

Experiential Learning Course Proposal Cover Sheet
(use this form if your program is seeking approval for a whole course to count as an ELR)

Program/Department/School Submitting Proposal: Speech Path & Aud **Date Submitted:** 9/19/11

Contact Person: Lynne Rowan **E-mail:** lrowan@kent.edu **Phone:** 2-2197

Course Number/Title: SPA 44492 – Clinical Preparation in SLP **Number of Credits:** 2

Check one:

☒ **New Proposal** ☐ **Resubmission with Revision; Date of Original Submission** _____

Select Appropriate Experiential Learning Category/Categories: Practical Experiences

Chair/Director Signature Lynne E Rowan **Date** 10/6/11

Date Approved by College Curriculum Committee _____

Dean Signature: _____ **Date** _____

For URCC use only

Date Received by URCC _____

Decision:

Approved	_____ (Date)	<input type="checkbox"/>
Withdrawn by Submitter	_____ (Date)	
Minor Revision – Resubmit	_____ (Date)	
Major Revision – Resubmit	_____ (Date)	
Denied	_____ (Date)	

Course-Based Experiential Learning Requirement Form
(use this form if your program is seeking approval for a whole course as an ELR)

Please consult the Experiential Learning Guidelines as you respond to each item on this form.

Course Subject/Number/Title: SPA 44492 – Clinical Preparation in Speech-Language Pathology

Credit Hours: 2

Prerequisite(s): SPA Major; Senior in Good Standing, Concurrent with SPA 44310 (Clinical Procedures)

The course objectives section of the syllabus must include the goals of the experiential learning component.

1. Describe how the course provides opportunities for students:

- The Clinical Prep in SLP course is specifically designed so that the students can develop, apply, and practice skills and concepts that were learned in previous academic courses. The focus of the class is to provide the students with a strong foundation on which to build knowledge and skills (e.g., observation, evaluation, interpretation, and writing) for future advanced degree work in speech language pathology/audiology (graduate degrees are required to be licensed in these disciplines) and eventually as licensed and certified speech language pathologists/audiologists.
- The Clinical Prep in SLP course definitively broadens the student's understanding of the discipline, the world, and themselves as learners. The students are expected to develop critical thinking skills, the ability to apply knowledge to solve novel problems (e.g., diagnoses and intervention plans for individuals with communication disorders), to use the scientific method to solve problems, and to demonstrate independent life-long learning skills.
- By observing professionals evaluate individuals with communication disorders, students will have the ability to relate these experiences with their current academic coursework. Additionally the course involves discussion with faculty, graduate students, and peers within the discipline. These interactions allow students the opportunity to reflect upon their current academic preparation and their future career goals.

2. Explain how the three learning outcomes will be assessed:

- Using formative and summative assessment procedures the students' skills to use professional writing skills needed for reports, treatment plans, behavioral objectives and progress notes; accurately edit their professional written work; describe the purpose, reliability, and validity of tests commonly used to diagnose speech language disorder; select relevant assessment instruments and provide a rationale for selection; design an intervention plan with objectives, methods and activities; identify relevant data collection system for objectives; and collect accurate data on observable behaviors will be evaluated in a variety of contexts.
- Formative and summative assessments will allow the students to reflect and learn from the experiences provided. These experiences include
Formative Assessments: Drafts of evaluation report, treatment plan, lesson plan, progress reports
Summative Assessments (following feedback, class and 1:1 discussion/reflections): Final written evaluation report, treatment plan, lesson plan and progress note.
Assessment profile on 1 preschool language, 1 receptive vocabulary, 1 receptive morphosyntactic, 1 expressive vocabulary, 1 expressive morphosyntactic, 1 articulation, 1 school age language, 1 other assessment tool.

The knowledge and skills developed will provide them with a foundation for the requisite behaviors to be an effective speech language pathologist/audiologist.

3. In what ways will your unit communicate expectations described in this proposal to faculty who will be teaching this course? The faculty member responsible for SPA 44310 which is taken concurrently with SPA 44492 will meet with any new instructors to review the syllabus for SPA 44492, expectations for the course, and its relationship to SPA 44310.

In what ways will your unit maintain standards across multiple sections and over time as instructors change? Instructors will use the same syllabus and therefore use the same evaluation criteria in each class.

