ADVANCED CLINICAL METHODS
SHS 518
Expanded version

Instructor: Mary T. Schaub
Office: SHS 118
Phone: 266-5231
Spring 2016

Course Description

The purpose/objective of this course is to introduce a variety of clinical facilities and discuss the continuum of care for clients with communication and swallowing disorders. The focus will be on a range of topics related to therapeutic process, service delivery models, program design, administration, funding, innovative treatment models, efficacy of intervention, and ethical considerations in a variety of work settings. The weaknesses and strengths of standardized tests are discussed.


Additional references: videos shown in class, handouts, and outside readings will be presented in class.

Miller, Claire, Clonan, Ann and Thompson, Brenda The Role of the Speech-language Pathologist in the Neonatal Intensive Care Unit. ASHA


Prevention Curriculum Guide for Audiologists and Speech-language Pathologists. ASHA

Format: the course will include lectures, videos, discussions and a project. When possible, guest lectures will be provided.

Course Requirements and Instructional Outcomes.

Students are expected to attend class as scheduled. Class time will be used to discuss information pertinent to the class objectives. When possible, guest speakers will be invited to share their experiences in various work settings. Students will be responsible for the material presented in lectures and all assigned readings.
Knowledge and Skills

Formative experiences will measure your acquisition of knowledge and skills and are assessed throughout the semester. This may include but not be limited to question and answer periods at the beginning of lectures, your class discussions and examinations. The summative experience will be your final project which will assess your ability to acquire and synthesize the knowledge and skills learned in class.

There will be two written examinations, and an assigned class project. All examinations and the class project will count equally (100) points each) in grading.

Grades: The following grading scale will be used.

90-100= A
80-89= B
70-79= C
60-69= D
Below 60= F

Remediation:

It is expected that all students will achieve a level of competency for all objectives (80 %) of the total allotted points for each assignment. Therefore, students below the expected criteria are responsible to increase their level of competency by meeting with the instructor and following a plan of remediation until the desired level of competency is reached. Remedial suggestions may include additional reading, attending study groups etc.

Learner Outcomes

1. Students will be familiar with the various service delivery models used in a variety of work settings and list factors that influence the clinician’s choice in using various service delivery models.

2. Students will be able to describe the basic and advanced clinical skills that are necessary for a successful clinical practice in specialized settings.

3. Students will demonstrate knowledge of professional standards for service delivery, current trends in service delivery, and related legislation /health care reform.

4. Students will develop skills necessary to design appropriate service delivery models in a medical setting.
5. Students will have an understanding of professional qualifications, roles, and services related to speech pathology in educational settings.

6. Students will demonstrate knowledge of understanding of past and present legislation that impacts provision of speech, language, and hearing services in schools.

7. Students will develop skills necessary to design appropriate service delivery models in the public schools.

8. Students will discuss the problems inherent in assessing clients in special settings.

9. Students will discuss the strengths and weaknesses of standardized assessment.

10. Students will describe descriptive and authentic assessment.

11. Students will address funding issues and assessment outcomes.

12. Students will address criteria for scheduling clients for treatment.

13. Students will demonstrate knowledge of and skill in identifying methods of prevention of communication disorders in the school setting.

14. Students will be able to solve clinical issues in accordance with the ASHA Code of Ethics.

15. Students will be able to describe and apply Evidence-Based Practice procedures in a clinical setting.

16. Students will be able to plan and implement prevention programs across the life span.

All learner outcomes fulfill the criteria for the American-Speech-Language-Hearing Association (ASHA) Standards.

TOPICS
1. Introduction
   The changing role of the speech/language pathologist, identifying basic factors causing changes in service delivery, how ASHA requirements, State Department of Education requirements, and State licensure influence clinical practice, new work settings that expand our service deliver, and specialization.

II. Medical Speech-Language Pathology: An orientation: Chapters 1 and 2.
1. The scope of medical-speech-language pathology. Topics include why differentiate medical from nonmedical SLP, the continuum of care in various
types of medical facilities, sub specialization, types of disorders treated and special competencies of the medical SLP. Medical ethics, Professional ethics, factors contributing to ethical dilemmas and case examples.

2. Current Trends and Issues in Health Care Delivery: What speech-language pathologists need to know? Chapters 14, 15, 16, 17, 18, 19, and 20. Special emphasis will be on current trends and the necessary skills needed by the speech pathologist, evidence-based practice, clinical documentation, use of data, programs in intensive care, acute care and geriatric medicine. The design of prevention programs in a medical setting.

3. Productivity. Challenges in Health Care, Productivity in Speech Language Pathology. Definition: How do we measure productivity in speech pathology, and what are typical productivity standards in speech pathology.

Examination

III. The Roles and Responsibilities of Speech-Language Pathologist in the Schools.

1. Referral and assessment. Special emphasis will be made on the procedures suggested by IDEA and the State Department of Education in Mississippi. Also descriptive and authentic assessment vs. traditional assessment, assessment technologies, assessment in various contexts and assessment of various clinical populations, traditional assessment and interpreting assessment data.

2. The IEP process and procedures. Writing IEPs and the new process initiated by The State Dept. of Ed. Formulating treatment plans from assessment data and Integrating Core requirements.

2. Service delivery options. How to avoid the trap of only using “traditional scheduling” and how to use a variety of scheduling methods that fit your client’s needs. Also, how to address accountability in treatment and when to dismiss clients.

3. Expanded and specialized services. Discussions of the special populations you may be asked to serve in the schools. Special emphasis on literacy, the augmentative user, and the child with dysphagia as well as the establishment of prevention programs in the schools.
Examination

Academic Honesty

Students are expected to adhere to the highest standards of academic honesty. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the Undergraduate Bulletin.

Students with a disability

If a student has a disability that qualifies under the Americans With Disabilities Act and requires accommodations, he/she should contact the Office of Support Services for Students with Disabilities.

Phone: 266-5024
TTY: 266-6837

PROJECT

The project is designed to be practical and useful. Each student team (2-3 students) will present their project in class. Plan to present 10-15 minutes. The team’s presentation will be evaluated on how completely you have address the suggested questions. You will need to visit a facility that is representative of the type of work setting that interests you. Two people may go together for a visit. During the visit, address the following questions. You may add others. Projects will be presented orally and discussed in class. This gives the other class members a chance to become aware of the other facilities that are available. Only one team may go to a facility. A sign up sheet for scheduling your presentation is in my office. You may want to read and learn more about the various facilities before making your choice.

Questions to be answered.

1. Type of facility (give a description of the facility. You may want to bring back pamphlets etc. that are available).

2. Type and age group of clients. Does the facility have a prevention program?

3. Special clinical skills clinicians need for their position. Relate to ASHAs scope of practice.

4. Type of treatment procedures most often used. (relate to best practices)

5. Type of assessment procedures most often used. (relate to best practices.)

6. Number of clients usually on the caseload. Is there a productivity requirement?
7. Who makes scheduling decisions. (give a sample of a schedule)

8. How often are clients seen.

9. What continuing education or additional training is required yearly

10. What other duties does the clinician routinely do? (staff development etc. Also include paperwork and if possible bring back samples.

11. What are the strengths of the job?

12. What would you change about the job?

13. Finally, answer the question, would you take a position in this facility and discuss why?