

Dutta, Lakshmi

From: Kaufman, Robert [kaufman.3@osu.edu]
Sent: Thursday, February 14, 2008 4:46 PM
To: Smith, Randy
Cc: Dutta, Lakshmi; Kay Halasek; Alutto, Joe; Smith, Randy; Dobos, Lora (.1); Anderson, Carole (.32); Beck, Paul (.9)
Subject: RE: SBS Clinical Faculty Proposal
Attachments: clinical faculty proposal draft 02_2008.pdf; clinical faculty proposal draft 02_2008 with syllabi.pdf

Randy,

Attached is the revised proposal from the College of Social and Behavioral Sciences to establish regular clinical track faculty. I have attached one PDF file which includes all of the syllabi and a second PDF file excluding the many pages of syllabi.

Our response in this revision to the concerns expressed by the Council was to follow both suggestions that the Council had noted. The current proposal has deleted the paragraph concerning unspecified courses that clinical faculty might teach under certain circumstances. Pursuant to the second suggestion, we have also added several courses to the list of courses to which clinical faculty might be assigned, provided syllabi for each, and added in the overview of courses in APPENIDX C the rationale for why these courses would be appropriate for clinical faculty to teach. Specifically, the following courses have been added to the list of courses:

In Psychology

PSYCH 852, The Teaching of Psychology

In Speech and Hearing Science

SPH/HRNG 710, Articulation and Phonological Disorders
SPH/HRNG 726, Child Language Disorders: Assessment
SPH/HRNG 732, Audiologic Rehabilitation in Children
SPH/HRNG 740, Fluency Disorders
SPH/HRNG 805, Pediatric Audiology I
SPH/HRNG 807, Pediatric Audiology II
SPH/HRNG 930.01, Cochlear Implants

Sorry for the delay in getting the revised proposal back. I believe that these changes have addressed the Council's concerns and hope that they agree. I look forward to moving this proposal through the remaining stages of the acceptance process.

Bob

Robert L. Kaufman [Kaufman.3@osu.edu]
Associate Dean, College of Social and Behavioral Sciences and
Professor, Department of Sociology
1010B Derby Hall, Ohio State University, Columbus, OH 43210

2/15/2008

From: Smith, Randy
Sent: Thursday, January 17, 2008 5:17 PM
To: 'Kaufman, Robert'; Beck, Paul (.9)
Cc: Dutta, Lakshmi; 'Kay Halasek'; Alutto, Joe; Smith, Randy; Dobos, Lora (.1); Anderson, Carole (.32)
Subject: SBS Clinical Faculty Proposal

Bob and Paul:

As you know, the Council on Academic Affairs, at its meeting on January 9, 2008, reviewed the proposal from the College of Social and Behavioral Sciences to establish regular clinical track faculty, with the Departments of Psychology and Speech and Hearing Science, as the two units for initial implementation. The Council is grateful to Bob for attending the meeting and responding to questions/comments.

No action was taken on the proposal.

As was noted at the meeting, the Council has issues related to the particular courses that would be staffed by clinical faculty in both Departments. The proposal identifies, through a list from each Department, courses that are "likely to" or "might be" taught by clinical faculty. It also notes that in "unusual" circumstances clinical faculty might be assigned to courses beyond those listed in the proposal. As presented, the proposal does not meet the terms of the University Rule governing the establishment of a regular clinical track faculty.

In follow-up discussion, the Council identified two possible approaches that the College could now take.

* strike the paragraph that includes language indicating that clinical track faculty may, under certain circumstances, teach additional (unspecified) courses. Note that such a revision would then limit the assignment of clinical faculty only to those courses presently listed in the proposal.

or

* include in the proposal (in addition to the rationale and list of courses already included), a list of all courses to which clinical faculty might be assigned, a syllabus for each, and separate detailed rationales for assigning clinical faculty each of those courses.

What is being asked is what was expected/asked of the other clinical faculty proposals that the Council has reviewed in recent years. Both the University Senate's Faculty Council, and the Senate itself, both of which will need to review this proposal in subsequent stages of the approval process, expect that the Council takes such a step.

If you want to discuss this issue with Professor Kay Halasek, Council Chair, and me, please contact us and we will be pleased to help in whatever ways we can.

Whenever you are ready to submit a revision that addresses this issue, the proposal will be returned immediately to the full Council for action.

Randy

W. Randy Smith
Vice Provost

November 29, 2007

TO: Vice Provost Randy Smith

FROM: CAA Subcommittee C (Belt, Calhoun, Dobos, Farr, Ibba)

RE: Proposal to Establish a Clinical/Practitioner Faculty Track
In the College of Social and Behavioral Sciences

Recommendation

Subcommittee C supports the proposal with reservations about the last paragraph in section VB i. The subcommittee remains concerned about the language in this paragraph that will allow non-clinical courses to be taught by clinical faculty. The subcommittee does not think this issue should prevent the consideration of the proposal by the full council.

Purpose and Rational of the Proposal

The proposal is to establish a clinical faculty track for the College of Social and Behavioral Sciences, to be implemented at this time in just two areas: Psychology and Speech and Hearing Science. These areas would like to offer faculty appointments to clinical practitioners in order to “attract the most highly-qualified individuals to teach clinical and practicum courses.”

Background

Subcommittee C has reviewed two different versions of the proposal. The response from SBS to our last set of questions was received August 2007. Based on that response we are bringing the proposal to the full council, with the reservation noted above.

**Office of the Dean**

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August 10, 2007

Professor George J. Valco, Chair
Professor Randy Smith, Vice Provost
Subcommittee C
Council on Academic Affairs
Office of Academic Affairs
203 Bricker Hall
190 N. Oval Mall
CAMPUS

Dear George and Randy,

Attached please find our latest revision and response to comments from Subcommittee C on the proposal to establish a clinical faculty track in the College of Social and Behavioral Sciences. We have tried to address each of the comments and suggestions of the subcommittee in our latest round.

I would be happy to meet with the subcommittee if I can provide any additional input relevant to this proposal. Please let me know if that is desirable. Also be sure to let me know if I can provide any additional information prior to consideration of our response by the subcommittee.

Many thanks,

Jan Weisenberger

First set of **Questions/Comments from Subcommittee C**
RE: Regular Clinical Track Faculty in the College of Social and Behavioral Sciences

1. Faculty Vote: rules state that at least a majority of all faculty must approve; vote did not include a majority of faculty. Please explain.
2. Page 7 – 1st full paragraph; only okay for clinical faculty to participate on committee; any advising is a concern due to less training in research and writing.
3. The guidelines state that a rationale for why clinical faculty are needed should be included. The reason given – i.e. to recognize existing A & P folks is contrary to the guidelines.
4. a. Page 5 – second sentence from bottom; “initial” is in the wrong place
b. Rules Book, Rule #3335-48-03, Appointment Cap states that the 20% cap is at the department, school or college level; not college level only.
5. Page 6, iii – What is a “preponderance”?
6. Page 6, Bi – Supervision of practica is not discussed.
7. According to the Handbook we need a version of the POA amended (Section VII) (with strikeouts and underlines) with this submission to us. Give a complete list of current and future courses to be taught by clinical faculty (including syllabi).

In Section VII of the Handbook, points A, B & C need to be addressed for each proposed course.
8. We will be looking at how the issue of “terminal degree” is handled in the POA, especially for the MA & MS degrees. Should be written to describe how MA & MS fit as terminal degrees (page 5).
9. Why are re-appointments only 3 or 5 years – what about 4 years (page 5)?
10. More fully explain nature of clinical appointments for each/all departments (see IV page 13 of Handbook).
11. Dean’s letter in Appendix was not signed.

Second set of **Questions/Comments from Subcommittee C**
RE: Revised Proposal to Establish a Clinical/Practitioner Faculty Track
In the College of Social and Behavioral Sciences

- As subcommittee C noted last academic year the overall college vote of 92 in favor is less than a majority of the faculty in the college, which does not satisfy rule 3335-7-04. The revised proposal addresses this issue by limiting the regular clinical faculty track to only two departments at this time. On page 3 of the revised proposal, the fourth paragraph states that should other departments in SBS wish to pursue clinical faculty in the future an affirmative vote of the faculty in that individual department would be required. Do you have, or can the overall college vote be broken down to provide, the results of such a vote for the two departments currently coming forward (Psychology and Speech and Hearing Science)?
- The revision stipulating that other units that might decide to move forward with appointments of clinical faculty would need affirmative vote of the faculty of the unit and submission of an amended proposal to CAA for approval has not been fully integrated into the revised proposal. For example:
 - The third paragraph of Section II, on pages 4 and 5 of the revised proposal, outlines a variety of ways different units might make use of clinical faculty. However, those units are not requesting clinical faculty in the current proposal. This muddies the waters and the proposal would be cleaner if it were omitted. These sorts of examples could be included in future proposals to amend clinical faculty appointments in SBS.
 - Section IV.B. pertains to enhancements that would require future amended proposals. This section should either be removed from the revised proposal or include qualifiers to make the need for approval of amended proposals perfectly clear.
 - Section V.A.ii on page 7 of the revised proposal is also not fully consistent with the stipulation.

We request that the authors go through the revised proposal carefully to remedy similar inconsistencies in these and other places.

- Section V.B.ii, on page 13 of the revised proposal, states that “a Clinical Faculty member might supervise undergraduate research...” We still have a concern that advising of research is too similar to the responsibilities of the tenure track faculty. Supervision of undergraduate research by clinical faculty should be restricted to projects that have a clinical focus or component, with co-supervision with a tenure track faculty member.
- In section V.A.i. of the proposal, on pages 6 and 7, we have concern about the proposal’s definition of “terminal degree” and about linking the definition to the program from which a person graduated. Shouldn’t “terminal degree” be the highest degree obtainable in a particular field, not the minimum degree required to practice, nor the highest degree a particular program offers? We suggest that rather than

redefining “terminal,” the proposal should be worded to justify allowing hires via the “equivalent experience” path.

- We have concern that the last paragraph of Section V.B.i., on page 12, opens too wide a door to allow clinical faculty to teach non-clinical courses.
- There is a great deal of detail in Section V of the revised proposal that is not reflected in the proposed revisions to the Pattern of Administration (POA). Elements required by section VII. of the OAA Guidelines for the Establishment or Amendment of Clinical Faculty Tracks are missing or are vague.
 - Example: The POA is silent on requirements for clinical faculty appointment, such as the required terminal degrees or required equivalent experience.
 - Example: While POA includes criteria for promotion, it is silent on criteria for guiding contract renewal decisions. Perhaps the POA should include a section similar to the existing section on faculty performance reviews, similarly modified for clinical track faculty?
 - Example: In the second paragraph of the section of the POA on Faculty Appointments and Governance (page 14 of the proposal), we find the term “college matters” to be vague. For example, are departmental matters college matters? It is not clear if this part of the POA is consistent with Sections V.B.ii. and iii. of the main body of the proposal.

**Proposal to Establish a Clinical/Practitioner Faculty Track
In the College of Social and Behavioral Sciences
Revised February, 2008**

Summary Statement

Outline of Proposal

- I. Background Information about the College**
- II. Need for a Clinical/Practitioner Faculty Track within SBS**
- III. Clinical Faculty Appointments at Peer Institutions**
- IV. Enhancement of academic programs in SBS by the addition of a Clinical/Practitioner Faculty Track**
- V. The nature of the proposed Clinical/Practitioner Faculty Track**
- VI. Differentiation of responsibilities of Clinical/Practitioner Faculty from those of Regular Tenure-Track Faculty**
- VII. Evaluation and Oversight of Clinical/Practitioner Track Faculty**
- VIII. Modifications to the Pattern of Administration Documents in SBS and units**
- IX. Process for proposal development and consultation among SBS faculty**
- X. Summary and Conclusions**
- XI. Appendices**

Appendix A. Letter of Support from Dean Paul Beck

Appendix B. Draft of changes to College Pattern of Administration

Appendix C. Overview and Syllabi from Courses to be Taught by Clinical Faculty

Overview of Psychology Clinical and Counseling Programs

**Overview of Speech and Hearing Science Clinical Programs in
Speech-Language Pathology and Audiology**

PSYCHOLOGY SYLLABI

PSYCH 852, The Teaching of Psychology
 PSYCH 864.01, Practicum in Clinical Assessment
 PSYCH 865, Clinical Practicum (Adult)
 PSYCH 886. Counseling Practicum
 PSYCH 887D, Seminar in Counseling Supervision
 PSYCH 887F, Cognitive-Behavioral Approaches to Counseling
 PSYCH 887G, Seminar on Issues in Counseling Women
 PSYCH 887M Existential and Phenomenological Approaches to Counseling
 PSYCH 887T, Cross-Cultural/Multicultural Counseling
 PSYCH 887U, Supervision Seminar
 PSYCH 889, Clinical Practicum II

SPEECH AND HEARING SCIENCE SYLLABI

SPH/HRNG 643, Professional Issues in Audiology
SPH/HRNG 710, Articulation and Phonological Disorders
SPH/HRNG 726, Child Language Disorders: Assessment
SPH/HRNG 732, Audiologic Rehabilitation in Children
SPH/HRNG 740, Fluency Disorders
SPH/HRNG 743.00, Contemporary Issues
SPH/HRNG 743.01, Screening in Speech-Language-Hearing
SPH/HRNG 743.02, Counseling and Report Writing
SPH/HRNG 743.03, Hearing Aid Applications
SPH/HRNG 743.05, Evidence-Based Practice
SPH/HRNG 743.06, Resumes and Interviewing
SPH/HRNG 743.07, Clinical Grand Rounds
SPH/HRNG 744.01, Intro to Speech and Hearing Clinic
SPH/HRNG 744.02, Articulation and Phonology
SPH/HRNG 744.03, Language Assessment/Intervention
SPH/HRNG 744.04, Neurogenics Assess./Intervention
SPH/HRNG 744.05, Special Issues
SPH/HRNG 744.06, Professional Issues
SPH/HRNG 744.07, Contemporary Issues (topic changes)
SPH/HRNG 805, Pediatric Audiology I
SPH/HRNG 807, Pediatric Audiology II
SPH/HRNG 844, Clinical Practicum
SPH/HRNG 930.01, Cochlear Implants

**Proposal to Establish a Clinical/Practitioner Faculty Track
In the College of Social and Behavioral Sciences
Revised February, 2008**

Pursuant to University Rule 3335-48-04 and the Council on Academic Affairs' Guidelines for the Establishment or Amendment of Clinical Faculty Tracks, the College of Social and Behavioral Sciences hereby requests approval to appoint regular clinical-track faculty to teach clinical and practice skills courses. Because of the varied nature of activities within the units in the College, it is possible that in some units the designation "clinical" might be appropriate for such a faculty member, whereas in other units, the designation "practitioner" might be more appropriate. In this document, the term "clinical faculty" is used as inclusive of both designations.

The College of Social and Behavioral Sciences (SBS) includes 8 academic units. These units vary widely in their activities, and would be likely to utilize the "clinical faculty" designation in very different ways. Some SBS departments have only begun to think of possible ways in which a clinical faculty track might be useful to the students in their unit. Other departments already have strong clinical components and would welcome the opportunity to appoint clinical faculty as soon as possible.

We are requesting approval of the clinical faculty track for the College as a whole because that is the procedure required by the University Rules. However, at the present time, only two units (Psychology and Speech and Hearing Science) have courses in place that would be designated "clinical" and could be taught by clinical faculty members. Thus, this proposal is written to describe how the clinical faculty track would operate within these two units. We are seeking approval for those two units to move forward with clinical faculty appointments. As additional departments or schools within the College determine that they have a need for the clinical faculty track, each unit will submit an amendment to CAA for approval prior to implementation.

As described below, SBS is very decentralized in terms of governance. The College believes firmly in the idea that departments are in the best position to determine what their needs and goals should be. Thus, the proposal is written to emphasize the fact that even though the College as a whole might have received approval for the clinical faculty track, an affirmative vote of the faculty in an individual department is required before moving forward with a submission of an amendment to CAA, or in the case of Psychology and Speech and Hearing Science, before clinical faculty appointments can be made.

A letter of support from the Dean of the College of Social and Behavioral Sciences is attached as Appendix A. A draft of revisions to the College Pattern of Administration is attached as Appendix B. An overview of the clinical programs and syllabi from courses in Psychology and Speech and Hearing Science that would be taught by clinical faculty are included as Appendix C.

I. Background Information about the College

A. Units in the College. The College of Social and Behavioral Sciences (SBS) houses eight academic units and four interdisciplinary centers. The academic units include: Anthropology, Communication, Economics, Geography, Political Science, Psychology, Sociology, and Speech and Hearing Science.

B. Degrees Offered. All of the units currently offer the Bachelor of Arts undergraduate degree; several (Anthropology, Geography, Economics, Psychology) also offer the Bachelor of Science. The School of Communication offers a tagged Bachelor of Arts in Journalism. All of the units offer master's (MA) and doctoral degrees (PhD). In addition, the AuD (Doctor of Audiology) is offered in Speech and Hearing Science.

It is important to note that two SBS units, Psychology and Speech and Hearing Science, offer tracks in which graduate students are trained for clinical practice. These programs are accredited by national organizations (American Psychological Association and the American Speech-Language-Hearing Association), and provide both coursework and clinical practicum experiences to students.

SBS has a total of 260 faculty (34 of these are located at OSU Regional Campuses). As of Spring 2007 there were approximately 6200 undergraduate majors and 800 graduate students across the academic programs of the College.

C. College Mission Statement. The mission of the College of Social and Behavioral Sciences is to achieve excellence in research, teaching, and service. The college focus is on the core of the social and behavioral science enterprise, which involves theory-driven systematic empirical investigation of numerous phenomena involving the behavior of humans, both as individuals and in various kinds of collectivities.

Excellence in research can be measured by attainment of international recognition, as evidenced by comparative rankings, publications, citations, external funding, awards, and honors in both basic and applied research in the social and behavioral sciences. Excellence in teaching means providing to all students the opportunity to realize their full capabilities for learning in the social and behavioral sciences and providing to the most capable and motivated students an enhanced learning experience. Excellence in service involves making available a high level of professional expertise and experience to the public including the University, the Columbus community, the State of Ohio, and the nation, as well as to scholarly professional organizations.

II. Need for a Clinical Faculty Track within SBS

As mentioned above, several SBS units already house graduate programs that are intended to train students to engage in clinical practice. The PhD in Clinical Psychology, the MA in Speech-Language Pathology, and the AuD in Audiology are programs that combine theoretical and clinical coursework with supervised clinical practica and internship or clinical fellowship experiences that are required for the degree.

