice and Clinical Service Delivery
	Complete:
	   1. Quiz on chapters 1 and 9
	   2. Discussion
	Read for next week: Paul, Chapter 2 and 8
		1/23/23

1/24/23	**Watch:** Ethical Practice & Public Policies
	Complete:
	   1. Quiz on chapters 2 and 8
	   2. Discussion
	Read for next week: Paul, Chapter 13 and chapter 7 pages 177-183
		1/30/23

1/31/23	**Watch:** Clinical Observation & Counseling **Complete**: 1. Discussion **Read for next week**: Chapter 7 pages 184-207	2/6/23

2/7/23	**Watch:** Clinical Documentation (SOAP notes)
	Complete:
	   1. Quiz on chapter 7 and 13
	   2. Discussion
	Read for next week: Paul, Chapter 3
		2/13/23

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2/14/23	***Watch:*** Dysphagia Lecture and Evidence-Based Decision Making in Communication Intervention
	
	Complete:
	    1. SOAP note based on case study presentation
	    2. Submit your scientific poster presentation idea
	Read for next week: Paul, Chapter 10
		2/20/23

2/21/23	***Watch:*** Clinical Lecture
	Complete:
	    1. SOAP note based on case study presentation
	    2. Quiz on chapters 3 and 10
	Read for next week: Research articles and material related to your scientific poster presentation
		2/27/23

2/28/23	***Watch:*** Guest Lecture
	Complete:
	    1. SOAP note based on case study presentation
	    2. Discussion
	Read for next week: Research articles and material related to your scientific poster presentation
		3/6/23

3/7/23	***Watch:*** Guest Lecture
	Complete:
	    1. SOAP note based on case study presentation
	    2. Discussion
	Work on your poster presentation
		3/13/23

3/14/23	***Watch:*** Guest Lecture
	Complete:
	    1. SOAP note based on case study presentation
	    2. Discussion
	Work on your poster presentation
		3/20/23

3/21/23	**Schedule a 15-minute zoom meeting with me this week. A sign up will be provided.**	

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3/28/23	**Nothing Due this week.** Work on your poster presentations.	
4/4/23	***Watch:*** Presentations ***Complete***: 1. Discussion	4/10/23
4/11/23	***Watch:*** Presentations ***Complete***: 1. Discussion	4/17/23
4/18/23	***Watch:*** Presentations ***Complete***: 1. Discussion	4/24/23

Introduction to Clinical Methods in Speech-Language Pathology
SHS 4520
Spring 2019

Instructor: Jennifer Brello, MEd., CCC-SLP   **Office Hours:** By appointment
Class Location: Mendenhall Lab 125   **Office Address:** 117 Pressey Hall
Time: M/W 3:00-4:20 pm   **Email:** brello.1@osu.edu
Class Website: Carmen   **Phone:** 614-292-4125

Purpose of this course: The intent of this course is to further students' learning about the process, settings, and issues involved in clinical practice in communication disorders.

Learning objectives:
Knowledge
   (1) To learn about the medical and education contexts in which speech-language pathologists practice and about the roles of their professional colleagues in those contexts
   (2) To understand how disorders of speech, language, and hearing adversely affect communication
   (3) To be able to describe the distinction between impairment, disability, handicap, disorder and difference
   (4) To describe the general methods used in professional activities of speech-language pathologists including prevention, screening, assessment, treatment, and advocacy/consultation
Skills
   (5) To be able to share with a lay audience basic information about frequently observed communication and swallowing/feeding disorders in children and adults
   (6) To describe a clinician session using a behavioral coding system and demonstrate emerging competence in descriptive writing
   (7) To cogently present information about basic information about a standardized test, including its psychometric characteristics in writing and/or orally
Values
   (8) To develop an appreciation of the impact of communication disorders on individuals quality of life
   (9) To develop awareness of the need to consider cultural differences in communication in order to differentiate communication differences from communication disorder

GRADING Calculation (OSU Standard)

93-100% = A	87-89.9% = B+	77-79.9% = C+	67-69.9% = D+	$\leq$ 59.9% = F
90-92.9% = A-	83-86.9% = B	73-76.9% = C	63-66.9% = D	
	80-82.9% = B-	70-72.9% = C-	60-62.9% = D-	

Course Assignments: (500 points total)

Exams: (300 points)
Three exams worth 100 points each. Exams can be a combination of True/False, multiple choice, fill in, short answer, and essay. Exams will be completed in class.

