

Communication Disorders 5900: Clinical Issues and Procedures

Arlene Carney

Texts

Professional Issues in Speech-Language Pathology and Audiology. R. Lubinski & C. Frattali (Eds.)

Preferred Practice Patterns for the Professions of Speech-Language Pathology and Audiology (1993). ASHA.

Requirements & Grading:

Journal Writing (30%)

Projects (50%)

Writing Portfolio (20%)

Course Overview

This class is intended to introduce students to the profession that they have chosen. As such, it does not focus on individual communication disorders or on speech-language pathology or audiology separately. Instead, the class focuses our profession itself: what it is, how it is regulated, how it should be practiced, and where it is headed. An important aspect of this course is its emphasis on writing. The writing functions have two purposes: 1) writing to learn; and 2) writing to communicate. When we write to learn, we are more interested in the development of our thoughts and less on the form of the ideas. When we write to communicate, we bring together our ideas and a form that is appropriate for our target audience. Another important aspect of this course is its emphasis on small group discussion of topics introduced in lecture. The lecture portion of the class is designed to provide a framework for students on which to build their writing and discussion.

Course Objectives

1. to provide students with a core of information about professional issues in the fields of speech-language pathology and audiology
2. to provide opportunities to form opinions about these professions and to express these opinions in writing and in discussion
3. to prepare students for clinical situations/issues that they may encounter in practicum and in work settings

It is University policy to provide on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact their instructors to discuss their individual needs for accommodations. This publication/material is available in alternative formats upon request. Please contact Dr. Arlene Carney, Dept. of Communication Disorders, 115 Shevlin Hall, 624-3322.

Class Discussion Topics

For most of the class sessions, we will break into small groups to discuss a focus topic of the week. This will last approximately 45-60 minutes, with some time for reporting aspects of each small groups work to the larger group.

Week 1 - Formation of special interests and/or related professional organizations

Week 2 -Cultural audit

Week 3 - Solving ethical problems

Week 4 - NO CLASS

Week 5 - Licensure - yes or no? What should it entail?

Week 6 - Educational standards - academic & supervisory

Week 7 - Guest Panel on Health Care Issues

Week 8 -Developing criteria for support personnel in Speech-Language Pathology & Audiology

Week 9 - Constructing IEP's

Week 10 - Guest panel in specialization

Journal writing (30% of the grade)

Each student will be asked to keep a journal for this class. It may be handwritten or word processed, by student choice. You are asked to write 2-3 pages per week (handwritten) or 1-2 pages per week (word processed) on a topic related to the class topics of the week or professional issues in general. That is, you may read something or experience something in class or in a practicum setting that causes you to rethink an issue in our field. This is a record of your professional growth this quarter. It is a dialogue between the student and instructor about aspects of the class. Your spelling, grammar, and writing style will not be graded in the journal. What will be assessed is your effort to think about the topics in the course and express your thoughts in writing. To receive a full 30 points out of 30 total, weekly entries must be made and handed in for my comments. Assignments should be handed in each Friday. I will give them back by the Tuesday of the next week. Each one will be marked with ✓+for an exceptional effort [not measured in page length - 3 points], a ✓for appropriate effort [- 2.5 points], or a ✓-for a less than satisfactory effort [e.g., a few sentences without much effort - 2 points].

Projects (50% total)

Each student will be asked to complete one required project, worth 20% of the final grade. This is the Continuing Education project. Students are to participate in a significant continuing education experience and to evaluate its effectiveness for an educated adult learner. There are two alternatives for this experience. One is to attend a conference or seminar that provides continuing education credits to participants and to provide an evaluation of that experience as outlined on the attached page. Three conferences are available this fall quarter. One is the fall meeting of the Minnesota Speech-Language-Hearing Association in Bloomington. This is Friday, October 18, 1996, (no class this day) from 8:30 a.m. until 4:30 p.m. Registration is \$25 for student MSHA members and \$35 for student non-members. [The fee includes lunch.] You must register before October 9 for this rate. There are two parallel meetings, one focusing on Computer Applications in Speech-Language Pathology, the other on FM Systems in Audiology. A second conference alternative for Speech-Language Pathology is the Minnesota Laryngectomy Seminar on Saturday, October 5, 1996 from 8 a.m. until 5 p.m. in St. Paul. The cost of this conference is \$5.00 and includes lunch. A third conference alternative is the Mayo Clinic Audiology Videoconference on Saturday, November 9, 1996 at the Earle Brown Continuing Education Center on the St. Paul campus. The cost of this conference is \$50.00, including lunch. Registration deadline is October 25.

Alternatively, a student may read 8 journal articles designed for continuing education purposes from one or more of the following journals: *Topics in Language Disorders*, *Seminars in Audiology*, or *Seminars in Speech-Language Pathology*, answer the questions at the end of each article, and evaluate their effectiveness as continuing education tools. The format for the evaluation of these articles is on the attached page.

In addition, students should pick two other short projects from the list below, each worth 15% of the total. Please select projects from the list below.