Prior to 1980, some SBS units, such as Speech and Hearing Science, appointed the individuals who taught clinical coursework and supervised practicum experiences to the faculty rank of Instructor. Because these individuals typically did not engage in research activity, they were not qualified to seek tenure as regular faculty. After 1980, this option was discontinued by the university. Since that time, Speech and Hearing Science has been required to hire these individuals as A&P staff members or as term-appointed lecturers. This has not been optimal for the unit in attracting the most highly qualified personnel, because the additional status of a clinical faculty title is available at other universities. Thus, highly qualified individuals have had the option to be hired as clinical faculty members at other universities in the CIC (e.g., Indiana, Iowa, Purdue, Wisconsin, Penn State) and elsewhere.

We are seeking approval at the present time only for Psychology and Speech and Hearing Science, where the duties and responsibilities of a clinical faculty member can be clearly specified.

III. Clinical Faculty appointments at peer institutions

Several disciplines at our peer institutions have already instituted the Clinical Faculty track, and have begun appointing individuals to this track. We have collected information from other CIC institutions to provide examples of how this track is used at other universities. These examples are not intended to provide an exhaustive survey of all peer institutions for all of our units.

A number of other CIC institutions have Clinical Faculty tracks in at least some of the disciplines represented in SBS. The data listed below are for regular (non-adjunct) Clinical Faculty appointments.

Indiana University has posted a document that approves Clinical Faculty appointments in the Arts and Sciences. At the present time Clinical Faculty are listed in Audiology and Speech Sciences. Similarly, Penn State lists Clinical Faculty in their Department of Communication Sciences and Disorders, as does Purdue in Audiology and Speech Sciences. Wisconsin has Clinical Faculty in Counseling Psychology, and Iowa lists Clinical Faculty in both Psychology and Speech Pathology and Audiology.

IV. Enhancement of academic programs in SBS by the addition of a clinical faculty track

A. Clinical nature of existing programs in SBS. The primary motivations for requesting the approval of a Clinical Faculty track within SBS are to provide faculty status to attract the most highly-qualified individuals to teach clinical and practicum courses in SBS units, and to allow for the expansion of academic programs to include a practical, skills-oriented component. The graduate programs in Speech and Hearing and Psychology already provide professional training (e.g., the MA in Speech-Language Pathology, the AuD in Audiology, and the PhD in Clinical Psychology). In these programs, students receive training in patient intake interviewing, diagnostics, and therapeutic intervention techniques. Both Psychology and Speech and Hearing Science operate on-campus clinics in which students receive practicum experience. These clinics attract clients and patients from the central Ohio region, most of who have no other affiliation with the university. Both units also use a network of off-campus sites for student placement as well (see appendix for program descriptions). In the practicum course, each student is overseen by a clinical supervisor, who provides input prior to, during, and following clinical experiences.

B. Longer-term enhancements to other programs in SBS. However, we also believe that in the longer term there could be benefits to undergraduate programs in all of our units. Thus, we anticipate that other SBS units will wish to pursue Clinical Faculty appointments, and will submit amendments to CAA requesting approval for such appointments. Because the majority of our undergraduate students do not go on to pursue careers in academia, the addition of practicum work to the undergraduate major could prove to be a tremendous benefit. Such an addition could provide our graduates with a significant educational advantage when seeking career positions. Practitioners of a discipline can supply a viewpoint and body of expertise to students that cannot be supplied by tenure-track faculty who are not actual practitioners. It

should be noted, however, that such practicum work is meant to augment, not dilute, the liberal arts nature of our undergraduate programs. Our commitment to the value of a liberal arts education is fundamental, and this proposal in no way suggests that the units within SBS are changing in their orientation.

At the time of recruitment to Ohio State, both students and their parents are very interested in opportunities for internships and other experiences. The availability of practicum work, supervised by practitioners, together with practitioner-oriented coursework within the discipline, could serve as a powerful recruitment tool for bright and talented students, and could mean the difference between choosing Ohio State and another university for their education.

Among the faculty, an open and free exchange of ideas and viewpoints between clinical faculty and tenure-track faculty could be beneficial to both, further enhancing the educational experience of our students. For this reason, we anticipate that in the future additional SBS units will request approval from CAA for clinical faculty appointments.

V. The nature of the proposed Clinical Faculty Track

A. Appointment of Clinical Faculty. In this section, we provide details about the type and term of appointment of Clinical Faculty in Psychology and Speech and Hearing Science. Next, because it is possible that some other SBS units might not wish to appoint Clinical Faculty in their units, we describe a process that permits an individual unit to vote on whether Clinical Faculty will be appointed in that unit. Finally, we describe a process for periodic re-evaluation of the Clinical Faculty track within units, and within the College.

i. Type and term of appointment. Departments and Schools within SBS will be able to recommend individuals for appointment as Clinical Assistant Professor, Clinical Associate Professor, and Clinical Professor. (Consistent with University Rules, appointments at the Clinical Associate Professor and Clinical Professor ranks will require the approval of the Office of Academic Affairs).

These individuals might have any of a variety of educational degrees. Within Psychology and Speech and Hearing Science, there are a number of possible degrees that might be appropriate for a clinical faculty member. For practitioners of clinical psychology, the degrees required for clinical practice, certification, and licensure are most likely to be the PhD, PsyD, EdD, or MD, depending on the university from which the individual graduated and upon the clinical specialty of the individual. For Speech-Language Pathology, the minimum required degree for clinical practice in the U.S. is a master's degree, and thus it is possible that the degree of a clinical faculty member in that area might be MA, MS, MEd, or PhD, depending on the program from which he/she graduated. For Audiology, the required degree is in the process of changing (by decree of the American Speech-Language-Hearing Association, the accrediting body for this specialty), and thus a practicing audiologist might have a degree of MA, MS, MEd, AuD, or PhD, again depending on the program from which he/she graduated. Where appropriate, the individual may also be required to hold clinical certification and/or licensure at the state or national level. An example of this requirement is the Certificate of Clinical Competence (CCC) in Speech-Language Pathology or Audiology, granted by the American Speech-Language-Hearing Association, which would be required for Clinical Faculty appointments in the Department of Speech and Hearing Science.

Clinical Faculty members will be appointed for an initial term of three years on a probationary basis, as specified by University Rule 3335-7-07. The Clinical Faculty member shall be notified at the end of each year of the probationary period whether he/she will be reappointed for the

following year. By the end of the second-to-last year of the contract, the Clinical Faculty member shall be notified whether a new contract will be offered.

After the completion of a probationary 3-year contract, the Clinical Faculty member may be reappointed for additional terms of either 3, 4, or 5 years, at the discretion of the Chair or Director of the unit. These extended appointments are not probationary, and the individual can be terminated before the end of a contract only for cause (as defined in Rule 3335-5-04 of the Administrative Code) or financial exigency (as defined in Rule 3335-5-02.1).

SBS does not have a predetermined target percentage of Clinical Faculty. It is anticipated that initially the percentage of such faculty college-wide will be very low, 10 percent or less, given the large number of regular Tenure-Track Faculty in the College. In a few units where the need is more pressing and the size of the Tenure-Track Faculty is small (e.g., Speech and Hearing Science), a larger number of initial clinical faculty appointments may occur. In any event, neither the departmental nor college-wide percentage of Clinical Faculty will be permitted to exceed the 20 percent limit stated in the University Rules.

ii. Departmental process for determining whether a specific unit will appoint clinical faculty. The present proposal seeks approval for appointments of Clinical Faculty in the Departments of Psychology and Speech and Hearing Science in the College of Social and Behavioral Sciences. We anticipate that in the future other SBS units will also wish to pursue this option, and will submit amendments to CAA requesting approval to do so. As noted above, SBS is quite decentralized in its approach to governance, and believes that individual departments should determine their own best course. Thus, it is important to note that units in the College are not required to make such appointments, and it is possible that some units may not wish to do so. In order for an individual department or school in the College to proceed with appointments of Clinical Faculty, a majority vote of faculty in that individual department or school will be required approving such appointments. In this way, approval of this proposal at the College level, as per the vote of the College faculty in November 2005, allows units with a strong expressed need (Psychology and Speech and Hearing Science) to move forward, without interfering with faculty governance within individual units. As stipulated, as other SBS units choose to pursue clinical faculty appointments, amended proposals will be submitted for approval by CAA.

iii. Periodic re-evaluation of the Clinical Faculty Track. At five-year intervals, the College will evaluate the impact, both positive and negative, of the Clinical Faculty Track. Both objective evaluation (numbers and percentages of Clinical and Tenure-Track Faculty in each SBS unit) and more subjective evaluation (questionnaire-style responses from chairs, faculty, and students in individual units) regarding perceived benefits and costs of having Clinical Faculty will be obtained. Input will be sought from chairs, faculty, graduate students, and undergraduate students. If the input from such an evaluation suggests an overall negative rather than positive impact, the College may choose not to make further Clinical Faculty appointments (still honoring commitments to existing appointments). Also, as per the OSU Academic Organization and Curriculum Handbook, reports will be submitted to CAA annually.

B. Activities and responsibilities of Clinical Faculty

In this section, the activities and responsibilities of Clinical Faculty are outlined, in three primary areas: teaching and supervision of practicum experiences; advising and service in the unit; and voting privileges in unit governance.

i. Teaching and supervision of practica. The primary responsibilities of Clinical Faculty are anticipated to fall in the area of teaching of clinical or practical courses and practicum supervision. The courses to be taught by Clinical Faculty are anticipated to be almost exclusively practitioner-oriented courses, rather than theoretical or empirical courses. Appendix C includes syllabi from courses currently taught in Speech and Hearing Science and Psychology that would be taught by Clinical Faculty. These courses serve as examples of the types of courses that might be developed in the future in other SBS units that might be taught by Clinical Faculty. The content of these courses would include clinical or practitioner skills and/or supervised practicum experience. Again, as other units decide to move forward with clinical faculty appointments, both a description of the roles and responsibilities of these individuals and specific syllabi for courses they might teach will be submitted to CAA for approval.

In Speech and Hearing Science, students receive credit for two primary forms of supervised clinical study: clinical courses and practicum experiences. The clinical courses include instruction in particular clinical processes and procedures (for example, one course might focus on techniques for teaching speech to deaf individuals, whereas another might focus on issues in operating a private practice as a speech-language pathologist, or on the clinician's code of ethics for this profession). For these courses, the clinical faculty member serves as the instructor of record for the course and performs all the duties and responsibilities associated with this role. The other form, practicum experience, involves direct supervision of a student's activities in performing diagnostic or therapeutic intervention with patients in a clinical setting. Here the clinical faculty member provides input prior to, during, and after the clinical experience, and also evaluates the student's performance in the clinical setting.

In Psychology, clinical instruction and actual practicum experiences are typically combined in individual courses. For example, Psychology 889, Clinical Practicum, involves both classroom time and supervised clinical experiences where students interact with individual patients. Clinical faculty members would serve as the instructor for the classroom portion of the course and as the clinical supervisor for a student performing diagnostic or therapeutic interventions with clients. As for the example above, the clinical supervisor provides input prior to, during, and after the clinical experience, and also evaluates the student's performance in the clinical setting.

ii. Departmental service (advising, committees, etc.). A secondary area of activity for Clinical Faculty is service on departmental committees. The nature of such service is likely to vary from unit to unit within SBS, consistent with different needs across disciplines and different committee structures within units. However, Clinical Faculty could serve useful roles on Curriculum Committees, Technology Committees, Faculty Search Committees, Student Award Committees, etc. The only departmental committee on which Clinical Faculty would explicitly not serve is the unit Promotion and Tenure Committee. Other service would be at the discretion of individual units, consistent with their needs.

The role of Clinical Faculty in student advising is expected to differ across units. In some units, it is anticipated that a Clinical Faculty member might supervise undergraduate research, or might be proposed for Graduate Faculty status in the Graduate School, so that it would be possible to participate on master's and doctoral committees. In units in which Graduate Faculty status was sought for Clinical Faculty appointments, Clinical Faculty members would not be permitted to serve as the sole advisor on master's theses or doctoral dissertations (co-advising with a Tenure-Track Faculty member who had the appropriate status would be permissible).

iii. **Role in departmental governance.** As indicated above, Clinical Faculty would not have a voice or a vote on the unit Promotion and Tenure Committee. In addition, Clinical Faculty would not have a vote on appointments of Tenure-Track Faculty. As specified in individual unit Pattern of Administration documents, Clinical Faculty might be permitted to vote on other matters, including the appointment of additional Clinical Faculty, and where appropriate, on the promotion and retention of Clinical Faculty. Clinical Faculty would not be appointed to the College Promotion and Tenure Committee, or the College Investigation Committee, because of its role in adjudicating rules violations by Faculty Members. However, at the discretion of the Dean, Clinical Faculty could be appointed to other College-level committees as appropriate.

VI. Differentiation of responsibilities of Clinical Faculty from those of regular Tenure-Track Faculty

This section summarizes the major differences between Clinical Faculty and regular Tenure-Track Faculty. First, in nearly all cases, the types of courses taught by Clinical Faculty would be courses involving practitioner skills and/or practicum experiences, and would thus be different from the courses taught by Tenure-Track Faculty. Second, there would be no requirement that Clinical Faculty perform research, although in some units Clinical Faculty members might be involved in research. Third, Clinical Faculty members could not serve as the sole advisor on master's theses or doctoral dissertations. Finally, as specified above, Clinical Faculty members would not have a voice or vote on appointments, promotions, tenure, or investigations of regular Tenure-Track Faculty.

VII. Evaluation and oversight of Clinical Track Faculty

This section describes procedures for oversight and evaluation of Clinical Faculty in Social and Behavioral Sciences.

A. Who will evaluate: who will oversee? Annual evaluations of Clinical Faculty will be performed by the Department Chair or School Director of the unit in which the appointment is made. These evaluations will take place at the same time as those for regular Tenure-Track Faculty. The evaluation will be communicated in writing to the Clinical Faculty member, together with an invitation to discuss the evaluation in person if the Clinical Faculty member desires. An in-person meeting may also be initiated by the Chair or Director, at his/her discretion.

Oversight of the activities of Clinical Faculty will also be performed by the Department Chair or School Director. It is anticipated that the number of such faculty will not be large, such that oversight by the Chair/Director is feasible.

B. Criteria for evaluation. Evaluation of Clinical Faculty shall be based on the following criteria: quality of performance in 1) supervising practicum experiences; 2) classroom teaching; 3) service to the unit, university, and/or community; 4) demonstrating through practice the highest ethical and professional standards of the discipline; and 5) maintaining current knowledge in the faculty member's area of expertise.

VIII. Modifications to the Pattern of Administration documents in SBS and units

Following the final approval of the present proposal, any necessary changes in the College Pattern of Administration document will be made and submitted for approval. A draft of such

changes for the College POA is attached as Appendix C. Again, it should be noted that because of the decentralized governance structure of SBS, details for policies and procedures affecting individual units are typically found in individual unit POA documents, not in the College document. For individual units in the College, any necessary changes in the unit's Pattern of Administration document will be made after a vote of the regular Tenure-Track Faculty in that unit approving the use of the Clinical Faculty designation for that unit, but before the actual appointment of any individual Clinical Faculty members in that unit.

The College of Social and Behavioral Sciences, unlike some other colleges at Ohio State, does not have Faculty Rules that are distinct from the general University Rules. Thus, no changes in a Faculty Rules document are required.

IX. Process for proposal development and consultation among SBS faculty

The development and approval of this document within the College was achieved in several steps, designed to ensure that College faculty had the opportunity to provide input at all stages. The initial decision to move forward with a proposal was the result of discussions in the College Executive Committee, which includes the Dean, Associate Deans, Senior Fiscal Officer, Department Chairs, and School Directors. Next, a committee was formed, consisting of one regular Tenure-Track Faculty member from each SBS unit, and chaired by one of the Associate Deans. This committee was charged with preparing a draft proposal. Each committee member was also charged with communicating information about the activities of the committee back to his/her unit, and with bringing feedback from unit Faculty to the committee for discussion.

After the development of the initial draft, the document was circulated to chairs for input, and then to the College Faculty. Faculty were encouraged to provide comment to their committee representative and/or to the committee chair. An open forum was held to permit any member of the College faculty to speak on the issue. Finally, a college-wide Faculty vote was conducted via email. (The College does not have a culture of routine College-wide faculty meetings. In the rare event that such a meeting must be held, attendance tends to be quite low, often less than 10 percent of the total faculty. Indeed, at our most recent College-wide faculty meeting, only two faculty members were in attendance. Thus, an email vote was deemed to be the appropriate means to reach the largest percentage of the faculty.) Faculty received the proposal and a reminder to vote on three separate occasions before the deadline. Faculty were advised that they could vote either via email or by paper ballot, as was their preference. As noted in the cover memo, this method produced a very good response (exactly 40%) from the SBS faculty, far more than would have voted at any in-person faculty meeting.

Members of the Clinical Faculty Committee in SBS included:

Janet M. Weisenberger, Associate Dean (chair)
 Douglas Crews, Anthropology
 Daniel McDonald, Communication
 Lucia Dunn, Economics
 Alan Murray, Geography
 Herbert Weisberg, Political Science
 Charles Emery, Psychology
 Douglas Downey, Sociology
 Michael Trudeau, Speech and Hearing Science

X. Summary and conclusions

In summary, this proposal to permit the appointment of Clinical Faculty in the College of Social and Behavioral Sciences will accomplish several things. First, it will allow units in the College to recruit and retain high-quality individuals who will teach clinical courses, supervise practicum experiences, and advise students on clinical professional matters. Second, it will allow units in the College that do not currently have such practica or clinical/practitioner courses in their programs to develop such courses, to submit amendments to CAA for approval, and then to recruit and retain individuals with the requisite expertise to teach these courses. Third, it could potentially enhance the educational experience of undergraduates in SBS by providing examples of how our liberal arts programs can translate into actual careers, and possibly improve their post-graduation marketability. Finally, it will allow for the exchange of ideas between practitioner and non-practitioner faculty, to the possible benefit of both.