URCC Use Only

Date Received by URCC _____ *Date Approved by EPC* _____

Date Approved by URCC _____ *Date Removed as ELR* _____

Clinical Preparation in Speech-Language Pathology
SPA 44492
Kent State University
Fall, 2011

Instructor: Lisa R. Audet, Ph.D., CCC-SLP Telephone: 330-672-0257 e-mail: Laudet@kent.edu
Schedule appointments directly with Dr. Audet via e-mail or in person
Meredith Redd: mcarawa2@kent.edu
Hannah Hange: hross@kent.edu

Class Time: F –Labs at scheduled times Class Room: A129 MSP
Office: A111 Music & Speech Building Office Hours: Mondays 10:30-3:30
Mrs. Redd and Mrs. Hange will have additional office hours that will be announced in class.
A sign up sheet will be posted on A128 where they will meet with students

** This is a writing intensive class. Students will be required to write, edit, and rewrite their written work.

Required Readings: All readings and materials will be posted on VISTA at least 1 week prior to class.

Course Objectives/Outcomes (university experiential learning requirement):

1. Learners will connect ideas, concepts, and skills developed at the university with their applications to new and different contexts.
2. Learners will demonstrate how the experiences within this course have broadened their understanding of the discipline, the world, and themselves as learners.
3. Learners will reflect on the meaning of the experiences within this course for their current and future learning.

Course Objective/Outcomes (discipline specific):

1. Learners will use professional writing skills needed for reports, treatment plans, behavioral objectives and progress notes.
2. Learners will accurately edit their professional written work.
3. Learners will obtain a written and verbal case history.
4. Learners will describe the purpose, reliability, and validity of tests commonly used to diagnose speech language disorders.
5. Learners will select relevant assessment instruments and provide a rationale for selection.
6. Learners will design an intervention plan with objectives, methods and activities
7. Learners will identify relevant data collection system for objectives
8. Learners will collect accurate data on observable behaviors

Prerequisites: Speech Pathology/Audiology Major; senior in good standing.

Registration Requirement:

The official registration deadline for this course is September 11, 2011. University policy requires all learners to be officially registered in each class they are attending. Learners not officially registered for a course by published deadlines should not be attending classes and will not receive credit or a grade for the course. Each student must confirm enrollment by checking his/her class schedule (using Student Tools in FlashFast) prior to the deadline indicated. Registration errors must be corrected prior to the deadline. Additionally, the last day to withdraw from this class is November 6, 2011.

Assignment Expectations:

Learners must work on assignments independently unless determined otherwise in class by Dr. Audet. Failure to do so will result in a loss of 30 points off of the assignment after calculating the grade for correctness. Cheating on assignments, quizzes and exams will be handled via University Guidelines on cheating.

All assignments are expected to be completed on time. Late assignments will be accepted within 3 academic days following the due date without a penalty. Assignments received 4-6 days following the due date will be graded and 10 points will be deducted. Assignments will not be accepted after the 6th late academic day.

It is expected that learners write using the conventions of the profession. In the field of Speech Language Pathology APA guidelines are used. For this class emphasis on using APA rules of grammar, punctuation, and references will be expected. Dr. Audet will be grading written components of assignments and quizzes/exams for grammar, punctuation, vocabulary selection, and organization. Individuals who have difficulties in the writing domain should contact the Writing Center on the KSU Campus and remediate these difficulties.

Academic Integrity:

Plagiarism and other forms of cheating are serious violations to academic integrity. Learners are advised to become familiar with University Policy regarding plagiarism and cheating. Learners should make every effort to insure their own academic integrity. If a question of plagiarism or cheating arises, Dr. Audet will comply with University Policy. This includes academic and/or university sanctions which can involve failure on the given assignment/exam, a request for all prior assignments/exams to be turned in to explore other instances of plagiarism/cheating, failure in the class, discharge from the program, and/or university. Learners have the right to appeal any sanctions per the guidelines in the University Policy. The University Policy is available on the KSU website.

Learners with Disabilities:

University policy 3324-3-18 requires that learners with disabilities be provided reasonable accommodations to ensure equal access to course content. If you have a documented disability and require accommodations, please contact the Dr. Audet at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for accommodations through Student Accessibility Services in the DeWeese Health Center (contact 330-672-3391 or visit www.kent.edu/sas for more information on registration procedures).