Lab Assignments: (50 points each)

Information will be provided *in class* to assist you with these assignments in addition to materials posted on Carmen. Please see the course schedule for due dates and rubrics.

1.) Preparation of descriptive assessment summary. You will watch a video and write a summary that includes the following components. a) client history/summary of parent concerns, b) description of client speech-language characteristics, c) identify appropriate long term and short-term goals.

2) SOAP Notes. Two videos of SLP intervention sessions will be posted on Carmen. You will view each video and prepare a SOAP note for each session.

3) AAC project. You will develop, utilize, and present a unique board (that you have developed) to the class. On the day of your presentation, you must upload an electronic copy of your AAC board to the dropbox indicated lab #3. More detailed instructions will be provided on Carmen under Lab#3.

**Print out your completed lab assignments and bring to class on the due date.

Guest Speaker Reaction Papers: (10 points each)
Six guests are scheduled to lecture on their area of expertise throughout the semester as indicated on the course schedule. You will be required to submit a one-page reaction paper for 5 of 6 scheduled speakers.

Papers are to be submitted via dropbox on Carmen and should be no longer than 1 page. **You must attend the lecture AND sign the attendance sheet to submit a reflection paper**. Each paper should include the following:
    a.) Name/title/place of employment of speaker.
    b.) What SPECIFICALLY did you take away from the talk? What did you learn about the speaker's area of expertise and how does it influence/or not influence your professional goals?
    d.) What questions do you have regarding the information presented?

Late Assignments:
Only medical or emergency excuses documented appropriately will be accepted to consider allowing you to take a makeup opportunity for exam or assignment. If such an excuse is not available, the grade for the missed assignment/exam will be 0 and no make-up will be allowed.

Required Textbook:
Paul, Rhea. (2014). *Introduction to Clinical Methods in Communication Disorders*. (Third Edition). Baltimore, MA: Brookes Publishing.
Other Course Readings (Available through the Content area on the class Carmen website)

Boone, D.R., & Prescott, T.E. (1972). Content and sequence analyses of speech and hearing therapy. *ASHA, 14*(2), 58-72.

Friberg, J.C. (2010). Considerations for test selection: How do validity and reliability impact diagnostic decisions? *Child Language Teaching and Therapy, 26,* 77-92. doi: 10.1177/0265659009349972

McCauley, R.J. (2001). Chapter 3. Validity and Reliability. In *Assessment of language disorders in children* (pp. 49-77). Mahwah, NJ: Lawrence Erlbaum Associates.

McCauley, R.J. (2001). Chapter 4. Evaluating measures of children's communication and related skills. In *Assessment of language disorders in children* (pp. 78-112). Mahwah, NJ: Lawrence Erlbaum Associates.

McCauley, R.J., & Fey, M.E. (2010). Introduction to *Treatment of language disorders in children*. In R.J. McCauley & M.E. Fey (Eds.), *Treatment of language disorders in children* (pp. 1-17). Baltimore, MD: Brookes.

McCauley, R.J., & Swisher, L. (1984). Psychometric review of language and articulation tests for preschool children. *Journal of Speech and Hearing Disorders, 49*, 34-42.

McLeod, S. & Bleile, K. (2004). The ICF: A framework for setting goals for children with speech impairment. *Child Language Teaching and Therapy, 20*(3), 199-219.