APPENDICES:**Appendix A. Letter of Support from Dean Paul Beck****Office of the Dean**

College of Social and Behavioral Sciences
1010 Derby Hall
154 North Oval Mall
Columbus, OH 43210-1341

July 28, 2006

Phone (614) 292-8448
Fax (614) 292-9530

RE: Letter of Support for the College of Social and Behavioral Sciences
Proposal to Appoint Regular Clinical Track Faculty

Dear Members of the Council on Academic Affairs

I am writing to convey my enthusiastic support for the proposal from the College of Social and Behavioral Sciences to appoint regular clinical track faculty. As the proposal states, the primary motivations for requesting the approval of a clinical faculty track within SBS are to recruit and retain highly qualified individuals to teach clinical courses and supervise practicum courses, and to allow for the expansion of academic programs to include a practical, skills-oriented component. Several of the graduate programs in SBS already provide such professional training. However, we also believe there could be benefits to our undergraduate programs, with practical coursework enriching the academically-oriented major curricula. Because the majority of our undergraduate students do not go on to pursue careers in academia, the addition of practicum work to the undergraduate major could prove to be a tremendous benefit. Such an addition could provide our graduates with a significant educational advantage when seeking career positions. At this time, the College proposal seeks approval for the clinical faculty track in Psychology and Speech and Hearing Science. Other units, as they choose to go forward, will submit amendments to CAA for consideration.

We have already seen how our colleagues in other OSU Colleges (e.g., Law and Engineering) are working to implement clinical faculty positions in ways that go beyond the traditional notions of "clinician." We believe that in SBS the addition of this faculty appointment will serve to strengthen our programs in a similar way. I do not expect all or maybe even most of our programs in SBS to seek to add clinical positions, but College policy should permit those that see a need for such positions to create them.

Please do not hesitate to contact me if I can provide further information.

Sincerely,

A handwritten signature in black ink that reads "Paul A. Beck".

Paul A. Beck
Dean

Appendix B. Draft of Changes to College Pattern of Administration

[DRAFT CHANGES AUGUST 2007, tracked in bold italics]

PATTERN OF ADMINISTRATION
COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES

August, 2007

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INTRODUCTORY STATEMENT

The College of Behavioral and Social Sciences draws upon a nationally and internationally distinguished faculty whose research informs our understanding of how individuals and groups interact with their physical and social environments, and who communicate this knowledge through courses and research opportunities to Ohio State students. The departments, schools, and research centers in the college focus on understanding the behavior, and its consequences, of men and women and the groups and institutions they create. They draw upon the full tool kit of the modern-day social and behavioral sciences (including experimental, observational, survey, interpretive, game theoretic, and statistical methods of analysis) to study people, groups, and their institutions in the United State and other countries. Through their courses and co-curricular activities, such as major clubs and internships, SBS majors develop the analytical and communication skills and the knowledge that enable them to address important issues facing contemporary citizens and leaders and serve them well in a variety of careers, including work in both the private and public sectors, as well as further training in professional or graduate school.

COLLEGE MISSION

The mission of the College of Social and Behavioral Sciences is to achieve excellence in research, teaching, and service. The college focus is on the core of the social and behavioral science enterprise, which involves theory-driven systematic empirical investigation of numerous phenomena involving the behavior of humans, both as individuals and in various kinds of collectivities. Excellence in research can be measured by attainment of international recognition, as evidenced by comparative rankings, publications, citations, external funding, awards, and honors in both basic and applied research in the social and behavioral sciences. Excellence in teaching means providing to all students the opportunity to realize their full capabilities for learning in the social and behavioral sciences and providing to the most capable and motivated students an enhanced learning experience. Excellence in service involves making available a high level of professional expertise and experience to the public including the university, the Columbus community, the State of Ohio, and the nation, as well as to scholarly professional organizations.

FACULTY APPOINTMENTS AND GOVERNANCE

The faculty are organized into Departments, Schools, and other units as defined in section 3335-3-34 of the Rules of the University Faculty. Types of faculty appointments in the college include Regular Tenure-Track Faculty, Regular Research-Track Faculty, ***Regular Clinical Faculty***, and Non-Tenure-Track Faculty, which can include Visiting Faculty, Lecturers, Instructors, and Auxiliary Faculty (those holding adjunct or courtesy appointments).

Regular Tenure-Track Faculty holding salaried appointments in a department or school of the college are eligible to vote in college matters. ***“College Matters” are defined here as any matters on which the university requires a vote of an entire college faculty.*** Regular Research-Track Faculty and ***Regular Clinical Faculty*** in a department or school of the college are not eligible to vote in college matters. Regular Research-Track Faculty ***and Regular Clinical Faculty*** appointments are fixed term contract appointments that do not entail tenure. Research track faculty are researchers and shall be engaged in externally-funded research related to the mission and goals of the academic unit. ***Clinical faculty are clinicians or practitioners and shall be engaged in teaching clinical courses and supervising practicum experiences.*** Research track faculty ***and Clinical faculty*** titles parallel those of the tenure-track faculty, i.e. assistant professor, associate professor, and professor.

Auxiliary faculty (e.g., those holding adjunct or courtesy appointments) in a department or school of the college are not eligible to vote in college matters. The awarding of an adjunct or courtesy appointment should be contingent upon the performance of significant ongoing non-compensated service to the department or school.

College Faculty Meetings

In addition to participating through service on college committees, faculty members may take part in college business through college faculty meetings. These meetings are convened by the dean, convoked by a majority of the faculty of any academic unit of the college, requested by a petition signed by at least ten percent of the college faculty, or called by any standing committee. A quorum consists of those college faculty members attending.

ORGANIZATION OF COLLEGE SERVICES AND STAFF

The staff of the college office (dean, associate and assistant deans, senior fiscal officer, and administrative staff) provides support services to the departments, schools, and centers in SBS. Information and support regarding fiscal planning and budget, personnel, human resources, promotion and tenure, research and grant activities, course enrollments, alumni relations, external communications, and development are available to unit heads and staff through the college office.

OVERVIEW OF COLLEGE ADMINISTRATION

The central administration of the college consists of a dean, and associate and assistant deans appointed by the dean, as required by the needs of the college. The dean, who is appointed by the Provost, appoints the associate and assistant deans, the chairs of the departments, the directors of the schools, and the directors of college centers subject to the approval of the provost, the president, and the board of trustees.

Committees

The college has six standing committees: (1) Executive; (2) Promotion and Tenure; (3) Investigation; (4) Curricular Affairs; (5) Graduate Studies; and (6) Budget and Planning. In accordance with university policies and procedures, the dean also appoints oversight committees for the research centers and interdisciplinary curricular programs that report to the college. The dean may establish other committees as may be needed, in consultation with the executive committee, or may change the membership of the existing committees, in consultation with the executive committee.

1. Executive Committee. The executive committee advises the dean on questions of general policy and undertakes coordination of activities across the college. The committee members include the dean, associate and assistant deans, college fiscal officer, and the head of each college academic unit that is a tenure initiating unit.

2. Promotion and Tenure Committee. The promotion and tenure committee advises the dean on matters of promotion and tenure of faculty. The promotion and tenure committee meets to consider candidates for the following:

Regular Tenure-Track Faculty: Promotion to associate professor with tenure for probationary assistant professors; tenure for probationary associate professors; promotion to professor for associate professors; and fourth-year review of probationary assistant professors. The committee will also meet to consider all first, second, third, and fifth year reviews in which the department chair or school director has recommended non-renewal of the probationary appointment.

Regular Research-Track Faculty: Promotion to associate professor for assistant professors and promotion to professor for associate professors.

Regular Clinical Faculty: Promotion to associate professor for assistant professors and promotion to professor for associate professors.

The committee is charged with strengthening and upholding the very high academic standards of the college regarding teaching, research, and service. The committee also serves to review

changes to the college Pattern of Administration that involve promotion and tenure issues. The college criteria for promotion and tenure are specified in a separate section below. Committee members are appointed by the dean with due regard to department/school representation as well as to gender/ethnic diversity. Normally, members are appointed for three-year terms, staggered so that about one-third of the members are new each year. The dean asks one or more committee member(s) to serve as procedural oversight designee, who bears special responsibility for monitoring the promotion and tenure process to assure that all candidates for promotion or tenure are evaluated according to the same criteria, regardless of their gender or ethnic status. In addition, the dean asks one or more committee member(s) to serve as reporter. The reporter is responsible for recording the committee's official votes, drafting committee reports to the dean, obtaining agreement with draft reports among committee members, and submitting final reports to the dean. The dean and associate dean for personnel attend meetings at which candidates for promotion and tenure are considered, but they do not vote. To review and vote on a candidate, committee members must be higher in academic rank than the candidate, and they may not be faculty members of the candidate's tenure initiating unit. To vote on a candidate, committee members also must participate in the committee's review discussion. Following discussion of a candidate's performance, committee members vote on that candidate by secret ballot, and the reporter announces the result. As soon as possible thereafter, the reporter submits a written report of the committee's evaluation to the dean, including an appraisal of the candidate's strengths and weaknesses and the committee's vote. If additional documentation for any candidate is provided as a result of the comment process, the committee meets again to consider the additional documentation and its relevance to the committee's decision. Procedures for fourth-year probationary reviews of regular tenure-track faculty (as well as first, second, third, and fifth year reviews in which the department chair or school director has recommended non-renewal of the probationary appointment) are similar to those outlined for promotion and tenure reviews, with the exception that the vote taken reflects whether the recommendations of the candidate's departmental promotion and tenure committee and department chair were reasonable. "Reasonable" means that, in the case of a recommendation for continuation, the evidence suggests that it is plausible that the candidate will have a tenurable record when the formal decision must be made. In the case of a recommendation of termination, "reasonable" means there is almost no chance that the candidate will have a tenurable record when the formal decision must be made. A vote that a recommendation was reasonable advises the dean to accept the recommendation. A vote that the unit's recommendation is not reasonable advises the dean to reject it. This committee considers ways to improve the promotion and tenure process at both unit and college levels. When warranted, it reports to the dean concerning this process, outlining recommendations for improvement.

3. Investigation Committee. The investigation committee assays formal complaints made against regular and auxiliary faculty members, doing so in accord with university policies and procedures. It is composed of twelve tenured faculty members of the university, eight from within the college and four from units outside the college. Normally, committee members are appointed by the dean for three-year terms, which are staggered so that about one-third of the members are new to the committee each year. The SBS members of this committee also serve as the college Salary Appeals Committee when such a committee is needed. Complaints lodged against faculty members are examined by a subcommittee of three members from the Investigation Committee, two of whom are members of the college faculty and one of whom is from outside the college, who are chosen randomly from the full committee membership. A committee member may not serve on such a subcommittee if he or she is part of the faculty of a respondent's or a complainant's unit, or if a personal or professional relationship with the respondent or complainant makes subcommittee membership inappropriate. The subcommittee

conducts investigations according to university policies and procedures. At the conclusion of an investigation, the subcommittee reports its findings to the dean, including a recommendation concerning the merits of the complaint and, if the complaint is judged meritorious, a proposed sanction. When subcommittee members disagree on findings, recommendations, or proposed sanctions, the subcommittee report includes dissenting views.

4. Curricular Affairs Committee. The curriculum committee deals with instructional activities and programs. More particularly, the committee considers the adoption, alteration, or abolition of courses and curricula prior to consideration of such matters by the Colleges of the Arts and Sciences' curriculum committee and the university's Council on Academic Affairs. The committee's membership includes one faculty member from each academic unit of the college, and an *ex officio* member representing the dean's office. Committee members are selected by the college's tenure initiating units in a manner determined by them. Additional members include one graduate student and one undergraduate student from graduate programs and undergraduate majors in the college, appointed by the college office.

5. Graduate Studies Committee. The Graduate Studies committee advises the dean on questions related to graduate education and training. Each tenure initiating unit of the college selects one member, typically the unit's graduate director or chair of its graduate studies committee. The committee also includes an *ex officio* member representing the dean's office.

6. Budget and Planning Committee. The Budget and Planning Committee consists of members appointed by the dean, including at least one tenured faculty member from each tenure initiating unit and representation by graduate and undergraduate students and by staff. The committee is chaired by the dean, and the associate deans and senior fiscal officer of the college serve as *ex officio* members. This committee meets as requested by the dean to provide advice on matters related to resource allocation and planning in the college.

7. Center and Program Oversight Committees. Each center and interdisciplinary curricular program that reports to the dean of the college has a faculty oversight committee. In accordance with university policies and procedures, these oversight committees are appointed by the dean for fixed terms, usually up to three years with the possibility of renewal. Committee members are drawn from the faculty of both the college and other colleges, to reflect the interdisciplinary nature of these centers and programs. The oversight committees advise the dean on the performance of the center and program, serve as an information conduit to and from the unit, and advise the unit's director on policies and procedures.

POLICIES GOVERNING FACULTY RESPONSIBILITIES AND TEACHING ASSIGNMENTS

Academic Unit Head Duties and Responsibilities

Subject to the approval of the provost, president, and board of trustees, the dean appoints the heads of academic units following procedures that assure consultation with unit faculty, staff, and students. The heads of the college's academic units perform administrative duties and carry

responsibilities that are specified in university rules. These duties and responsibilities are carried in addition to instructional and research obligations. The formal teaching assignment of a unit head is determined by the dean in accord with the particular needs of the unit, and it is expected that unit heads will teach at least one course per year. The unit head in turn determines the teaching assignments of faculty in a unit, and may adjust a faculty member's teaching assignment based on significant service activities (e.g., Director of Graduate Studies, Director of Undergraduate Studies) or research productivity.

Faculty Responsibilities

The responsibilities of faculty in the departments and schools of the college are defined in the university's Faculty Rules. Teaching assignments are determined by unit heads, as are service activities at the unit level.

Faculty Performance Reviews

Regular reviews of faculty performance are conducted to assist faculty in professional growth, to establish goals for future performance, and to document past performance for salary decisions and other rewards. Faculty holding appointments in the tenure initiating units of the college are required to submit information on an annual basis regarding performance in research, teaching, and service, as requested by the department chair or school director and described in each department's Pattern of Administration. ***Clinical faculty are required to submit information about teaching, clinical supervision, and service, as relevant to their position.*** Faculty reporting directly to the dean because they hold administrative positions in the college are required to submit the same information plus information bearing on their administrative performance. Documentation of research activities may include lists of publications, citation and journal impact data, and information about submitted and awarded research grants. Documentation of teaching must include data from Student Evaluation of Instruction (SEI) for each course taught and may also include other objective information on teaching effectiveness. Documentation of service may include a listing of journal editorships and journal reviews, university committee memberships, professional activities, community service based on professional expertise, etc. Other information may be requested by the department chair or unit director or the college. Faculty are required to provide all requested information to chairs and directors in a timely manner, as mandated by university rules. The chair or director (or designee) in each unit will provide each faculty member with a written review that assesses past performance and discusses future goals and means to attain them. Faculty members may provide written comment on their performance review if desired. Annual review letters, and any written comment provided by the faculty member, become part of the cumulative dossier of the faculty member.

COLLEGE CRITERIA FOR PROMOTION AND TENURE

Regular Tenure-Track Faculty:

Promotion to associate professor with tenure in the College of Social and Behavioral Sciences requires excellence in both scholarship and teaching. The promise of excellence in service is desirable. Excellence in scholarship means attainment of measurable national and international recognition based on an appropriate amount and rate of high quality published research or other

relevant creative endeavors. A successful candidate will have an emerging national reputation as a scholar based on high-quality productivity. The substantial probability that a high rate of quality scholarship will continue needs to be established. The claim that retention of the candidate will improve the overall scholarly quality and standing of the unit needs to be supported. Excellence in teaching means providing to all students the opportunity to realize their full capabilities for learning in the social and behavioral sciences and providing to the most capable and motivated students an enhanced learning experience. Excellence in service means making available a high level of professional expertise and experience to one or more publics--including the university, the Columbus community, the state of Ohio, the nation, and professional organizations. The service contribution during the probationary period of assistant professors is limited by design. The most important judgment is that the candidate will achieve excellence in service in the future.

Promotion to professor in the College of Social and Behavioral Sciences requires excellence in both scholarship and teaching. Excellence in service is highly desirable. Excellence in scholarship means attainment of measurable national and international recognition based on an appropriate amount and rate of high quality published research or other relevant creative endeavors. A successful candidate will have achieved national distinction as a scholar based on high-quality productivity and have an emerging international reputation. The substantial probability that a high rate of quality scholarship will continue needs to be established. The claim that promotion of the candidate will improve the overall scholarly quality and standing of the unit needs to be supported. Excellence in teaching means providing to all students the opportunity to realize their full capabilities for learning in the social and behavioral sciences and providing to the most capable and motivated students an enhanced learning experience. Excellence in service means making available a high level of professional expertise and experience to one or more publics--including the university, the Columbus community, the state of Ohio, the nation, and professional organizations. External hires at the associate or full professor level with tenure will demonstrate the same accomplishments in research, teaching and service as persons promoted within the university.

Regular Research-Track Faculty

Promotion to associate professor in the College of Social and Behavioral Sciences requires excellence in scholarship. The promise of excellence in service is desirable. Excellence in scholarship means attainment of measurable national and international recognition based on an appropriate amount and rate of high quality published research or other relevant creative endeavors. A successful candidate will have an emerging national reputation as a scholar based on high-quality productivity. The substantial probability that a high rate of quality scholarship will continue needs to be established. There is an expectation of a record of significant external support for research and a substantial probability that external support for research will continue. The claim that retention of the candidate will improve the overall scholarly quality and standing of the unit needs to be supported. Excellence in service means making available a high level of professional expertise and experience to one or more publics--including the university, the Columbus community, the state of Ohio, the nation, and professional organizations. The service contribution during the probationary period of assistant professors is limited by design. The most important judgment is that the candidate will achieve excellence in service in the future.

Promotion to professor in the College of Social and Behavioral Sciences requires excellence in scholarship. Excellence in service is highly desirable. Excellence in scholarship means attainment of measurable national and international recognition based on an appropriate amount

and rate of high quality published research or other relevant creative endeavors. A successful candidate will have achieved national distinction as a scholar based on high-quality productivity and have an emerging international reputation. The substantial probability that a high rate of quality scholarship will continue needs to be established. There is an established record of significant external support for research and a substantial probability that external support for research will continue. The claim that promotion of the candidate will improve the overall scholarly quality and standing of the unit needs to be supported. Excellence in service means making available a high level of professional expertise and experience to one or more publics--including the university, the Columbus community, the state of Ohio, the nation, and professional organizations. External hires at the associate or full professor level will demonstrate the same accomplishments in research and service as persons promoted within the university.

Regular Clinical Faculty

Promotion to associate professor in the College of Social and Behavioral Sciences requires excellence in clinical teaching and practicum supervision. The promise of excellence in service is desirable. Excellence in clinical teaching and clinical supervision means providing to all students the opportunity to realize their full capabilities for learning in the social and behavioral sciences and providing to the most capable and motivated students an enhanced learning experience. Excellence in service means making available a high level of professional expertise and experience to one or more publics--including the university, the Columbus community, the state of Ohio, the nation, and professional organizations.