Holiday Observance:

Please notify Dr. Audet if you need to be excused from a class due to specific religious holidays that are celebrated on the same day as class. Individuals who need to miss a class for this purpose will not be penalized for their absence. However, if an assignment is due on the day of the missed class, the individual is expected to make arrangements to turn that assignment in on time.

H1N1 virus/Illnesses and Absences Policy:

Any student experiencing fever, coughing, vomiting or other flu-like symptoms is expected to stay home until he/she is well (fever free for 24 hours). Please e-mail Dr. Audet to notify her of your status. Arrangements will be made to address coursework requirements and you will not be penalized for your absence. To reduce the spread of illnesses learners should wash their hands prior to coming to and upon leaving class. Purchasing of individual hand sanitizer is strongly recommended. Additionally, learners should utilize safe respiratory etiquette and immediately dispose of any tissues.

Students are allowed 3 unexplained absences during regular class sessions. Students are responsible for obtaining course information and assignments during an absence. Students should review the assignment expectation section in this syllabus regarding late assignment grading. Unexplained absences from scheduled exams are not allowed.

e-mail Communications, Cell Phones & Technology Usage:

This class will be delivered via a Face to Face format. However information about the class will be posted online.

Dr. Audet checks e-mail on Mondays through Fridays mornings. Please plan accordingly and allow ample time for a reply.

Learners should utilize the various tools for communicating that are available on the Clinical Procedures VISTA site. You will see a location for general class questions (which others may have) as well as a separate e-mail link. Please check the general class questions site prior to sending an e-mail question as your question may have already been asked/answered.

Please use your best judgment when sending e-mails. Practice use of professional language, grammar, and punctuation. Include your first and last name in the signature line. Include a clear topic in the message line.

Use e-mail to notify Dr. Audet of absences, requests for an appointment, to obtain clarification regarding due dates for assignments. Use face to face discussions to address concerns regarding grades, grading, your individual learning needs/concerns, assignment specifics, course content, materials, and concerns. Please do not forward other e-mails, send assignments via attachments (unless you have prior permission).

Please turn off your cell phone during class. Text messaging is not allowed during class. Notify me if you are expecting an emergency call and place your phone on vibrate. Thank you for complying with this request. Failure to do so after one warning will result in 5 points off of your final grade.

It is expected that learners will use technology responsibly to support their learning. Any video/audio taping of class materials should be cleared with Dr. Audet prior to taping. Additionally, web surfing, and checking e-mail will interfere with your learning and should be avoided. Should individual student use of technology interfere with the teaching of the class, Dr. Audet will speak with the student. Failure on the student part to address concerns will result in loss of points off of the final grade.

Critical Thinking and a Successful Attitude Towards Learning

Remember your role as a learner is to explore new areas of study, develop questions, practice skills, struggle with new and complex concepts, and make mistakes. The focus of this class is to provide each of you with a foundation on which you will build additional skills as a graduate student in speech language pathology. This means you must also develop critical thinking skills: the ability to apply knowledge to solve novel problems, to use the scientific method to solve problems (learn how to ask questions and come up with a plan to find the answer), and to demonstrate independent life-long learning skills.

Dr. Audet's role as faculty is to present content and concepts in a variety of ways which builds upon your course reading (vs. reviewing course readings) and to develop rigorous assignments that best prepare you for a career in speech-language pathology. The course is designed to provide you with the opportunity to develop, apply, and practice skills and concepts.

When studying complex material keep in mind that multiple answers may be available to any given question, depending on the theoretical perspective. Therefore, begin to think in the Gray vs. the Black and White. Expect that discussion will lead to reconsidering of one's ideas or prior answer. This is Critical Thinking. Changing your mind based on an evaluation of new data is an important skill to develop. Learning to ask questions and question your own belief is another important graduate school skill to develop.

For every question/problem posed, be prepared to provide at least one option, hypothesis, or perspective for answering/solving it.

Keep in mind Bloom's Taxonomy for demonstrating knowledge:

1. Knowledge: Demonstrating retention of basic facts that can be recalled upon demand.
2. Comprehension: Demonstrating the ability to describe, explain, compare, or demonstrate the sequence or order of facts.