1. Review recent issues of the ASHA journals, particularly the American Journal of Audiology, American Journal of Speech-Language Pathology, and Language, Speech, and Hearing Services in the Schools. Examine them for the presence of articles on aspects or issues in cultural diversity and/or international perspectives on Communication Disorders. Based on your examination, select four articles and review them for: a) general content, and 2) likelihood to increase the awareness and sensitivity of ASHA members to these concerns. Overall, comment on whether ASHA journals reflect a general interest in these issues.(4-5 pages)
2. Contact one relevant Related Professional Organization (RPO) in which you might be interested. Obtain information about: a) membership requirements and costs; b) presence of journal or newsletter; c) meetings that the organization schedules; d) goals of the organization; e) benefits to members. Evaluate the RPO regarding: a) its potential worth to members; b) its cost effectiveness; c) your interest in joining. [Start early on this one for best results! Use the World Wide Web to obtain information about these organizations initially.] (3-4 pages)

3. Contact two states (not Minnesota) to obtain information about: a) existence of credentialing for either Speech-Language Pathology or Audiology or both; b) type of credentialing available; c) cost to the professional; c) requirements for continuing education; d) penalties for not participating. How do they compare to each other? Critique the programs for both positive and negative characteristics. (3-4 pages)
4. Design an inservice for a target group of pediatricians, nurse practitioners, ENT's, or neurologists describing the types of services provided by audiologists or speech-language pathologists. Include information on assessment and treatment, patterns of referral, types of patients/clients served, and expected outcomes of work. Provide an outline of your presentation, determine its length, and show samples of your overheads with information as you would present it. (4-5 pages)
5. Design the section of a policies and procedures manual in your particular area of interest (e.g., fluency, voice, phonology, hearing assessment) for one of these settings: a) our speech-language and hearing clinic in Shevlin Hall; b) a school setting; c) a clinic or a hospital. [Hint: Use the Preferred Practice Patterns to help you.] (3-4 pages)
6. Design a program of infection control for the clinics here in Shevlin Hall. What information should be obtained from students and clients/patients? What procedures will be followed for speech-language pathology or audiology? How will the success of the program be monitored? How will students be trained in the infection control procedures?

Writing Portfolio (20%)

Students will be asked to work together in groups of two or three to assemble their individual writing portfolios of several short pieces. This is an intermediate level of writing. Each student writes a piece initially. It is reviewed by one or two class peers. The student rewrites the piece until the student peers think it is in final condition. The portfolio contains all drafts, peer reviews, and the final version. There are two parts to the portfolio: 1) a non-technical piece meant for parents or clients, and 2) a set of goals and objectives appropriate for an Individualized Educational Plan.

1) The non-technical piece could be either of the following:

A one-to-two page handout for a target audience of potential patients/clients without jargon describing Communication Disorders as a service field. This would be intended as a either a marketing tool or an information item for a group (e.g., Lions, PTA, etc.). Evaluate your own handout: — what did you have to leave out and why? Have your handout evaluated by your writing peers. Finally, give it to one person (not in the field) to read. Summarize his/her response to the handout.

A short informational handout without jargon for parents of children with communication disorders in school settings about federal legislation affecting schools and services for children with disabilities. Name and explain the laws, what they mean to parents and their children, and what parents' roles are regarding IEP's, IFSP's, etc. Include a glossary of terms for parents as well.

2) The goals and objectives can be based on the case(s) presented by Linda Hinderscheit in class or they can be based on a client with whom you are currently working. They should be no more than 2-3 pages at maximum. These goals and objectives should go through the same peer review process described above. All versions— original, comments, and final draft—should be handed in.

If you are unable to complete the course requirements during the quarter because of serious illness or family emergencies, please contact the instructor regarding receiving a grade of I (incomplete). If necessary, a formal contract will be drawn up to determine when the late work may be completed.

Continuing Education Evaluation Piece: Conference

1. Which conference did you attend and what dates?
2. Title of the presentation(s) and names of speakers.
3. Reason you selected this conference.
4. Brief synopsis of the content presented.
5. Please evaluate each of the following:
 - a) Was the level of the conference at the level advertised (e.g., intermediate, advanced, etc)?
 - b) Did the presentation achieve the stated objectives?
 - c) Did the speaker(s) use visual aids (slides, overheads, videotapes, etc.) effectively?
 - d) Did the speaker(s) provide handouts and were they useful?
 - e) Was the presentation directed at clinical practice?
 - f) Did the speaker illustrate points with clinical cases?
 - g) From your perspective, was this new information?
 - h) How would rate the conference overall as a life-long adult learner?
 - i) Would you attend another presentation by one or more of these speakers?
6. Please ask one audience participant who is a practicing clinician for a brief evaluation on their part:

- a) From his or her perspective, did he or she learn something new?
- b) Could he or she apply the information to his or her clinical practice?
- c) Did he or she believe that the course was presented at the level advertised (e.g., intermediate, advanced, etc.)?

Continuing Education Evaluation Piece: Articles

1. Give the complete reference for each of the 8 articles, including title, author(s), journal, volume, year, page numbers.
2. Provide a brief summary of each of the articles you read:
 - a) main topic
 - b) type of literature reviewed
 - c) main thesis of the author(s)
 - d) number of questions and their relevance
3. What kind of continuing education experience is this as a life-long learner? Would you find new information as a clinician? How useful are the questions in directing your thinking?

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