Promotion to professor in the College of Social and Behavioral Sciences requires excellence in clinical teaching and practicum supervision. Excellence in service is highly desirable. Excellence in clinical teaching and clinical supervision means providing to all students the opportunity to realize their full capabilities for learning in the social and behavioral sciences and providing to the most capable and motivated students an enhanced learning experience. Excellence in service means making available a high level of professional expertise and experience to one or more publics--including the university, the Columbus community, the state of Ohio, the nation, and professional organizations. External hires at the associate or full professor level will demonstrate the same accomplishments in clinical teaching and supervision and service as persons promoted within the university.

POLICIES GOVERNING ALLOCATION OF COLLEGE RESOURCES

The allocation of college resources is determined by the dean, in consultation with the appropriate constituencies for the specific purpose. These constituencies may include the associate deans, assistant deans, senior fiscal officer, unit heads (either individually or as a whole in the college Executive Committee), center and program directors and their oversight committees, and/or the Budget and Planning Committee, as appropriate.

GRIEVANCE PROCEDURES

Faculty Salary Appeals

Reviews of faculty salary appeals are conducted by the college in accord with university policies and procedures. When a faculty member inquires about a salary appeal with the unit head, the

unit head discusses the appeal process with that faculty member and provides him or her with a copy of the college protocol. Eligibility for an appeal and the procedure to initiate an appeal are established by the university salary appeals process.

At the unit level, the college salary review protocol is used by the appellant faculty member to guide the selection of a comparison cohort and establish the basis for comparison of productivity. The comparison cohort must be approved by the tenure initiating unit head and the dean before the documentation is developed. The faculty member is provided access to his or her unit's vita book and salary data.

1. Selection of a comparison cohort. A comparison cohort is selected, based on the number of years that have elapsed since they received their Ph.D. degrees, with the complainant in the middle of the cohort and other unit faculty of the same rank with plus-or-minus x years of service included. The ideal cohort will be symmetrical and composed of 5-6 individuals; deviations from this ideal may be necessitated by asymmetrical distributions of faculty in a unit or overall cohort pool size constraints. The value of x is established in relation to the size and distribution of faculty members in the complainant's unit. When the complainant requests a comparison with a named individual, the cohort may be enlarged to include that person if that person is not part of the comparison cohort of five or six individuals based on years of service. In such a case, the value of x is increased symmetrically to include the named comparison individual, as well as others who fall within the range of the new x. Current and former unit heads are excluded from the cohort.

2. Basis for comparison. Comparative data on scholarship for the cohort are gathered and presented in rank-order tabular form for the years since receiving the Ph.D. degree on: (1) authored books (separating textbooks from monographs); (2) edited books; (3) refereed articles in scholarly journals (separating flagship journals from others); (4) book chapters; (5) citations based on the Social Science Citation Index, the Science Citation Index, and the Humanities Citation Index, excluding self-citations; and (6) externally-funded research (including the number and dollar value of awards). An additional table presents in rank order the average annual rates of productivity for these items. In both tables, the complainant's data are identified by name. Instructional data on the cohort for the past five years at Ohio State University are also gathered and presented in rank-order tabular form for the following items: (1) lower division courses taught; (2) upper division courses taught; (3) graduate courses taught; and (4) doctoral dissertation advisorships; (5) Ph.D. and M.A. committee service during the past five years at Ohio State University. Reductions in instructional loads for those individuals holding administrative or research appointments are noted, and individuals who have not served at Ohio State University for at least five years are excluded from this section of the analysis. Finally, service data on the cohort are gathered and presented in rank-order tabular form for the following service items: (1) unit committee assignments; (2) unit administrative assignments (e.g., chair, graduate studies committee); (3) university committee assignments; and (4) major service to professional organizations (e.g., officer, program chair) during the past five years of service at Ohio State University. Those individuals who have not been Ohio State University faculty members for at least five years are excluded from this section of the analysis, except that data on service to the profession may be included.

3. Analysis and findings. A brief narrative summarizing the research, instruction, and service data are prepared, highlighting the complainant's standing in comparison with the cohort. A table

is formulated that presents summary judgments on the rank ordering of the complainant across the three groupings of items. Such a table includes salary data for the cohort, and is presented rank-ordered by salary with only the complainant identified. The narrative concludes with the unit head's judgment of whether or not the complainant's salary is commensurate with his or her performance when compared with the cohort.

4. Unit head responsibilities. The academic unit head may request additional information from the faculty member. Upon review of the complaint, the unit head responds in writing to the complainant including the unit head's judgment of whether or not the complainant's salary is commensurate with his or her performance when compared with the cohort. Details on the salaries of cohort members who have received salary adjustments in response to external offers should be provided.

5. Recommendation for a salary adjustment. If a complainant's salary is incommensurate with performance, the unit head recommends a salary adjustment. The unit head presents a brief supporting narrative, placing the individual along the cohort's salary continuum, based on performance. The dean reviews the recommendation of the unit head. Additional data and analysis may be required if the dean determines that the evidence supporting the recommendation is insufficient. If the dean concurs with the unit head's judgment, the procedures specified in the university appeals process are followed. If the dean disagrees with the recommendation of the unit head, the appeal is sent to the college's Faculty Salary Appeals Committee.

6. Faculty Salary Appeals Committee. The Faculty Salary Appeals Committee consists of the SBS faculty members of the college's Investigations Committee. A three-person subcommittee is selected by random draw to hear an appeal. A committee member may not serve on the subcommittee if he or she is part of the faculty of a respondent's or a complainant's unit, or if a person or professional relationship with the respondent or complainant makes subcommittee membership inappropriate. If such disqualified committee members are drawn at random to serve on a subcommittee, they are replaced at random from the remaining SBS committee members. Committee responsibilities are specified in the university appeals process. The dean's response options to the committee's recommendation are specified in the university process.

Other Grievances

Faculty members wishing to put forward grievances not related to salary should first contact their unit head. If the grievance concerns the unit head or if the unit head is not the appropriate contact for some other reason, the faculty member should bring the matter to the attention of the dean. Procedures to be followed will be determined by university rules, depending on the nature of the grievance.

STATEMENT ON FACULTY RULE

The College of Social and Behavioral Sciences is committed to the idea of faculty governance.

Votes of the entire college faculty (see definition of voting privileges, page 4) are arranged on issues as required by the university rules. Consistent with the college philosophy of decentralization of governance, units in the college are self-governing on matters not directly specified otherwise in the university rules. Decision-making in the units is governed by the specific pattern of administration document for that unit.

AMENDMENTS

Minor revisions to this pattern of administration can be made by the dean's office, to bring the document into compliance with changes in university rules and procedures, without consultation of the faculty of the college. Major substantive revisions to this pattern of administration are made after consultation with the college's Executive Committee and the faculty – and, where promotion and tenure matters are concerned, the college's Promotion and Tenure Committee. Revision history: approved, April 29, 1969; amended, April 21, 1989, June 8, 1993, July 1, 1995; August 2, 1999; amended, November 14, 2005; amended July 26, 2007; ***amended XX, 2007.***

Appendix C. Overview and Syllabi from Courses to be Taught by Clinical Faculty

Overview of Programs in Clinical and Counseling Psychology

GENERAL NOTE: Psychology has recently re-numbered the courses in its graduate sequence. Thus, numbers on syllabi may not match exactly the current course numbers (new numbers are indicated on the syllabi). Some of the courses listed below, while on the course roster, have not been taught recently. In addition, because of the seminar or practicum nature of these courses, faculty responsible for some of the courses listed below did not provide syllabi. Thus, for some of the listed courses we are not able to include a syllabus.

The two tracks in the graduate program in the Department of Psychology that involve clinical practicum courses are Clinical and Counseling Psychology. Both tracks involve a combination of theoretical and empirical coursework with clinical courses and clinical practicum experiences that are required for completion of the program. For Clinical Psychology, the primary practicum experience occurs in the on-campus training clinics in Psychology and in the Nisonger Center. Off-campus sites are sometimes used as well. The client population is adults and children in central Ohio who seek psychological intervention for a variety of issues. In Counseling Psychology, students might also be placed in an off-campus site for practicum experiences. In the practicum course, each student is overseen by a clinical supervisor, who provides input prior to, during, and following clinical experiences. Practicum enrollment is required for completion of the program. The individual clinical seminars listed below all lead to supervised clinical practice or provide specific clinical skills. A final course that is applicable to students in all tracks, Psychology 852 (The Teaching of Psychology), engages students in learning the professional skills necessary to teach in this discipline. This course combines class room instruction with practical experiences preparing a variety of instructional materials and practicing instructional skills. This course fits the professional skills category of the kinds of courses appropriate for clinical faculty and emphasizes the practice of the skills.

In Counseling Psychology, the practicum courses and clinical seminars that might be taught by clinical faculty are numbered as follows:

PSYCH 886	Practicum in Counseling
PSYCH 887.01	Counseling Older Adults
PSYCH 887.02	Tests and Assessment in Counseling
PSYCH 887.03	Ethics and Professional Issues
PSYCH 887.04	Cognitive Approaches to Counseling
PSYCH 887.05	Counseling Women
PSYCH 887.06	Psychological Assessment in the VA Setting
PSYCH 887.07	Existential and Phenomenological Approaches
PSYCH 887.08	Multicultural Counseling and Psychotherapy
PSYCH 887.09	Counseling Supervision
PSYCH 887.10	Adult Career Development Problems
PSYCH 887.11	Special Topics

Each course is repeatable up to 30 credit hours, indicating that students may elect to specialize in particular areas of counseling psychology. It is likely that new syllabi would not be generated for a particular student who re-enrolls in one of these courses. We were able to obtain syllabi for 886, 887.04, .05, .07, .08, .09.

In Clinical Psychology, the courses most likely to be taught by a clinical faculty member are 864.01, 865 and 889, each of which is a Clinical Practicum. Enrollment in practicum is required for successful completion of the program. The 889 course is repeatable to 30 credit hours, indicating that the student enrolls repeatedly over many quarters as clinical experience is gained. We have included two syllabi from PSYCH 889, to indicate how the nature of the practicum experience changes over time.

Overview of Programs in Speech-Language Pathology and Audiology

GENERAL NOTE: Speech and Hearing Science has also recently renumbered its course sequence for the graduate programs in Audiology and Speech-Language Pathology (see attached renumbering scheme from the Speech and Hearing Science Graduate Handbook). Thus, the numbers on some syllabi do not match the current course numbers. New numbers are indicated on the syllabi.

The MA program in Speech-Language Pathology and the AuD program in Audiology each involve a series of theoretical and empirical courses, clinical courses, and clinical practicum. In the professional MA Speech-Language Pathology program, three courses (SPH/HRNG 710, 726, and 740) represent foundations of clinical practice in speech-language pathology. These basic clinically-oriented courses are taken in the first year of the program. Each critically addresses issues necessary for the clinical education of speech-language pathologists and are required prior to or concurrently with participation in a clinical practicum involving clients with phonological disorders, language disorders or fluency disorders (stuttering).

In the Audiology program, students begin by enrolling in SPH/HRNG 643, Professional Issues in Audiology, in which they perform clinical observations. During the first two years of the professional doctorate (AuD) program in audiology, four foundational courses (SPH/HRNG 732, 805, 807 and 930.01) provide coverage of essential issues for the clinical training of audiologists. These must be taken prior to or concurrent with participation in a clinical practicum involving children with hearing loss.

In both the Audiology and Speech-Language Pathology programs, students are required to enroll in 1 credit hour per quarter of SPH/HRNG 743, Clinical Seminar in Hearing Disorders (for Audiology students), or SPH/HRNG 744, Clinical Seminar in Speech and Language Disorders (for Speech-Language Pathology students). The specific topics of these seminars change from quarter to quarter. All involve specific knowledge and skills necessary for provision of clinical services to patients. On occasion, a topic is deemed appropriate for students in both programs, and all students enroll in the same course (under either the 743 or 744 number).

In addition, in some quarters, students in both Audiology and Speech-Language Pathology are required to enroll in SPH/HRNG 844, Clinical Practicum. Students enroll in this course repeatedly over successive quarters as they gain a variety of clinical experiences. Some of this experience is gained in the on-campus Speech-Language-Hearing Clinic in Pressey Hall. The department also maintains a network of almost 60 different off-campus practicum sites in which students are placed according to need and interest. In the practicum course, each student

is overseen by a clinical supervisor, who provides input prior to, during, and following clinical experiences. The courses likely to be taught/overseen by clinical faculty are listed below.

AUDIOLOGY:

SPH/HRNG 643	Professional Issues in Audiology
SPH/HRNG 732	Audiologic Rehabilitation in Children
SPH/HRNG 743.00	Contemporary Issues
SPH/HRNG 743.01	Screening in Speech-Language-Hearing
SPH/HRNG 743.02	Counseling and Report Writing
SPH/HRNG 743.03	Hearing Aid Applications
SPH/HRNG 743.04	Ethics
SPH/HRNG 743.05	Evidence-based Practice
SPH/HRNG 743.06	Resumes and Interviewing
SPH/HRNG 743.07	Clinical Grand Rounds
SPH/HRNG 805	Pediatric Audiology I
SPH/HRNG 807	Pediatric Audiology II
SPH/HRNG 930.01	Implants

SPEECH-LANGUAGE PATHOLOGY:

SPH/HRNG 710	Articulation and Phonological Disorders
SPH/HRNG 726	Child Language Disorders: Assessment
SPH/HRNG 740	Fluency Disorders
SPH/HRNG 744.01	Intro to the Speech-Language-Hearing Clinic
SPH/HRNG 744.02	Articulation and Phonology Assess/Intervention
SPH/HRNG 744.03	Language Assessment/Intervention
SPH/HRNG 744.04	Neurogenics Assessment/Intervention
SPH/HRNG 744.05	Special Issues
SPH/HRNG 744.06	Professional Issues
SPH/HRNG 744.07	Contemporary Issues (topic changes)
SPH/HRNG 844	Clinical Practicum

BOTH PROGRAMS

SPH/HRNG 844	Clinical Practicum
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PSYCHOLOGY SYLLABI

Psychology 852—The Teaching of Psychology
Course Syllabus Summer 2006
M/W 10:00 AM – 11:48 AM
Psychology Building, room 115
Section 14922-1

Instructors:

Melissa Beers, Ph.D.

Office: PS 125A (in the Psychology 100 office)
 Office Hours: **M/W 12:30–1:30** and by appointment
 Office Phone: 292-7143
 Home Phone: 791-2016
 E-mail: beers.3@osu.edu

Eric Currence

Office: PS 125
 Phone: 946-5903
 E-mail: currence.4@osu.edu
 Office Hours: Mondays noon - 1:00 PM

Leslie Wade

Office: LZ 107
 Phone: 668-4944
 E-mail: wade.l74@osu.edu
 Office Hours: Mondays noon - 1:00 PM

Course Description (from the course bulletin)

Practicum on the Teaching of Psychology: lecture preparation, micro-teaching and other practice, assessment and feedback, organization of effective discussions and use of electronic media.

Fundamental Course Goals:

- To form useful **conceptual frameworks** for thinking about issues in the teaching of psychology in college such as instructor philosophies of teaching, student learning, teaching methods, and the assessment of teaching, learning, and **program/curriculum** objectives;
- To gain **practical skills and knowledge** to facilitate development of effective teaching in a college setting; and
- To begin **lecture preparation**, develop presentation capabilities, and learn specific courses administrative procedures for future teaching assignments.

This course addresses both theory (pedagogy) and practice (hands-on experience) to help prepare Graduate Teaching Associates (GTAs) for successful entry into the college classroom, and help more experienced teachers review and enhance their teaching practices.

Instructor's Goals:

- To share some basic principles of good teaching, including preparation, organization and classroom management, student-teacher rapport, clear communication, and fair evaluation of students' understanding of the course material.
- To build your understanding of University policies relevant to teaching as well as course specific policies for Psychology 100 and Psychology 367.01.
- To identify resources in the University community available to support your teaching and your continued growth and professional development.
- To offer support for your graduate teaching responsibilities.
- To help you enjoy the experience of teaching!

Course Format:

For the first six weeks, class meetings will include discussion of readings and student perspectives on teaching, activities and demonstrations, and various presentations from offices and departments that support teaching at OSU. Students will have opportunities to develop and build teaching skills through "micro-teaching" interaction with instructors and peers. "Micro-teaching" refers to delivery of short, focused lessons to your peers, allowing you to practice lesson planning and develop effective delivery techniques.

The final four weeks will involve preparation for specific future teaching assignments. Students will have the opportunity to engage in focused discussions with experienced GTA instructors, develop course outlines, and practice lecture delivery with feedback.

Required Texts:

Forsyth, D. R. (2003). Forsyth, D. R. (2003). The professor's guide to teaching: Psychological principles and practices. Washington, DC: American Psychological Association.

McKeachie, W.J. (2002). Teaching tips: Strategies, research, and theory for college and university teachers (11th ed.). New York: Houghton Mifflin.

Other selected readings may be taken from additional sources and will be made available during class.

Recommended Texts and Other Resources:

The following are additional texts on teaching you might consider for your personal library. Copies of these are available for your perusal in the General Psychology Office located in 125 Psychology Building. Check with Mary-Jane McDonald, the Office Manager (292-6331), regarding access to these books.

Chism, N.V.N. (1999). Peer review of teaching: A sourcebook. Bolton, MA: Anker Publishing Company, Inc.

→ ***Practical information on evaluating teaching***

Davis, B.G. (1993). Tools for teaching. San Francisco, CA.: Jossey-Bass.

→ ***Often recommended by experienced TAs; one of the more practical and readable guides to teaching available. A valuable addition to a teacher's bookshelf.***

Darley, J.M., Zanna, M.P., & Roediger III, H.L. (Eds.). (2004). The compleat academic: A career guide (2nd ed.). Washington, D.C.: American Psychological Association.

Goss-Lucas, S. and Bernstein, D. A. (2005). Teaching Psychology: A step by step guide. Mahwah, N.J.: Lawrence Erlbaum.

→ ***Lots of helpful tips and practical advice***

Pertman, B., McCann, L.I., & McFadden, S.H. (Eds.). (1999). Lessons learned: Practical advice for the teaching of psychology. Washington, D.C.: American Psychological Society.

Pertman, B., McCann, L.I., & McFadden, S.H. (Eds.) (2004). Lessons learned: Vol. 2: Practical advice for the teaching of psychology. Washington, D.C.: American Psychological Society.

Dunn, D. S. and Chew, S. L. (Eds.) (2006). Best Practices for Teaching Introduction to Psychology. Mahwah, NJ: Lawrence Erlbaum.