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Students with Disabilities: THIS PUBLICATION/MATERIAL IS AVAILABLE IN ALTERNATIVE FORMATS UPON REQUEST. PLEASE CONTACT ME FOR THE NECESSARY ARRANGEMENTS. STUDENTS WITH DISABILITIES ARE RESPONSIBLE FOR MAKING THEIR NEEDS KNOWN TO THE INSTRUCTOR AS SOON AS THE QUARTER BEGINS, AND ARE RESPONSIBLE FOR SEEKING AVAILABLE ASSISTANCE FROM THE OFFICE OF DISABILITY SERVICES 292-3307, PRIOR TO OR AT THE BEGINNING OF THE QUARTER. I RELY ON THE OFFICE FOR DISABILITY SERVICES FOR ASSISTANCE IN VERIFYING THE NEED FOR ACCOMMODATIONS AND DEVELOPING ACCOMMODATION STRATEGIES.

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/

Tentative Schedule for the Course

Date	Topic	Assignments
1/7	Introduction to the Course 4420 Evaluation My Background	Carmen: Syllabus
1/9	Introduction to Clinical Practice in Communication Disorders	Paul- chapter 1
1/14	Ethical Practice in Communication Disorders	Paul Chapter 2
1/16	Evidence-Based Decision Making in Communication Intervention	Paul- chapter 3
1/21	No Class: MLK observed	
1/23	Principles of Communication Assessment	Paul Chapter 4
1/28	Communication Sampling	Paul Chapter 5
1/30	Lab #1: Comprehensive Assessment Plan	Carmen Video
2/4	Guest Speaker: TBD	
2/6	Guest Speaker: TBD	
2/11	Review	Lab #1 Due: print out and bring to class
2/13	**Exam 1 : Chapters 1-5**	
2/18	Communication Intervention	Paul – chapter 6
2/20	Lab #2: Clinical Documentation	
2/25	Guest Speaker: TBD	

2/27	Interviewing, Counseling, and Clinical Communication	Paul- chapter 7
3/4	Public Policy Affecting Clinical Practice	Paul- chapter 8
3/6	Guest Speaker TBD	
3/11-15	*Spring Break*	
3/18	Clinical Service Delivery & Work Settings	Paul- chapter 9
3/20	Exam 2 Review	Lab 2 Due: print out and bring to class
3/25	**Exam 2: Chapters 6-8**	
4/1	Issues of Cultural & Linguistic Diversity	Paul- chapter 10
4/3	Technology & Communication Disorders/ ACC assignment given	Paul chapter11
4/8	Guest Speaker TBD	
4/10	Lab #3 AAC Presentations	upload AAC 'boards" to carmen dropbox
4/15	Lab #3 AAC presentations	upload AAC 'boards" to carmen dropbox
4/17	Family Centered Practice/ Research in Clinical Practice	Paul, chapters 12
4/22	Guest Speaker TBD	
4/24	Review Exam 3	
4/26/19 4:00-5:45 pm	**Exam 3: Chapters 10-13**	

Academic Misconduct: The University's Code of Student Conduct defines academic misconduct as "any activity that tends to compromise the academic integrity of the University, or subvert the educational process." 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. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. If you have any questions about the above policy or

what constitutes academic misconduct in this course, please contact me. Some examples of academic misconduct include (but are not limited to): plagiarism, knowingly providing or receiving information during an exam or assignment, and violating the course rules.

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: Speech and Hearing 6762
Instructor: Stacy Harnish
Summary: Adult Language Disorders

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			• Office 365 • Carmen • Simucase.com license
6.2 Course tools promote learner engagement and active learning.	X			• Carmen Discussion Board • Carmen Wiki • Zoom
6.3 Technologies required in the course are readily obtainable.	X			All are available for free.
6.4 The course technologies are current.	X			All are updated regularly.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			Please add privacy policy for simucase.com.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP are provided, as is support contact info for simucase
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			accessibility policy for simucase is present
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Statement is included with contact information on how to make accommodations.
8.4 The course design facilitates readability	X			
8.5 Course multimedia facilitate ease of use.	X			All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser

Reviewer Information
- Date reviewed: 1/22/20
- Reviewed by: Ian Anderson

Notes: Looks good!

[a]The following statement about disability services (recommended 16 point font): Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.

[b]Add to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.
http://advising.osu.edu/welcome.shtml

[c]Add to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. http://ssc.osu.edu. Also, consider including this link in the "Other Course Policies" section of the syllabus.