3. Interpret: The ability to explain information in one's own words.
4. Application: Using information to solve a unique problem. What does the information mean in real life? The ability to provide real life examples of an idea or concept.
5. Synthesis; Using old ideas or ideas from multiple perspectives to create new ideas and solve problems. The ability to integrate information across areas/domains in order to explain an observation, generalizing information to real life situations, and make a decision regarding what to do and why.
6. Evaluation: Comparing, discriminating, analyzing, debating viewpoints, theories, practices grounded in knowledge and comprehension. Provide a rationale grounded in comprehension of facts to explain one's perspective.
7. Skills: Strategic and systematic demonstration of specific behaviors reflective of interpretation, application, and synthesis of information.

Your grades on assignments will be based upon your written language skills as well as your ability to move beyond the knowledge and comprehension levels of Bloom's taxonomy to the higher level thinking skills. This means I DO NOT want learners to spit back information verbatim: that is C level work. Rather, I want learners to translate the information into their own words in order to solve problems and discuss application of the material. The Bloom's Taxonomy Matrix will be used in grading.

Grading: Below are the percentages required to earn particular grades.

A=90% or better
 B=80-89%
 C=70-79%
 D=60-69%
 F=59% or below

Course Requirements:

Formative Assessments:

- Drafts of evaluation report, treatment plan, lesson plan, progress report. Worth 20 % of the grade/ 5% for each
- Assessment profile on 1 preschool language, 1 receptive vocabulary, 1 receptive morphosyntactic, 1 expressive vocabulary, 1 expressive morphosyntactic, 1 articulation, 1 school age language, 1 other assessment tool. Worth 40% of the grade

Summative Assessments:

- Final written evaluation report, treatment plan, lesson plan and progress note. Worth 40% of the grade

Grade Calculation:

To determine your grade take the score you obtain on each of the formative assessment and multiply it by .05 or .4 depending on the assignment. This will tell you how many points you have towards the final grade or out of a total of 100 points to earn during the semester. For example if you obtain a 90 on the first draft you have 4.5 points towards the end goal of 100 (90 x .05).

Course Outline: Please note that this is subject to change in response to learner needs. Learners will be notified of changes as they occur. Information for each week will be posted in the Clinical Prep Vista Learning Module by Thursday of the prior week.

Oct 4, (no class Oct 11), Oct 13

Unit	Content
Evaluation	Weeks: August 29, Sept 5, 12, 19, 26

Topics: Case Histories, Test Administration & Interpretation, Report Writing

Assignments: Readings as posted in the Learning Module

Assessment Profiles Due Sept 30

Draft of Evaluation Report Due Oct 7

Treatment

Weeks: Oct 3, 10, 17, 24, 31; Nov 7,

NO CLASS NOV11

Writing Behavioral Objectives, Collecting Baseline Data, Designing Treatment Sessions (methods & activities), Treatment Plan Development

Assignments: Readings as posted in the Learning Module

Draft of Treatment Plan, Lesson Plan due Nov 18

Documenting Progress Weeks Nov 14, 28, Dec 5,

Data Collection Options, Interpretation of Data, Progress Note Development Options (SOAP)

Assignments: Readings as posted in the Learning Module

Draft of Progress Note due Dec 9th

Final Drafts of Evaluation Report, Treatment Plan, Lesson Plan, Progress Note due: Dec 16th (include drafts with final reports).

Sp# 44492

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: 175
 DATE PROPOSAL APPROVED BY EPC: 7 / 12 / 99
 EFFECTIVE SEMESTER/YEAR OF PROPOSAL: Fall 2000

DATE OF PREPARATION: 11/3/98

Purpose of Proposal Course Change ☒

Course Title CLINICAL PREPARATION IN SPEECH-LANGUAGE PATHOLOGY

Department SP&A - Speech Pathology and Audiology ☒

Course Number 44492

Minimum Credit 02 Maximum Credit 02

Checked items are new

- ☐ Title
- ☐ Title Abbreviation
- ☐ Number/Slash ---If applicable---
- ☒ Prerequisite
- ☒ Credit Hours
- ☒ Description
- ☐ CIP/HEGIS
- ☐ Grade Rule
- ☐ Credit By Exam
- ☐ Course Fee
- ☐ LER Status (G)
- ☒ WIC (W)
- ☐ Diversity (D)

Describe Impact on Other
Programs, Policies, or
Procedures

None.