→ ***Experts weigh in on selecting a textbook, covering unfamiliar topics, alternative approaches, assessment, student learning styles, and teaching tips.***

Coursework

Written Assignments

Written assignments focus on three important issues:

- Developing a course syllabus
- Developing **goals/objectives**, class content, and test questions to assess student learning
- Formulating a philosophy of teaching

Specific instructions on each of these assignments will be provided in class.

Lecture preparation and practice

By the end of the quarter, you should have completed approximately one-third of the lectures for one specific course! This will save you time and stress during the academic year. Furthermore, you will prepare and practice by presenting material to the class and will receive both instructor and peer feedback. Details on each of the following will be provided in class:

- One five-minute talk on any topic—your choice.
- One ten-minute segment of a predetermined lecture topic which should include both lecture and an activity. You will co-prepare with another student but will present on your own. We will videotape and review with you.
- One 15-minute mini-lecture prepared and presented on your own.

Participation

Your contributions to this course are important! Although attendance won't be taken, your participation, feedback, thoughts, and ideas are valuable for you and your peers. In the event of absence, please inform the instructor in advance (if possible) and make individualized arrangements for remediation with one of the instructors.

Basis of Final Grades:

In-class teaching/Lecture prep and practice	
○ Five-minute talk	30%
○ Co-developed lecture (individual 10-minute delivery)	
○ Micro-teaching (15 minutes)	
Written lecture outlines (approximately 10)	40%
○ Include goals/objectives and test questions	
Syllabus development assignment	10%
Teaching philosophy assignment	10%
Participation, involvement, contributions to discussions	10%

Audit Option

Students who elect to audit the course are expected to attend all classes, read the assignments, and participate fully in class discussions and activities. A student auditing the class to meet the requirements for a Teaching Certificate in the Department must complete satisfactorily the same requirements as a student enrolled for credit. The audit is not an option for students required to take the course to be eligible for teaching assignments in the Department.

Other Important Matters....

Academic Misconduct

All work must be your own. Cheating or plagiarism will be reported following official University procedures. The Ohio State University Code of Student Conduct can be located at the following URL:

http://studentaffairs.osu.edu/resource_csc.asp

Accommodations for Students with Disabilities

If you feel you may need accommodation based on the impact of a disability, please contact the instructor privately to discuss your specific needs.

Additionally, please contact the **Office for Disability Services** at (614) 292-3307, room 150 Pomerene Hall with documentation of your disability to allow them to arrange reasonable accommodations for you. Their website is:

www.ods.ohio-state.edu

Course information is available in alternative format upon request.

Tentative Course Calendar

This calendar is subject to change. Additional readings may be distributed in class, and due dates for assignments may change with one week's notice. Announcements will be made in class.

DATE	TOPIC	READINGS	ASSIGNMENTS
06/19/06	Welcome, Introductions, and Course Goals		Prepare 5-minute lecture for 6/21/06 Bring an undergraduate syllabus for 6/26/06
06/21/06	The Call to Teach <i>Beginning lecture prep and practice</i>	9 McKeachie, Chapter 1 9 Buskist, W., Benson, T., Sikorski, J.F. (2005). The Call to Teach. <i>Journal of Social and Clinical Psychology</i> , 24, 111-122.	5-min presentations on any topic (not psychology!).
06/26/06	Course Preparation <i>Setting objectives Selecting a textbook Creating a syllabus</i>	9 Forsyth, Chapter 1 9 McKeachie, Chapter 2 9 Handout: Goss-Lucas & Bernstein, Chapter 2: Preparing your course. 9 Assignment 1: Creating a syllabus	
06/28/06	Getting Established <i>The first day of class Student expectations Developing rapport</i> Your Philosophy of Teaching <i>Understanding your teaching style</i>	9 McKeachie, Chapter 3 9 Handouts: Goss-Lucas & Bernstein, Chapters 3 and 4 9 Assignment 2: Formulating a Philosophy of Teaching	
7/03/06	Course Content <i>Effective lecturing Building presentation skills</i>	➤ Forsyth, Chapter 2 9 McKeachie, Chapter 6	Assignment 1 due: Creating a syllabus
07/05/06	Course Content, Part 2 <i>Beyond the lecture Demonstrations, discussions, and activities Incorporating technology</i>	9 Forsyth, Chapter 3 9 McKeachie, Chapters 12 and 17	
07/10/06	Prep and practice		Individual 10-min lecture, videotaped, with feedback Turn in co-prepared written outline today

07112/06	Prep and practice		Individual 10-min lecture, videotaped, with feedback
07117/06	Classroom Management <i>Managing your classroom, your time, and the workload</i> <i>Problems and solutions</i>	➤ Forsyth, Chapter 6 ➤ McKeachie, Chapter 14	
07119/06	Assessment <i>Are you meeting your objectives?</i> <i>Grading and student learning</i> <i>Instructor effectiveness</i>	➤ McKeachie, 3, 9 and 11 ➤ Forsyth, Chapters 4, 5, and 8	
07124/06	Nuts and Bolts: Policies and Procedures <i>Course policies</i> <i>University policies</i> <i>Academic misconduct</i>	➤ McKeachie, Chapter 7 ➤ Psych 100 GTAs: Read P 100 General Syllabus, REP Syllabus, and TA Manual Sections IV & V ➤ Psych 367 GTAs: Read General Syllabus and TA Manual	
07/26/06	Touchy Subjects <i>Ethics</i> <i>Diversity in the classroom</i>	➤ McKeachie, Chapters 10, 25, 26 and 27 ➤ Handouts	Assignment 2 due: Formulating a teaching philosophy
NOTE: For the next 2.5 weeks, students meet with GTAs for the course they will be teaching. Class meetings involve topic-specific preparation and discussion, including tips for lecture preparation, activities, demonstrations, and hints.			
07/31/06	100: First Day Methods Neuroscience 367: First Day Methods I and II		At each meeting, turn in components of Assignment 3: <ul style="list-style-type: none"> • Goals/objectives for lecture, • PowerPoint slides, • At least one activity or demonstration, • Test questions

08/02/06	100: Development Thinking/Language Sensation 367: The Self Social Cognition Attribution		
08/07/06	100: Perception Motivation Emotion Mental Disorders 367: Aggression Prosocial Behavior Group Processes		
08/9/06	100: Learning Memory Gender Stress 367: Prejudice and Stereotyping Conformity and Obedience		
08/14/06	100: Consciousness Social Personality 367: Attitudes Cognitive Dissonance Attraction		
08/16/06	Micro-teaching for P100 and P367—Part 1		15-min PowerPoint presentations
08/21/06	Micro-teaching for P100 and P367—Part 2 ----- Creating a Portfolio Your Philosophy, revisited Wrap-up; Final feedback Lunch	Forsyth, Chapter 9	15-min PowerPoint presentations -----

Appraisal: Practicum in Clinical Assessment
Psychology 864.01
Spring 2004

Meeting: Fridays, 9:30AM-12:18PM, 127 Townshend Hall
Instructor: Charles Emery, Ph.D., 213 Townshend Hall, 688-3061, email:emery.33@osu.edu
Assistant: Jennifer Preston, M.A., 141 Townshend, 292-2059, email:preston.58@osu.edu

This course is designed to provide background and training in administration and interpretation of psychological assessment tools. Emphasis will be placed on the Wechsler Adult Intelligence Scale (WAIS-III) and the Minnesota Multiphasic Personality Inventory (MMPI-2). The goal of this course is to provide you with experience in conducting an evaluation, integrating behavioral, personality, and intellectual data into a comprehensive report, providing feedback to the assessment volunteer, and making a case presentation to the class.

Core textbooks:

Graham, J.R. (2000). MMPI-2: Assessing personality and psychopathology (3rd ed.).
New York: Oxford.

Kaufman, A.S., & Lichtenberger, E.O. (1999). Essentials of WAIS-III Assessment.
New York: Wiley.

Course requirements:

Each student in the class is expected to conduct an evaluation of two undergraduate volunteers, conduct feedback sessions with the assessment volunteers, complete written reports of each evaluation, and present one 'case' in class. Grades will be based on the written and oral case reports. In addition, your feedback sessions will be videotaped for review. Breakdown of grading is provided below.

Class participation (10%): Students are expected to complete assigned readings and to participate actively in class discussion and practice sessions, as well as during the case presentations in the last two class sessions.

WAIS-III practice and MMPI-2 practice (5% each; 10% total): Students will provide data for one practice assessment of each test, conducted with a friend or relative.

Written reports (25% for each report; 50% total): Students will be expected to complete comprehensive written reports on each of two assessment 'cases'. Reports will include behavioral observation, assessment data, and interpretation. General guidelines for report-writing will be discussed in class and are provided in the Psychological Services Center handbook.

Oral case presentations (20%): Students are expected to make an oral presentation of one assessment report to the class during the last two class sessions. Oral reports will provide a synopsis of the information provided in written reports.

Videotaped feedback sessions (5% for each; 10% total): Students are expected to videotape their feedback sessions with undergraduate volunteers. Each videotape will be reviewed and scored.

<u>Week</u>	<u>Date</u>	<u>Topic</u>	<u>Readings</u>
1	4/2	Overview of course/background Interviewing/behavioral data	See attached reading list*
2	4/9	Introduction to the WAIS-III	K&L, Chap. 1-4 WAIS-III, pp. 1-62
3	4/16	WAIS-III administration, scoring	K&L, Chap. 5-7 WAIS-III, pp. 63-end
4	4/23	Introduction to the MMPI-2: Validity and clinical scales Practice WAIS-III reports due	Graham, Chap. 1-5
5	4/30	MMPI-2: Content and supplementary scales	Graham, Chap. 6-8
6	5/7	Interpretation/report writing/ feedback sessions I preparing case presentations I Socio-cultural influences in psychological assessment Practice MMPI-2 reports due	Graham, Chap. 9-10
7	5/14	Diagnostic approaches Achievement testing	See attached reading list*
8	5/21	Projective assessment techniques (Sharla Wells, Ph.D.)	See attached reading list*
9	5/28	Neuropsychological assessment (Keith Yeates, Ph.D.)	See attached reading list*
10	6/4	Case presentations / Wrap-up	

11 617 **Final reports (and video tapes) due by 5PM**

"Supplemental readings will be available for photocopying in room 245 Townshend.

Reading assignments:

4/2 Introduction

Meyer, G.J., Finn, S.E., Eyde, L.D., Kay, G.G., Moreland, K.L., Dies, R.R., Eisman, E.J., Kubiszyn, T.W., & Reed, G.M. (2001). Psychological testing and psychological assessment: A review of evidence and issues. American Psychologist, *56*, 128-165.

5/14 Achievement testing

Katz, L.J., & Slomka, G.T. (2000). Achievement testing. In G. Goldstein & M. Hersen (Eds.), Handbook of psychological assessment, 3rd Edition (pp. 149-182). New York: Pergamon.

5/21 Projective assessment

Required:

Exner, J.E. Jr. (1993). Introduction. The Rorschach: A Comprehensive System, Volume 1: Basic Foundations, 3rd Edition, NY: John Wiley & Sons, Inc.

Meyer, G.J., Hilsenroth, M.J., Baxter, D., Exner, J.E.Jr., Fowler, J.C., Piers, C.C., & Resnick, J. (2002). An examination of interrater reliability for scoring the Rorschach comprehensive system in eight data sets. Journal of Personality Assessment, *78*(2), 219-274.

Murray, H.A. (1981). A method for investigating fantasies: The Thematic Apperception Test. In E.S. Schneidman (Ed.) Endeavors in Psychology: Selections from the Personology of Henry A. Murray (pp. 390-408). NY: Harper & Row.

Parker, K.C.H., Hanson, R.K., & Hunsley, J. (1988). MMPI, Rorschach, & WAIS: A meta-analytic comparison of reliability, stability, and validity. Psychological Bulletin, *103* (3), 367-373.

Optional:

Rossini, E.D. & Moretti, R.J. (1997). Thematic Apperception Test (TAT) interpretation: Practice recommendations from a survey of clinical psychology doctoral

programs accredited by the American Psychological Association. Journal of Professional Psychology: Research & Practice, 28(4), 393-398.

Viglione, D.J. and Hilsenroth, M.J. (2001). The Rorschach: Facts, fictions, and future. Psychological Assessment, 13(4), 452-471.

Weiner, I.B. (1999) What the Rorschach can do for you: Incremental validity in clinical applications. Assessment, 6(4), 327-339.

5/28 Cognitive/neuropsychological testing

Lezak, M. (1995). Neuropsychological Assessment (3rd ed.). New York: Oxford. (Chap. 1-3, pp. 7-96).

Yeates, K. O. & Taylor, H. G. (2001). Neuropsychological assessment of children. In J. W. Andrews, D. H. Saklofske, & H. L. Janzen (Eds.), Handbook of psychoeducational assessment: Ability, achievement, and behavior in children (pp. 415-450). New York: Academic Press.

2003-2004 Clinical Practicum (Adult): Fall

Faculty:

Professor Andersen

202 Townshend

292-4236

andersen.1@osu.edu

Clinic Assistant

Jennifer Preston

Clinic telephone: 292-2059

Clinic hours: M-W: 8:30-1:30

Thurs: 8:30-4:30

Fri: 9-11 am

preston.58@osu.edu

Texts:

Egan, G. (2002). *The skilled helper, 7th ed.* Pacific Grove, CA: Brooks/Cole. (Egan).

Pipes, R.B., & Davenport, D.S. *Introduction to psychotherapy: Common clinical wisdom.* Boston: Allyn and Bacon. (Pipes)

Thursday September 25

Orientation and mechanics of the clinic operations (files, billing, taping, etc) and room clean
Orientation to practicum.

HIPPA info

Making initial contacts to clients (telephone, scheduling)

Pipes: 1 (Intro), 2 (?s of Ther), 3 (Client fears).

Egan: 1 & 2 (Intro).

*Tuesday September 30

Assessment of suicide risk.

Common medications.

Multicultural and Ethical Issues.

Pipes: 5 (Ethical), 6 (Intake), 10 (Multicultural).

Egan: 3 (Values), 4 (Communication).

Thursday October 9

Initial interview.

Diagnostic interviews: SCID.

Pipes: Chapters 7 (Therapeutic stance), 8 (Listening).

Egan: Chapter 5 (Listening).

*Tuesday October 14

Assessment interviewing: Problem assessment (functional analysis).

Integrating test data with functional analyses.

Egan: Chapters 6 (Communication), 7 (Probing/summarizing).

Thursday October 23

Assessment interviewing: Developmental/life history.

Pipes: Chapter 15 (Relationships).

Reprints: Amato (2001), Caspi (2000), Diehl (1998), Levy (1998), & McCrae (2000).

***Tuesday October 28**

Session notes and correspondence.
Report rewriting.
Examples in clinic manual.
Handout (Chapter 8, Records & Notes).

Thursday November 6

Diagnostic session: Integrating interview, testing, and psychopathology/ treatment knowledge.
Pipes: Chapter 16 (Brief therapy).

Thursday November 13

Supervision.
Handout (Chapter 5, Supervision).

***Tuesday November 18**

The therapist.
Pipes: Chapters 4 (Therapist fears), 7 (Therapist), 9 (Mistakes), 14 (Responsibility).

Thursday November 27

No class - Thanksgiving.

Thursday December 4

Process issues in therapeutic relationships.
Pipes: Chapters 11 (Resistance), 12 (Counter/Transference).
Egan: Chapter 9 (Reluctant/resistant).

IMPORTANT: Tuesday December 9, Noon

Clinic folders must be complete/up to date for grading.

Thursday December 11

Termination.
Evaluation of clinical development in practicum.
Quarter wrap up, course evaluation, and planning for the winter quarter.
Pipes: Chapter 13 (Termination).
Egan: Chapter 21 (Helping).

Psychology 886
Practicum
2004 Autumn Quarter

<u>Supervisors</u>	<u>Office</u>	<u>e-mail address</u>
Pamela S. Highlen, Ph.D.	104 Townshend	highlen.1@osu.edu
Veronica Muniz, M.A.	____ Townshend	veronicamuniz@hotmail.com
Sarah Reimer, M.A.	____ Townshend	sereimer3@hotmail.com

Seminar Time: Fridays, 3:00-5:00 PM, Room 170 Townshend Hall (Room 163 will also be used when we divide the class for case presentations).

Students with disabilities who have been certified by the Office for Disabilities Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs.

All students at The Ohio State University are bound by the Code of Student Conduct (see <http://oaa.ohio-state.edu/coam/code.html>). Violations of the code in this class will be dealt with according to the procedures detailed in that code. Specifically, any alleged cases of misconduct will be referred to the Committee on Academic Misconduct.

I. Student Liability Insurance Requirement

Renew your student liability insurance and give Pam Highlen proof of your current insurance coverage.

At the September 17, 2002 Area meeting, the Counseling Psychology faculty adopted a policy to require all graduate students and anyone who enrolls in Psychology 886 (Practicum) to purchase student liability insurance. Counseling Psychology students are expected to maintain liability coverage throughout their enrollment in the CP graduate program. A copy of each renewal policy must be submitted to the Director of Practicum and Internship Training on a yearly basis.

The intent of this requirement is to protect our students from potential law suits as they engage in professional training at the Department of Psychology's Psychological Services Center and at external practicum and internship training sites. Consultation with OSU lawyers indicated that counselors and graduate student supervisors (who are not practicum Graduate Associates) working at the Psychological Services Center are not covered by OSU liability insurance. Therefore, the faculty deemed it in the best interest of our graduate students and of our program to require all students to obtain liability insurance for the duration of their graduate training.

In order to obtain insurance, students must be student affiliates of the American Psychological Association. If you are not a student affiliate of APA, go on line to <http://www.apa.org/membership/join.html>. Print out the application form, complete it, and mail it to the American Psychological Association as directed. The annual fee is \$40 to be a student affiliate of APA.

You can obtain student liability insurance through the American Psychological Association Insurance Trust (APAIT) for \$35/year. To apply on line for this liability insurance, go to <http://www.apait.com>. To apply by phone, call 1-877-637-9700. The application will be for "Student." The most comprehensive coverage only costs \$35/year, which gives you \$1,000,000 per incident and an annual aggregate of \$3,000,000. Since the cost for maximum coverage is so reasonable, we strongly recommend you select this coverage.

As noted previously, you must be a student affiliate of APA. The APAIT on line form asks for your APA "Membership Information" and lets you choose among three options: (a) I have a Member Number (which you are asked to supply), and (b) I am Applying for a Member Number, and (c) I do not have a Member Number. If you are not already a student affiliate of APA, we recommend that you select option (b) "I am Applying for a Member Number"; APAIT will email you a copy of your policy. If you select option (c), APAIT will send you a letter to get your member number; this process takes longer. APAIT representatives have said that it is not a problem to get insurance while you are in the process of applying for APA student affiliate membership.

You do **not** need to get any "Certificate of Insurance." APAIT will e-mail you a copy of your policy, and you can print a copy of the 2nd page of that policy as proof of insurance.

As soon as you have your student liability insurance policy, give the Director of Practicum and Internship Training, (Pam Highlen), a photocopy of the 2nd page of your policy as proof of your insurance. Note that you will need to provide proof of insurance annually throughout your tenure in the Counseling Psychology Graduate Program.

II. Registration of Psychology Trainees with the State Board of Psychology

Beginning Autumn quarter of 2002, the CP Program began registering all of its graduate students with the State Board of Psychology. Each student completes the Supervisee Registration Form (SRF) once, when they first enter the program. When students go on their pre-doctoral internship or otherwise leave the program, their names will be removed from registration with the Board. In addition any graduate student who enrolls in Psychology 886, Practicum, at the Psychological Services Center (PSC) must be registered with the Board. On the first day of practicum, these students complete the Supervisee Registration Form (SRF), which the Director of Practicum and Internship submits to the Board. At the end of the quarter, The Director of Practicum and Internship Training will remove the student's name from registration with the Board.

The Ohio Board of Psychology policy states that all students who will engage in hazardous practices (OAC 4732-5-01) complete a Supervisee Registration Form (SRF), which is then signed by the Director of Practicum and Internship Training. "Psychology Trainee" is the designated title used to refer to graduate students who are registered with the Board and

who are engaged in professional training as graduate students prior to the pre-doctoral internship.

III. Health Insurance Portability and Accountability Act (HIPAA) as it applies to the Psychological Services Center. The Privacy portion of HIPAA went into effect April 16, 2003. The Transactions HIPAA regulation went into effect October 16, 2003. **You are responsible for knowing HIPAA regulations and following PSC HIPAA procedures.** The PSC HIPAA Policies & Procedures handbook is at the Receptionist's desk. Additional HIPAA materials are on reserve in the CP file cabinet.

IV. Course Description

The two main objectives of practicum are to provide psychology trainees with (a) counseling experience using a brief therapy model, and (b) opportunities to hone their counseling and case conceptualization skills. Observation of each session by a supervisor provides a "safety net" so that psychology trainees can implement various techniques and approaches to maximize their learning. Emerging issues from sessions will be processed in each individual supervisory session, as well as during seminar meetings. Case conceptualization is also emphasized.

V. Objectives

- A. To increase your direct and vicarious counseling experience.
- B. To improve your counseling skills and abilities.
- C. To improve your ability to provide specific feedback to yourself and others in a responsible way.
- D. To continue the development of case conceptualization skills and to implement these ideas in session.
- E. To identify and articulate your theoretical approach to counseling as it manifests in your counseling.
- F. To retain (or regain!) your sense of humor, a healthy perspective, and enjoy the process of learning.
- G. To take risks and be open to your growth and development as a psychology trainee.

Don't worry about impressing your classmates or instructors by "doing it right."

VI. Reading

- A. Ohio Psychology Law. As a Psychology Trainee, you are responsible for acting within the framework of Ohio law that pertains to psychologists. Keep a copy of the Law as a reference for your ongoing work as a Psychology Trainee. If you do not already have a copy of this document, you can obtain it on line at the following web site address: <http://psychology.ohio.gov/lawandrule.stm>
- B. APA Ethical Principles for Psychologists and Code of Conduct. In addition, you are responsible for acting within the framework of the American Psychological Association's *Ethical Principles for Psychologists and Code of Conduct*, which was revised in 2002. If you do not already have a copy of this document, you can obtain it on line at the following web site address: <http://www.apa.org/ethics/code2002.html>
- C. Prochaska, J. O. & DiClemente, C. C. (1992). The transtheoretical approach. In J.D. Norcross & M.R. Goldfried (Eds.), *Handbook of psychotherapy integration* (pp. 300-334). New York: Basic Books. A copy of this chapter has been placed in your mailbox; your supervisees also have received a copy. You MAY OR MAY NOT find this approach helpful as you consider how to articulate your

theoretical orientation. We will discuss this chapter at the first class meeting.

- D. *Caring for the Mind: The Comprehensive Guide to Mental Health (1996)* by Dianne and Robert Hales. This book was purchased for the 2004 spring practicum and is to be used as a reference in your work with clients during this practicum and your subsequent work as a psychology trainee. Used and new copies may be purchased on line, such as www.amazon.com and www.ebay.com
- E. *The Gift of Therapy (2002)* by Irvin D. Yalom. Ordered for this class, which means that it should be available in the various OSU bookstores. New and used copies in both paperback and hardback are available on line (e.g., www.amazon.com and www.ebay.com). We will read and discuss this book in class.
- F. Material distributed in class.
- G. Any relevant reading that pertains to your clients' issues, determined in consultation with your supervisors.
- H. Optional. The *DSM-IV-TR* (Text Revised) complete version or the pocket size edition. We strongly recommend that you purchase the *DSM-IV-TR* since you will be using it throughout your career as a psychologist. A copy of the *DSM-IV* is on reserve in Psychological Services Center in a cabinet in the receptionist's area.

VII. Requirements

A. Counseling. To carry a case load of two clients or, if you wish, add a third client.

This requirement includes:

- (1) weekly 50-minute interview with each client.
- (2) weekly supervision session for each case.
- (3) review videotape of each session and keep weekly case and psychotherapy notes.

Note. The PSC HIPAA Privacy Notice must be given to ALL clients. After reading this statement, which the client keeps, the client must sign the Privacy Acknowledgement form. This form must be placed in the client's folder. Disclosure statement read and signed by clients must be signed by your immediate supervisor and by the supervising psychologist (Pam Highlen) and placed on the PHI side of the client's folder. Also Protected Health Information (PHI) as indicated and Psychotherapy Notes must be signed and dated by you, your immediate supervisor and the supervising psychologist (Pam Highlen) regularly throughout the quarter. To expedite this process, print your name and the name of your supervisor and the supervising psychologist in the appropriate spaces.

- (4) present a one-hour case presentation in the practicum seminar.
- (5) prepare a termination or interim summary report for all clients seen.
- (6) complete a minimum of 8 client contact hours.
- (7) A termination and/or interim report for each client seen during the quarter should be completed by the last week of the quarter prior to final exam week. These reports should be turned in to the supervisors at the feedback session which will be held during finals week. After the reports are signed, put them in the appropriate client folders in the file cabinet in the Psychological Services Center. Remember, if you continue to see clients during winter quarter, you still need to prepare interim reports.

Use the termination form and label as "Interim Report." Revisions, if necessary, should be made, and the summary report placed in the client's folder. All reports must be signed by your immediate supervisor, and the report must also be signed by the supervising psychologist (Pam).

B. Observation. For any week when you do not have direct client contacts (sessions), substitute one hour of observation of a psychology trainee's session. In other words, for each direct client contact hour less than 2/week, substitute one hour of observation of another psychology trainee. Write your observations and feedback on each session (1/2-page minimum) and give to the psychology trainee whom you have observed. IF possible, briefly meet with the trainee you observed to verbally go over your feedback. Observations can be done by viewing the psychology trainee's videotape or by watching the session as it occurs over closed circuit TV.

C. Seminar. Attend the weekly seminar meetings.

D. Read the weekly case presentation report in preparation for seminar meetings.

E. Case Presentations. You will make a 1-hour case presentation. Email your case presentation as an attachment to all members of your practicum section, the GA assigned to your section and to Pam. Be sure that no information that could reveal the identity of the client is included in this written document. *Email to class members no later than 7 PM on Thursday night before your case presentation. Class members will make a hard copy of the case presentation which they will bring to class. All email case presentation attachments must be deleted as soon as a hard copy is made.* A folder containing examples of case reports is available in the counseling psychology file cabinet. For the class case presentation, you will provide a brief overview of the case, identify specific issues you would like discussed; provide a theoretical conceptualization of the case, and show a portion of a session (approximately 5 minutes). Remember to reserve a video cart for your presentation. Discussion of the case will follow; trainees will also provide oral feedback on the written case report.

F. In individual supervision sessions: first, discuss and sign two copies of the Supervision Agreement form. Throughout supervision, discuss DSM-IV diagnoses with your supervisor using the five DSM-IV axes. Include the multi-axis DSM-IV diagnoses in the PHI of the client folder and also in written case presentations. This information is to be placed at the end of the written report. If you are supervised by someone other than Veronica or Sarah, please ask/remind this supervisor to discuss the DSM-IV diagnoses for your client with you. A reserve copy of the DSM-IV is located in a cabinet in the PSC Receptionist Area for your use within PSC only. You may wish to purchase a copy of the DSM-IV-TR now or at some time during your professional training. Your supervisor will videotape most or all of your supervision sessions. Each supervisor will have you sign two forms for permission to videotape these sessions. You will be given a copy; the supervisor will retain the other copy.

G. Documentation. On a weekly basis, monitor and record all hours spent in practicum. At the end of the quarter you will complete the quantitative summary form (copies in the file cabinet), which will be signed by your immediate supervisor and the supervising psychologist. You will make three copies: for the Director of Practicum and Internship Training, your advisor, and for your professional training records. In addition, qualitative feedback on your practicum experience will be compiled by you and your supervisors. Your supervisors will also provide a quantitative evaluation of your work

as a counselor and supervisee. Some quantitative evaluation forms are included in this packet. Discuss this requirement and possible formats for the quantitative feedback. Find ALL available times when you both can attend your 30-minute individual feedback session on Monday, December 6th from 8:00 AM-1:00 PM AND/OR December 7th from 8:00 AM-1:00 PM. ***IMPORTANT* DURING YOUR FIRST SUPERVISION MEETING**, identify all possible mutually convenient times for you and your supervisors to meet with Pam. Bring the list of all of these times to the FIRST Class, September 24th OR email this information to Sarah (sereimer3@hotmail.com) NO LATER THAN WEDNESDAY, SEPTEMBER 29TH. Sarah will create the Master Schedule and distribute it on Friday, October 1st. Each psychology trainee and immediate supervisors will bring written qualitative feedback on their work in practicum. The supervisors will also provide copies of quantitative evaluation of your counseling. To assist you in writing the qualitative feedback, two examples written from the supervisor's perspective are attached to this syllabus. This evaluation should be typed, using the following format: (a) 3 Main Headings: Psychology 886: Practicum: 2004 Autumn Quarter; (b) 4 identifiers: (a) Psychology Trainee: (Your Name); (b) Supervisors: (Immediate Supervisors' Names); (c) Supervising Psychologist/ Director of Practicum and Internship Training: (Pamela S. Highlen, Ph.D.); (d) Advisor: (Advisor's Name). Use the following side headings for the content of this qualitative evaluation: Psychology Trainee's Client, Nature of Contact, Presenting Strengths, Presenting Goals, Strengths Evidenced or Developed, Areas for Continued Growth/Future Challenges, and Final Thought. Write the evaluation in either prose style or bullet form. Please bring THREE copies of both the quantitative and the qualitative evaluation to this meeting: one for Director of Practicum & Internship Training (Pam), one for your advisor, and one for your files. Ask your supervisors to provide three copies of their qualitative AND quantitative feedback as well. You and your supervisors will sign all copies, and you are responsible for giving your advisor a copy. Refer to the packet of information we will distribute for details regarding this paperwork.

VIII. Evaluation

Since this practicum is an S/U course, satisfactory completion of the above requirements and satisfactory evaluations by your supervisors are necessary to receive an "S" grade.

IX. Schedule

<u>DATE</u>	<u>TOPIC</u>
Sept 24	Syllabus; Organization; Client Pool
Oct 1	Discussion of ongoing cases, <i>Gift of Therapy</i> ; Discussion Chapters TBA
Oct 8	Discussion of on going cases; <i>Gift</i> ; Chapters TBA
Oct 15	Discussion of on going cases, <i>Gift</i> ; Chapters TBA

Note. For 1-hour case presentations, Veronica's section will meet in room 163; Sarah's section will meet in room 170. Pam will alternate between

sections on a weekly basis. For the second hour of class, the large group will reconvene in room 170 for informal discussion of cases, a discussion of Yalom chapters, or for a speaker presentation. Trainees are responsible for reserving video rooms for their case presentations.

	3:00-4:00 PM	4:00-5:00 PM (170)
	<u>Veronica: Room 163</u>	<u>Sarah: Room 170</u>
Oct 22	CP1_____ CP2_____	Yalom: Case Disc or TBA
Oct 29	CP3:_____ CP4_____	Yalom: Case Disc or TBA
Nov 5	CP5:_____ CP6_____	Yalom: Case Disc or TBA
Nov 12	CP7:_____ CP8_____	Yalom: Case Disc or TBA
Nov 19	CP9_____	Yalom: Case Disc or TBA
Dec 3	<u>Speaker and Wrap up.</u> Because the APA Accreditation Site Visit is December 2-3, we must schedule the individual 30-minute feedback meetings for Monday, December 6 (8:00 AM-1:00 PM) and for Tuesday, December 7 (8:00 AM-12:30 PM). All paper work, including quantitative and qualitative evaluations and client folders with all pages of signed Protected Health Information (PHI) and Psychotherapy Notes and signed termination and/or interim reports, must be turned in at this meeting; otherwise, a grade of "Incomplete" will be given. Note that you can see clients during finals week if you, your supervisor, and the client are willing and you can negotiate a mutually convenient time.	

<u>Final Feedback Meetings</u>		
<i>Monday, December 6</i>	<i>Tuesday, December 7</i>	<i>Wednesday, December 8**</i>
8:00 _____	8:00 _____	8:00 _____
8:30 _____	8:30 _____	8:30 _____
9:00 _____	9:00 _____	9:00 _____
9:30 _____	9:30 _____	
10:00 _____	10:30 _____	
10:30 _____	10:30 _____	
11:00 _____	11:00 _____	
11:30 _____	11:30 _____	
12:00 _____	12:00 _____	
12:30 _____	12:30 _____	
1:00 _____	1:00 _____	

****Wednesday will be used ONLY as a last resort IF neither Monday nor Tuesday times work**

APPENDICES

- ❖ **TWO QUALITATIVE FEEDBACK EXAMPLES:** On the next two pages are hypothetical examples of qualitative feedback that were prepared by Rob Hartman. Although these are written from the supervisor's perspective, you can adapt them for your use from the Psychology Trainee's point of view. Use them as models in preparation of your qualitative feedback. Remember to also include the following main and side headings described in VI.6: (a) 3 Main Headings: Psychology 886: Practicum; 2004 Autumn Quarter; (b) 4 Identifier Side Headings: (a) Psychology Trainee: (Your Name); (b) Immediate Supervisors: (Their Names); (c) Supervising Psychologist/Director of Practicum & Internship Training: (Pamela S. Highlen, Ph.D.); (d) Advisor: (Advisor's Name); Finally, at the bottom, create three lines for signatures for the (a) Psychology Trainee, (b) Immediate Supervisors, and (c) Supervising Psychologist. Type their names below signature lines, and include a line for the Date.
- ❖ **DISCLOSURE STATEMENT:** Read the Psychology 886 Instructor's (Supervising Psychologist's) statement. Make two copies: you and instructor sign; each retains a copy.
- ❖ **SUPERVISEE'S BILL OF RIGHTS:** Read.
- ❖ **SUPERVISION AGREEMENT:** Read; make TWO copies (for you and your immediate supervisor); each party signs and keeps copy for her/his records. Supervisor keeps copy in her/his supervision file folder.

SUPERVISEE EVALUATION

Your immediate supervisors will provide you with both qualitative (verbal and written Narrative) *and* quantitative (instrument[s]). Several examples of quantitative forms are provided in this syllabus packet. Your supervisor may wish to consult with you regarding which form(s) to use.

- ❖ **PROFESSIONAL COUNSELING PERFORMANCE EVALUATION:** Covers material that supervisors *may* consider in the evaluation of your counseling. You will receive formative evaluation/feedback during ongoing individual supervision meetings and summative written evaluation/feedback at mid-term and end-of-term meetings. Information from this performance evaluation form *may* be used in these evaluations.
- ❖ **COUNSELING PRACTICUM INTERVIEW RATING FORM:** Supervisors *may* use this form in providing feedback to you on your counseling. You will receive formative evaluation/feedback during individual supervision meetings and summative written evaluation/feedback at mid-term and end-of-term meetings.
- ❖ **SUPERVISEE PERFORMANCE ASSESSMENT INVENTORY:** Supervisors *may* use this form in providing feedback to you on your counseling. You will receive formative evaluation/feedback during individual supervision meetings and summative written evaluation/feedback at mid-term and end-of-term meetings.

SUPERVISOR EVALUATION

At end-of-term you will provide your supervisor with qualitative (verbal) and quantitative (written form) feedback. Several examples are provided in this syllabus packet. You and your supervisor can consult to decide with form(s) to use.

- ❖ **SUPERVISOR ASSESSMENT:** This form is the one we have used for several years.
- ❖ **SUPERVISION QUESTIONNAIRE:** Developed by Ladany, Hill, & Nutt (1996).
- ❖ **SUPERVISORY WORKING ALLIANCE INVENTORY: TRAINEE FORM.** From Efstation, Patton, & Kardasy (1990)
- ❖ **SUPERVISORY WORKING ALLIANCE INVENTORY: SUPERVISOR FORM**
INSTRUCTIONS From Efstation, Patton, & Kardasy (1990)

The SWAI can be used by both supervisee and supervisor and then compared.

PSYCHOLOGY 887F
(<http://www.psy.ohio-state.edu/dell>)

new #
887.04

Cognitive-Behavioral Approaches to Counseling

Autumn 2003

Dr. Dell (688-8287) or dell.1@osu.edu

107 Townshend

Text: Leahy, R.L. & Dowd, E.T. (Eds.) (2002). *Clinical advances in cognitive psychotherapy: Theory and applications*. NY: Springer Publishing Co.

Seminar Content:

In the opening meeting of the seminar, the instructor will present an introduction to and an overview of cognitive and cognitive-behavioral approaches to counseling and psychotherapy. This will include distinguishing these from other approaches and consideration of how these two might be distinguished one from the other. It will also include information on the historical development of such approaches.

In the second session we will discuss some recent articles on cognitive and cognitive-behavioral approaches and consider a functional analysis of such approaches. Following these considerations, students will make choices of topics for their seminar presentations later in the quarter. Following this meeting, and the choice of topics, a complete schedule of meetings and their topics will be distributed.