Units Consulted
(See Guidelines For
Instructions)

None.

REQUIRED ENDORSEMENTS:

Chair/Director/Campus
Dean

College/School Dean
Provost

Pet D. D. D. D. 1 / 22 / 99
L. E. Mitchell 12 / 18 / 98
S. M. C. D. D. D. D. 1 / 1 / 98

Please **PRINT** this form before leaving the screen. This form will not be saved.

Main Menu

Basic Data Sheet

Preparation Date	10/27/98	Requested Effective Year	2000F
Course Title	CLINICAL PREPARATION-SPEECH-LANGUAGE PATHOLOGY		
Department	SP&A		
Course Number	44492		
Slash Course	<div>▼</div> <div>▼</div> The only applicable combinations are: 4-5; 4-5-7; 6-7		
Course Title Abbreviation	CLIN PREP-SPCH LANG PATH		
KSU Type	W		
Minimum Credit	2	Maximum Credit	2
Credit Connector	F		
Grade Rule	UC		
Credit By Exam	CBE-N		
Activity Type	LEC		
Course Fee	0	Per Credit Hour	
OBR Program Code	19		
OBR Course Level	3		
OBR Department	744		
Prerequisite	Co-requisite: SP+A 44310		
Catalog Description	Fundamental evaluation and management procedures of individuals with communication disorders, including supervised observation. This course may be used to satisfy the writing-intensive course graduation requirement with approval of major department. A		

For course revision, enter previous title, abbr, number, and credit.

Previous Title			
Previous Course Number		Prev Min Hrs	03
		Prev Max Hrs	03



Chair, Director, School Dean, or Campus Dean

Writing Expectations	Writing goals and behavioral objectives, lesson plans, SOAP notes, diagnostic reports and progress notes.
Instructor(s) expected to teach this course	Staff
Instructor(s) Contributing to Content	Shelly Francis/Robert Pierce

Content Outline**Hrs**

I. Writing Goals and Objectives	02
II. Writing Lesson Plans	02
III. Writing SOAP (Progress) Notes	03
IV. Writing Professional Reports	08
V. Administering Tests	03
VI. Collecting/Analyzing/Reporting Data	02
VII. Designing Intervention Activities	02
VIII. Counseling/Interviewing	03
IX. Clinical Observation	05

Total 30**Textbook(s) used in this course**

M.N. Hedge (1994). A Coursebook on Scientific and Professional Writing in Speech-Language Pathology. Singular Publishing Group, Inc. San Diego, CA.

WRITING-INTENSIVE COURSE INFORMATION FORM
(Revised 8/1/93)

Department Abbreviation: SP&ACourse Number: 44492

Please respond to each of the following items. Use extra sheet or space if necessary. The "Writing-Intensive Course Information Form" should be submitted along with the new Certificate of Curricular Proposal (CCP) and the new Basic Data Sheet (BDS) for the course under consideration. If the course is an existing course, please submit the old CCP and the old BDS as well.

1. List the writing assignments for this course. Please describe the extent and character of each.

Students will write (for mock clients): one diagnostic report (2-3 pages), two lesson plans including behavioral objectives (1 page each), 2 SOAP progress notes (1-2 pages each), and one semester-end progress report (2-3 pages). In addition, students will write summaries of observations of actual diagnostic and treatment sessions (1 page each for 15 observations).

2. In what ways does this course include opportunities for guided revision before grading occurs?

Some of the above writing experiences will be done in class with immediate feedback provided (e.g., lesson plans). Most will be done out-of-class. Students will submit a draft of the diagnostic report, lesson plans, progress notes, and progress report. The instructor will provide written comments on these drafts. The students will then submit revisions of these reports, based on either the feedback provided in class or in writing. Grading will be based on these revised reports. For the out-of-class reports, students will be provided the opportunity to meet with the instructor before and/or after submission of the first draft of these reports to discuss their performance. The observation reports will not be subject to revisions.

3. In what ways does the grade in this course reflect the student's writing performances?

Fifty percent of the grade will reflect writing performance. All assignments follow standard professional writing practices which are used in a variety of work settings. All focus on professionally appropriate content, readability, organization, and general writing skills (e.g., grammar and spelling).

4. How frequently will this writing-intensive course be offered?

Two 2-hour sections in Spring Semester.

5. What is the expected class size? 20 students per section.