Responsibilities of the Participants:

1. Co-lead one seminar session on a topic chosen at the second seminar meeting. Provide seminar participants with a bibliography of sources consulted in preparing your presentation and an indication of one or two "basic source" articles, books, etc. that they can consult if they wish to know more.
2. Complete the assigned readings and participate in the discussion at each seminar meeting.
3. Independently prepare a paper on one of the topics considered in this seminar of some aspect thereof. Topics for these papers are to be approved in advance by the instructor. Several kinds of papers are acceptable. These include: reviews of research evidence relevant to a particular approach, research proposals designed to extend knowledge regarding an approach, or comparative or integrative theoretical discussions.

Grading:

Grades will be determined in accordance with faculty rules and on the basis of the following scheme:

Seminar paper - 45%

Seminar Presentation - 35%

Participation in discussions - 20%

A mark of "I" (Incomplete) will be awarded only to students who have had a written request for such a mark approved prior to the final session of the seminar.

Psychology 887G
Seminar on Issues in Counseling Women
Spring, 2005
Monday, 12:30-2:18 p.m.
Room 01 Lazenby Hall
Call #17000-0
Dr. Nancy Betz
110 Townshend Hall
292-4166

new #
887.05

DATE	TOPIC
March 28	Introduction to course. Historical overview of interest in the sexual politics of counseling and therapy. Models of mental health. Primary prevention and intervention.
April 4 and April 11	Introduction to feminist therapy Concepts of Sex and Gender: Biological and Sociocultural bases.
April 11	Women's Career Development
April 18	Women's Career Development and multiple roles. Managing career and family - - Professors Barbara Andersen and Courtney DeVries, Department of Psychology, The Ohio State University
April 25	Video "That's A Family", facilitated by Dr. Christine Smithies, Independent Psychology Practice and Columbus School for Girls.
May 2	Issues in counseling with African American Women. Sherry E. Haggins, CCS. Issues in Counseling with Latina/Hispanic women. Veronica Leal, Department of Psychology, OSU.
May 9	Issues in Counseling with Asian and Asian American women. Dr. Kristy Castro, CCS. Women and Violence.
May 16	Counseling Lesbian women. Panel and presentation by T. Anne Hawkins, M.A., L.P.C., Ph.D. candidate West Virginia University.
May 27	Eating Disorders and Body Image. Dr. Tracy Tylka, Assistant Professor, The Ohio State University.
May 30	Memorial Day - no class

Finals Week

Monday, June 6, 11:30 a.m. - 1:18 p.m.

or

Wednesday, June 8, 1:30-3:18 p.m. - Class presentations.

Requirements

1. Class attendance and participation. Grade will be reduced for unexcused absences.
2. Project. Either participation on a "team" which will creatively explore issues regarding one group of women and make a short presentation to the class (More details TBA) or preparation of 10-page review of literature on some topic relevant to counseling women.
3. Outline and commentary on selected chapters in text. Since we will cover these lightly, if at all, in class, please outline and provide brief overall reaction to Chapters 6, 8, 9, 11, and 12. These can be 1-2 pages in length, typed, double-spaced, no e-mail. Graded Pass/Fail. Chapters 7-8 due May 9. Chapters 6, 11, 12 due June 6.
4. Read and written report on one book intended to immerse you in some aspect of women's culture (see list). Please select a book you haven't read.

Required Readings

- Betz, N. (1989). The null environment and women's career development. *The Counseling Psychologist*, 17, 136-144.
- Bridges, S. K., Selvidge, M. M. D., & Matthews, C. R. (2003). "Lesbian women of color: Therapeutic issues and challenges." *Journal of Multicultural Counseling and Development*, 31(2): 113-130.
- Gomez, Maria J., Fassinger, Ruth E. et al. (1994). An initial model of Latina achievement: Acculturation, biculturalism, and achieving styles. *Journal of Counseling Psychology*, 41, 205-215.
- Richie, B. S., Fassinger, R. E. et al. (1997). Persistence, connection and passion: A qualitative study of the career development of highly achieving African American - black and white women. *Journal of Counseling Psychology*, 44, 133-148
- Dworkin, S. (2000). Individual therapy with lesbian, gay, and bisexual clients. In R. Perez, K. DeBord, and K. Bieschke (Eds.), *Handbook of Counseling and Therapy with Lesbian, Gay, and Bisexual clients*. Washington, DC: APA
- True, R. H. (1990). "Psychotherapeutic issues with Asian American women." *Sex Roles*, 22, 477-486.

Relevant Text Chapters

March 28-April 11, Chapters 1-4, Betz, 1989

April 11-18, Chapter 7

May 2 and May 9 --Gomez et al, 1994, Richie et al, 1997, True, 1990.

May 9, Ch. 8-9

May 16, Bridges et al 2003, Dworkin, 2000

Other Chapters to read -- 6, 11, 12

Novels/Autobiographies or Biographies (all paperbacks, easily obtained on Amazon.com)

Carmen Bin Laden. *Inside the kingdom: My life in Saudi Arabia.*

Sue Kidd. *The secret life of bees*

Alice Wallace. *The color purple*

Hayden Herrera. *Frida: A biography of Frida Kahlo*

Susan Vreeland. *The forest lover: The story of Emily Carr*

Jeffrey Eugenides. *Middlesex*

Noelle Howey. *Dress codes*

Rita Mae Brown. *Ruby fruit jungle*

David Weaver. *Ruby Elzy: Black diva of the 30's* (Hardbound only as far as I know)

Mary Beth Rogers. *Barbara Jordan: American hero*

new #
887.07

Psychology 887M
Existential and Phenomenological Approaches to Counseling
2002 Spring Quarter

8:30-10:30 AM Tuesdays and Thursdays, Room 170 Townshend Hall

Instructor: Pamela S. Highlen, Ph.D.

Office: 104 Townshend Hall

e-mail: highlen.1@osu.edu

Phone: 292-5308

Office Hours: By appointment

Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your needs. Please contact the Office for Disability Services at 614-292-3307 in room 150 Pomerene Hall to coordinate reasonable accommodations for students with documented disabilities.

I. Course Description

This seminar focuses on the continuum of phenomenological-existential approaches to counseling. Historically these approaches have only considered Western European American traditions, such as Gestalt, Person-Centered and Western Existential (e.g., Yalom) perspectives. This traditional approach is limiting in several ways. First, it ignores recent theoretical and researches in psychology (transpersonal) and in science (quantum physics). Second, it ignores spirituality as an integral portion of existence and as a primary source of meaning. Third, it does not speak to worldviews held by other cultures besides European American. Fourth, a general criticism of existential-phenomenological approaches is that their exclusive focus is on the individual. An individualistic focus ignores the importance of extended family and a collectivist perspective. A final criticism of phenomenological-existential approaches is that they tend to be intra-psychically oriented which therefore minimizes environmental factors, such as the "-isms" (racism, sexism, heterosexism, and so forth).

This course addresses these shortcomings in the followings ways. First, transpersonal psychology and recent advances in quantum physics will be explored. Second, alternate worldviews and interventions that embrace spirituality from diverse cultures will be considered. Third, we will attempt to ground existential-phenomenological perspectives within a Person X Environment framework that acknowledges the importance of multi-layered contexts that exist within this interaction. Doing so will make existential perspectives more appropriate for contemporary use in the twenty-first century. Fourth, we will focus on experiential, as well as

verbal therapies that may have more meaning from people from high-context cultures.

Although differences exist across the approaches that we will consider, some commonalities are apparent. First, each is based upon a holistic perspective of the person. Second, at its core, each approach has respect for the meaning people attach to their perceptions of the world (external-internal, conscious-unconscious, material-spiritual). Third, we will discover commonalities across diverse metaphysical traditions. These similarities suggest that common fundamental principles unite all people of the world and provide bond that can help all people embrace and celebrate their differences.

This seminar will focus on therapeutic approaches rather than theory, per say. A combination of experiential, discussion, and guest speaker activities will be utilized.

II. Texts

Given the nature of this course and the diverse topics that will be covered, a large number of books and chapters will be read.

1. Brazier, D. (1997). *Zen therapy: Transcending the sorrows of the human mind*. New York: John Wiley.
2. Talbot, M. (1991). *The holographic universe*. New York: Harper-Collins.
3. Firman, J., & Gila, A. (1997). *The primal wound: A transpersonal view of trauma, addiction, and growth*. Albany, NY: State University of New York Press.
4. Gendlin, E. T. (1996). *Focusing-oriented psychotherapy: A manual of the experiential method*. New York: Guilford.
5. Barasch, M. I. (1993). *The healing path: A soul approach to illness*. New York: Jeremy P.I. Tarcher/Putnam Book.
6. Strasser, F., & Strasser, A. (1997). *Existential time-limited therapy: The wheel of existence*. West Sussex, England: John Wiley.
7. Duran, E., & Duran, B. (1995). *Native American postcolonial psychology*. Albany, NY: State University of New York Press.

8. Parham, T. A., White, J. L., & Ajamu, A. (1999). *The psychotherapy of Blacks: An African centered perspective* (3RD Ed.) Thousand Oaks, CA: Brooks/Cole.
9. Weiner, D. J. (Ed.). (1999). *Beyond talk therapy: Using movement and expressive techniques in clinical practice*. Washington, D.C.: American Psychological Association.
10. Readings that will be distributed in class or placed on reserve in room 118 Townshend Hall.

III. Course Objectives

- A. To more fully understand and experience the diverse perspectives enumerated in the course description.
- B. To experience self knowledge as a viable way of knowing.
- C. To experience "real knowledge (Newman, 1982); that is, learning that has been absorbed by and has changed the learner.

IV. Course Requirements

- A. *Completion of readings* prior to discussion in class. This course involves a heavy reading load, and it is imperative that all group members read the assigned material prior to class and complete the pre-class journal entries (see "C" below).
- B. *Show up; perceive what has heart and meaning; say what is so without judgment or blame; be open, not attached to outcome.* (The Four-fold Way—Angeles Arrien)
- C. *Journal—prior to and following each class session.* Prior to each class meeting write in your journal, (a) a distillation of the meaning of the readings, (b) key quotations that will stimulate class discussion. Following each class session, write in your journal (a) points that provide you with "real" knowledge (Newman, 1982) and/or aspects that resonate with you and what does not, (b) reflections upon the experiential components of the class (e.g., the individual and collective Osho Zen cards drawn daily), (c) integration and synthesis of learning and comparison/contrast of the day's work with previously covered material. Your journal can be handwritten or typed and kept in a computer file. In addition to your reflections on each class, you will write your reflections on the entire quarter, which will include, but is not necessarily limited to, "real" knowledge obtained, and musings on how you will integrate material "that spoke to you" in your life.

- D. 10:15-10:30 AM: *Experiential Activity*. We will end each class with an experiential activity.

VI. Course Evaluation

- A. Completion of the requirements will result in an "A" grade.

VII. Topical Outline for the Quarter (Subject to Change)

Session/Date	Topic	Assignment
1 April 2	Syllabus/Introduction/Zen Therapy	Brazier: Zen Therapy
2 April 4	Zen Therapy: Foundations & Buddhist Psychology	Brazier: Parts 1 & 2
3 April 9	Therapy as a Zen Way	Brazier: Part 3
4 April 11	Holographic Universe	Talbot: Parts I & II
5 April 16	Holographic Universe	Talbot: Part III
6 April 18	Transpersonal Psychology	Valle & Wittine Chapters distributed in class
7 April 23	Transpersonal Psychology	Frager, Schneier, & Metzner Chapters (DIC)
8 April 25	Primal Wound: TP view of Trauma. . .	Firman & Gila: Ch 1-6
9 April 30	Primal Wound	Firman & Gila: Ch 7-10
10 May 2	Valle Ch 1-5 The Gendlin Process Focusing-Oriented Psychotherapy	Gendlin: Part 1: Focusing & Listening
11 May 7	Valle Ch 6-10 Integrating Other Therapeutic Methods	Gendlin: Part 2
12 May 9	Existential Time-Limited Therapy	Strasser & Strasser: entire book
13 May 14	The Healing Path: A Soul Approach to Illness	Barasch: Chapters 1-9
14 May 16	The Healing Path: A Soul Approach to Illness	Barasch: Chapters 10-17
15 May 21	Caring for the Client who is Ill: Dr. Marla Oberhausen	TBA & distributed
16 May 23	Indigenous Cultures Maori Drawing & Shapes Test completed before class	
17 May 28	Native American Centered Psychology	Duran & Duran— entire book
18 May 30	African-Centered Therapies	Parham et al.— entire book

EZEMENARY OBA31

PSYCHOLOGY 887T
CROSS-CULTURAL/MULTICULTURAL COUNSELING
AND PSYCHOTHERAPY LAB
Spring, 2002

new #64
887.08

<u>Professors</u>	<u>Office Phone</u>	<u>Office Address</u>
Lisa Y. Flores, Ph.D.	688-4922	109 Townshend Hall 1885 Neil Ave. Mall
Karen M. Taylor, Ph.D.	292-5766	CCS 1640 Neil Avenue
<u>Time:</u>	Wednesdays - 1:00 - 3:00 p.m. Spring Quarter, 2002	<u>Place:</u> Townshend Hall Room 127

Required Texts:

- Sue, D. W., Ivey, A. E., & Pedersen, P. B. (1996). A theory of multicultural counseling and therapy. Pacific Grove, CA: Brooks/Cole
- Sue, D. W., Carter, R. T., Casas, J. M., Fouad, N. A., Ivey, A. E., Jensen, M., LaFramboise, T., Manese, J. E., Ponterotto, J. G., & Vasquez-Nuttal, E. (1998) Multicultural counseling competencies: Individual and organizational development. Thousand Oaks, CA: Sage.

Additional readings are required and will be made available in Jean's office (118 Townshend).

Course Objectives

This course is designed to enhance your multicultural counseling competencies for providing psychological services to culturally diverse populations by:

- introducing you to the field of multicultural counseling and psychotherapy
- increasing your awareness of your assumptions, values, and biases
- providing an atmosphere in which we can explore ourselves, our world views, and the world view of others
- providing a forum for sharing of information and ideas
- increasing your awareness and understanding of cultural factors in the assessment, diagnostic, and therapeutic processes
- developing awareness, sensitivity, and understanding of various racial, sexual orientation, cultural, and ethnic groups
- extending and broadening your clinical conceptualization skills and therapeutic effectiveness with people from diverse cultural backgrounds
- increasing your awareness of your strengths and limitations when engaged in a multicultural therapeutic relationship
- becoming acquainted with recent multicultural counseling literature
- growing towards fluency as multicultural counselors.

Course Philosophy:

This course is an outgrowth of our commitment to the appreciation of human diversity. As counseling psychologists, we believe we have a moral and ethical responsibility to prepare students to work effectively with clients with world views and backgrounds different from your own. In doing this, we believe that reflection, self-analysis, and sharing of feelings and personal experiences is as necessary as gaining relevant information.

You will engage in several in-class activities as well as out of class assignments that are designed to help you achieve the objectives of this course. The process and outcome of this class will depend on each of your contributions. **Thus, each class member is asked to be ready and committed to explore your own personal and professional self through class discussion, role plays, and reaction papers.** It is expected that each of you prepare for each class meeting by completing the assigned readings, and synthesizing the material with your personal experiences. Each of you will be expected to contribute to the discussions and dialogues.

Requirements:

1. Participation: A sign of student professionalism is commitment to ongoing training and feedback as demonstrated in class attendance and receptivity to (and respect for) peer discussion and feedback. Attendance is mandatory; absences and tardiness to class will be reflected in your final grade. In addition to class attendance, your participation requirement will be based on active participation in class discussions and exercises, respect for differing views expressed in class, and openness to feedback.
2. Outside Personal Growth Activities: We would like for you to participate in activities outside of class which are designed to increase your personal awareness. You may select 1 activity from the following list of outside activities and write a 2 page paper on what you have learned from the experience. **Due on or before May 22.**
 - a. Cross-cultural immersion experience
 - b. Racial identity interview
 - c. Family/friend tree
 - d. Journaling
 - e. Workshops or presentations on particular cultural groups (must be pre-approved)
 - f. Consciousness raising group
 - g. Any other activity you can think of (must be pre-approved)
3. Autobiographical Statement: This assignment will require you to demonstrate self-knowledge and awareness about yourself as a cultural being. You will write a 10-13 page paper in which you reflect on how you have been influenced by your group affiliations. Specifically, we would like you to answer the following questions: How have these reference groups (race, ethnicity, gender, social class, religion, and sexual orientation) influenced your development as a person to date? In turn, how does this influence your role as a psychologist? **Due May 8.**
4. Final: The final assignment in this course will require you to integrate the knowledge and skills you have gained in the area of multicultural psychology. The goal of this assignment is to apply this knowledge/skill to your clinical practice. We will provide you with a case study and ask you to conceptualize the case and illustrate how you would work with the client using your theoretical approach (of course, integrating multicultural theory and techniques in your conceptualization and treatment plan). **Due Monday, June 10 by 5 pm.**

**CROSS CULTURAL/MULTICULTURAL COUNSELING
AND PSYCHOTHERAPY LAB
PSYCHOLOGY 887T**

Spring, 2002
Dr. Lisa Y. Flores
Dr. Karen M. Taylor

Tentative Course Outline

<u>Date</u>	<u>Topic</u>	<u>Readings</u>
4/3/02	Introductions Overview of Course and Requirements Need for this Course Political Correctness	Sue et al., Ch. 1-3 Katz, 1985
4/10/02	Multicultural Counseling Competencies & Training	Sue et al., Ch. 4, 7 Alexander & Sussman, 1995
4/17/02	<u>Color of Fear</u>	
4/24/02	Understanding and Fighting Oppression Privilege	McIntosh Neville et al., 2001 D'Andrea & Daniels, 2001
5/1/02	Culturally Competent Assessment Measurement of Multicultural Constructs	Ridley et al., 1998
5/8/02	Theories of Multicultural Counseling	Sue, Ivey & Pedersen, Ch. 1-3, 6
5/15/02	Barriers to Cross-Cultural Communication Pederson's Triad Model	Sue, Ivey & Pedersen, Ch. 5, 7 Pedersen, 1988
5/22/02	Cases and Role Plays: Recovery Skills	Sue, Ivey & Pedersen, Ch. 11-12
5/29/02	Cases and Role Plays	Sue, Ivey & Pedersen, Ch. 13-14
6/5/02	Multicultural Counseling Competencies: Current Issues & Future Directions Course Summary Course Evaluation	Sue et al., Ch. 10

Evaluation:

Assignments are due at the beginning of the class on the assigned dates. Grades for late assignments will be lowered by 10% for every day they are late.

Participation: 25 points

Outside Personal Growth Activities: 20 points

Autobiographical Statement: 25 points

Final: 30 points

Total: 100 points

NOTE: Any student who feels s/he may need an accommodation based on the impact of a disability should contact us privately to discuss your specific needs.

Psychology 887U
Supervision Seminar
2004 Autumn Quarter

new #
887.09

<u>Instructor</u>	<u>Office</u>	<u>e-mail address</u>	<u>phone</u>
Pamela S. Highlen, Ph.D.	104 Townshend	highlen.1@osu.edu	292-5308 (O), 893-6075 (C) 876-2262 (H)

Seminar Time: Tuesdays, 9:30 AM-12:30 PM, Room 122 Townshend

Office Hours: By Appointment

Students with disabilities who have been certified by the Office for Disabilities Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs.

All students at the Ohio State University are bound by the Code of Student Conduct (see <http://oaa.ohio-state.edu/coam/code.html>). Violations of the code in this class will be dealt with according to the procedures detailed in that code. Specifically, any alleged cases of misconduct will be referred to the Committee on Academic Misconduct.

I. Course Description

This seminar is the first of a two-quarter sequence in which students will learn about the theory, research, and practice of clinical supervision from a multicultural perspective. Ideally each supervisor will have a total of *three* supervision cases over the two quarters (e.g., 1 case autumn quarter; 2 winter quarter or vice versa). This case load is contingent upon the number of psychology trainees enrolled in Psychology 886 each quarter. Theories and models of supervision, multicultural issues, and ethical/legal concerns will be covered during the first quarter. During the 2005 winter seminar, multicultural and other important supervisory issues will be covered in greater depth, and supervision research will be highlighted. Please remember that all supervisory case information is confidential and should remain within the confines of the supervision seminar.

II. Objectives

- A. To develop knowledge of supervision theory, research, and practice from a multicultural perspective.
- B. To begin the process of your professional identity as an ethical clinical supervisor.
- C. To develop skills in the area of peer supervision-of-supervision ("sup-of-sup").
- D. To identify and examine personal issues which influence your role as a competent clinical supervisor.
- E. To develop the observational and conceptualization skills that will allow you to assess supervisee competence in the realms of psychotherapy *and* supervision process and outcome.
- F. To learn to write supervisory case conceptualization notes and reports in a professional manner.

G. To make the supervision seminar a safe place to share information and reactions about your clinical supervision experiences.

III. Readings

- A. Prochaska, J. O., & DiClemente, C. C. (1992). The transtheoretical approach. In J.D. Norcross & M.R. Goldfried (Eds.), *Handbook of psychotherapy integration* (pp.300-334). New York: Basic Books. A copy of this chapter has been placed in your mailbox; your supervisees also have received a copy and will discuss it during their first 886 class meeting. You MAY OR MAY NOT find this approach helpful as you consider how to articulate your theoretical orientation. However, remember that you will share your theoretical orientation with supervisees in your initial meeting.
- B. Bernard, J. M., & Goodyear, R. K. (2004). *Fundamentals of clinical supervision* (3rd Ed.). Boston: Pearson, Allyn & Bacon.
- C. Neufeldt, S. A. (1999). *Supervision strategies for the first practicum* (2nd Ed.). American Counseling Association.
- D. American Psychological Association. (2002). *Ethical principles and code of conduct: 2002*. Washington, DC: Author. <http://www.apa.org/ethics/code2002.html>
- E. Association for Counselor Education and Supervision. (1995). Ethical guidelines for counseling supervisors. *Counselor Education and Supervision*, 34, 270-276. Reprinted in Bernard & Goodyear (2004), pp. 342-346.
- F. Ohio State Board of Psychology. (2003). *Chapter 4732-13, Supervisory Relationship*. Refer to the Ohio State Board of Psychology web page: <http://psychology.ohio.gov/lawandrule.stm> (pp 26-31).
- G. Readings on reserve in a file drawer in Jean Edsell's office, room 118 Townshend Hall. Required and Optional readings will be designated as such in the syllabus or will be announced in class.

IV. Requirements

A. Pre-Course Self-Assessment (50 points). To obtain a baseline measurement of your supervisory skills, prepare a typed summary of your supervisor-relevant experiences *prior to* beginning supervision with your supervisee. Include the Supervisor Self Assessment Form as part of your self assessment. This form is included in this syllabus packet. The written/prose pre-assessment summary should include: (a) your clinical background (strengths and growth edges), (b) an overview of your model of psychotherapy, (c) your experiences as a supervisee, (d) your experiences as a supervisor, (e) your model or theory of supervision, and (f) specific supervisory goals for yourself this quarter. This typed Self-Assessment and the completed Supervisor Self Assessment Form should be sent to Pam Highlen (highlen.1@osu.edu) as an email attachment preferably before or no later than Tuesday, September 21, 2004.

B. Post-Course Self-Assessment (50 points). In this typed assessment include (a) a summary of your strengths and growth edges as a supervisor, (b) critical incidents from all aspects of the course (supervision meetings, seminar, etc.), (c) your revised evolving model or theory of supervision, (d) the extent to which you achieved your pre-course assessment goals, (e) additional goals on which you worked, and (f) future goals for yourself as a supervisor. Include the Supervisor Self Assessment Form as part of your self assessment. The Post-Course Self-Assessment is due during finals week PRIOR to your individual meeting with Pam (email to her 24 hours in advance of your meeting) and will provide one focus for this meeting.

C. Supervisee Case Presentation (100 points). Write and submit a typed Supervisee Case Presentation. Send as an email attachment to all class members and Pam *no later than 24 hours before* your oral presentation. Be sure there is no information contained in this report that will

identify the supervisee. The written case presentation must include aspects described in the Supervisee Case Presentation Outline (attached to this syllabus). All students will delete each case presentation file from their computer files. All hard copies will be returned to the presenter after the case presentation. The presenter will shred all copies except one which will be placed in the supervision file. The 50-minute in-class case presentation will include a short videotaped excerpt from one of your supervisory sessions. Be sure that the quality of the videotape makes it possible to easily hear and see your supervisory session. (Test the equipment before your tape.)

D. Supervision Agreement. The supervisee will complete two copies of this agreement and bring to discuss with you during your first meeting. After you and your supervisees discuss, agree to, and sign these agreements, give one copy to the supervisee; place the other copy of this contract in the supervisee's file folder. Discuss the Supervisee Consent Form with each supervisee. You and your supervisee should sign TWO copies of this form. Give one to the supervisee; keep the other in the supervisee's file folder.

E. Supervision Case Notes (50 points). For each supervisee, create a supervision case note file. Folders are available in the PSC CP Supervision file cabinet drawer. Have the PSC Receptionist type a label for each of your folders. Write supervision notes *immediately* following each of your supervision sessions. Document the following in these weekly Case Notes: All issues discussed, recommendations made, actions taken, areas in need of remediation, assignments given, and results achieved. An example of supervision case notes is given in this packet of materials. Periodically, bring your supervision folders to seminar meetings for the Supervising Psychologist (Pam Highlen) to sign.

F. Participation (50 points). Students are expected to have read the assigned material and come to class prepared to discuss them. Active class participation is expected.

G. Weekly meetings with your supervisee(s). At your first meeting discuss and complete the Supervision Agreement and have the supervisee sign two copies of the Supervisee Consent Form.

H. Videotape your Supervision Sessions & Review 1 Colleague's Supervision Session Videotape (50 points). Videotape *most or all* of your supervision sessions. Review your tapes on a regular basis. Test equipment to be sure that audio and video are functioning properly to allow you and others to observe *and* hear these videotapes. Exchange one of your supervision videotapes with the colleague designated below.

Videotape exchange: PJ→Eric, Eric→Chad, Chad→Courtney, Courtney→Tamara, Tamara→Eunha, Eunha→Szu-Hui, Szu-Hui→Amanda, Amanda→Holly, Holly→Veronica, Veronica→Jen, Jen→PJ

Each dyad should negotiate when to re-new a supervision videotape. Review your colleague's videotape and write 1-2 pages of feedback on the session. Use Bernard's Discrimination Model *or* another model of supervision as a framework to organize your comments. Give the supervisor *and* Pam a copy of your feedback. *If possible*, talk with the supervisor about your feedback.

I. Individual Supervision Meetings with Supervising Psychologist. You will schedule a meeting with Pam for either 30 minutes (if you have one supervisee) *or* 1 hour (if you have two supervisees) during finals week (Wednesday, Thursday, or Friday, December 8, 9 or 10). For both of these meetings you will prepare the written post-course self-assessment (sent to Pam the day before your meeting) **AND** bring video tape(s) cued to a position to show 5-10 minutes of a supervision session with each of your supervisees. Reserve a room and video cart in PSC for these meetings.

J. Supervisee Formal Feedback during Finals Week. Prepare formal summative feedback for your supervisee(s). Use two types of evaluation: (a) Quantitative (Supervisee Assessment form—several *options* are included with this syllabus) **AND** the Psychology 886 syllabus packet and/or find

another or create your own form), AND (b) Quantitative (Narrative) written evaluation, which is the format currently used in practicum. Give your supervisee(s) a copy of this feedback and discuss it with them in your final supervision meeting. At your first or second meeting, review with your supervisee(s) all evaluation forms that you plan to use. You can renegotiate with your supervisee(s) a change in the quantitative terms that you use for the final summative evaluation of their work. At the same time, negotiate with your supervisee the selection of a supervisor evaluation form, which your supervisee(s) will complete and then discuss with you at the final supervision meeting. Refer to the Appendices included with the Psychology 886 syllabus packet and the Supervisor's toolbox at the end of the Bernard & Goodyear text for possible inventories that you might select.

K. Psychology 886 Final Feedback Meeting: A 30-minute meeting with your supervisee(s), the supervisee's other supervisor, and the supervising psychologist will be held at the end of the quarter. The purpose of this meeting is to complete paperwork and share supervisor evaluations with the supervisee and the supervising psychologist (Pam). You will complete both the qualitative (narrative) AND a quantitative evaluation of each of your supervisees and bring three copies of each to the final feedback meeting. Since the APA Accreditation Site Visit is December 2-3, 2004, *Psychology 886 final feedback meetings will be scheduled during FINALS Week: Monday, December 6th (8:00AM-1:30PM), and Tuesday, December 7th (8:00AM-1:30PM). Your supervisee is supposed to obtain all of your available times on these two dates during your first individual supervision meeting. Please give your supervisee this information then so we can create the Master Schedule in class on Friday, October 1st.*

L. Supervision Hours. Use the Clinical Supervision Practicum Training Log to record the time you spend in all of your supervision activities throughout the quarter. This Log is contained in this packet. At the end of the quarter, transfer these hours to the Supervision Hours Form, which is available in the PSC CP file cabinet or from Jean Edsall. You will make three copies of this form: one for the Director of Practicum and Internship Training, one for your advisor, and one for your professional training file.

V. Grades

Grades will be determined by your performance and the total number of points you accrue.

A = 270-300

B = 269--240

E = 0-239

The Supervision Practicum component of this seminar represents a major step in your transition from psychology trainee to professional psychologist, and you are expected to comport yourself in a professional manner in all aspects of the seminar. Failure to do so may result in an "E" grade.

VI. Class Schedule (Subject to Change)

Week	Date	Topics & Readings
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Assignments Due

0	Sept 21	Preparation for Initial Supervisory Meeting with Supervisee(s) Syllabus & Paperwork
		Read Pys 887U and 886 syllabus packets Transtheoretical Approach Chapter Pre-Course Self-Assessment Paper Due 9-21-04

- 1 Sept 28 Definitions & Evaluation Supervisee Agreement Signed/Filed Week 1
B&G: Ch 1-2; Neufeldt, Ch 1 Consent Form for Videotaping signed/filed
Qualities of Effective Supervisors
Optional: Allen, Scullios, & Williams (1986); Carpio & Hess (1987); Gray,
Lodony-Walker, & Ancis, 2001; Magnuson, Wilcoxon & Norem, 2000; Nelson
& Friedlander, 2001
Factors Influencing Supervisory Functioning
- 2 Oct 5 Ethical & Legal Considerations
B&G: Ch 3
Neufeldt, Ch 2
Multicultural Issues
B&G: Ch5; Fong & Lease, Brown & Landrum-Brown (1997)
Supervision Models: Overview
B&G: Ch 4
- 3 Oct 12 NO CLASS (due to CE Exam)
- 4 Oct 19 Supervisory Relationship & Strategies:
B&G: Ch 6 & 7; Neufeldt, Ch 3-4

Counseling Stimulus tape (Dr. Hackney & client)

Psychodynamic Supervision (Eckstein videotape)
Binder & Strupp (1997)
- 5 Oct 26 RET & Behavioral Supervision (Ellis videotape)
Liese & Beck (1997); Fruzzetti, Waltz, & Linehan (1997); Optional: Woods &
Ellis (1997)
Case Presentation 01 _____
- 6 Nov 02 Person-Centered Supervision (Rogers videotape)
Rice (1980); Patterson (1997)
Case Presentation 02 _____
- 7 Nov 09 Gestalt Supervision (Polster videotape)
Yontef (1997)
Case Presentation 03 _____
Integrative Approaches
Norcross & Hargis (1997)
- 8 Nov 16 Interpersonal Process Recall (IPR) (Kagan videotape)
B&G: pp/ 220-227; Kagan & Kagan (1997); Optional: Kagan (1980)
Presentation 04 _____
Presentation 05 _____

9 Nov 23 Developmental Models of Supervision
 Stoltenberg & Mondell (1997)
 Presentation 06 _____
 Presentation 07 _____

10 Nov 30 Social Role Models of Supervision
 SAS: Holloway (1997)
 Discrimination Model: Bernard (1997)
 Presentation 08 _____
 Presentation 09 _____

Finals Week

Dec 06-07 886 Final Feedback Meeting for 886 (Summative Evaluation)

Dec 08 7:30-10:30 Wrap up
 Presentation 10 _____
 Presentation 11 _____

Dec 08-10 Individual Meeting with PH (Post-Course Self-Assessment Due)
 Individual Meeting with Supervisee(s) (Summative Evaluations)

Psychology 889
2003-2004 Clinical Practicum (Adult): Fall

Faculty:
 Professor Andersen

202 Townshend
 292-4236

andersen.1@osu.edu

Clinic Assistant

Jennifer Preston

Clinic telephone: 292-2059

Clinic hours: M-W: 8:30-1:30

Thurs: 8:30-4:30

Fri: 9-11 am

preston.58@osu.edu

Texts:

Egan, G. (2002). *The skilled helper, 7th ed.* Pacific Grove, CA: Brooks/Cole. (Egan).

Pipes, R.B., & Davenport, D.S. *Introduction to psychotherapy: Common clinical wisdom.* Boston: Allyn and Bacon. (Pipes)

Thursday September 25

Orientation and mechanics of the clinic operations (files, billing, taping, etc) and room clean

Orientation to practicum.

HIPPA info

Making initial contacts to clients (telephone, scheduling)

Pipes: 1 (Intro), 2 (?s of Ther), 3 (Client fears).

Egan: 1 & 2 (Intro).

***Tuesday September 30**

Assessment of suicide risk.

Common medications.

Multicultural and Ethical Issues.

Pipes: 5 (Ethical), 6 (Intake), 10 (Multicultural).

Egan: 3 (Values), 4 (Communication).

Thursday October 9

Initial interview.

Diagnostic interviews: SCID.

Pipes: Chapters 7 (Therapeutic stance), 8 (Listening).

Egan: Chapter 5 (Listening).

***Tuesday October 14**

Assessment interviewing: Problem assessment (functional analysis).

Integrating test data with functional analyses.

Egan: Chapters 6 (Communication), 7 (Probing/summarizing).

Thursday October 23

Assessment interviewing: Developmental/life history.
Pipes: Chapter 15 (Relationships).
Reprints: Amato (2001), Caspi (2000), Diehl (1998), Levy (1998), & McCrae (2000).

***Tuesday October 28**

Session notes and correspondence.
Report rewriting.
Examples in clinic manual.
Handout (Chapter 8, Records & Notes).

Thursday November 6

Diagnostic session: Integrating interview, testing, and psychopathology/treatment knowledge.
Pipes: Chapter 16 (Brief therapy).

Thursday November 13

Supervision.
Handout (Chapter 5, Supervision).

***Tuesday November 18**

The therapist.
Pipes: Chapters 4 (Therapist fears), 7 (Therapist), 9 (Mistakes), 14 (Responsibility).

Thursday November 27

No class - Thanksgiving.

Thursday December 4

Process issues in therapeutic relationships.
Pipes: Chapters 11 (Resistance), 12 (Counter/Transference).
Egan: Chapter 9 (Reluctant/resistant).

IMPORTANT: Tuesday December 9, Noon

Clinic folders must be complete/up to date for grading.

Thursday December 11

Termination.
Evaluation of clinical development in practicum.
Quarter wrap up, course evaluation, and planning for the winter quarter.
Pipes: Chapter 13 (Termination).
Egan: Chapter 21 (Helping).

Clinical Practicum II (PSY 889)
Winter Quarter, 2000
Brad Schmidt, Ph.D.

General Description of the Second Semester:

The second semester of the PSY 889 practicum will be somewhat more therapy-oriented as students begin to build a case load of 2-3 patients. Group meetings will continue to provide didactics but students will also have the opportunity to present cases and treatment summaries. Individual supervision will contain technical skills training and process analysis.

Individual supervision will be provided by several supervisors for most students to expose you to a variety of supervisory styles.

Students will continue to receive supervision for every patient session. Please arrange with your individual supervisors the nature of the supervision (e.g., live, videotaped, audiotaped, all of the above).

Some of the topic areas that we will cover this semester include: CBT assessment and therapy interventions, structured diagnostic interviewing, risk assessment, domain specific assessment, case study design, ethics and cultural diversity.

Evaluation:

1. Students will be provided ongoing evaluation in the context of supervision
2. Formal evaluations (end of semester) will also be used to rate students on each area described within the practicum goals (see below).

These ratings are based on expected performance for a student at their level of training.

Grades

A. Grades from the practicum will be partly based upon the practicum student's progress within each goal area.

B. Grades are also based on the quality and timeliness of reports. A first draft of each assessment report (intake examination) is due 7 days following completion of the assessment, later drafts are due 3 days following the return date of the report. Students will be penalized half a letter grade for late drafts. Thus, 2 late returns will result in a reduction of 1 letter grade, e.g., B to C.

C. Failure to complete all assessments (i.e., reports are signed) by the final class day of the quarter will automatically result in an incomplete grade that will be converted to a letter grade upon completion of the assignments. Late completion will also result in a reduction of 1 letter grade, e.g., C to D.

Readings

The following texts are recommended for the second quarter:

Winter Quarter Schedule**Week 1**

Group Meeting: Supervision Issues, Logistic Issues, Conducting Case Summaries

Week 2

Group Meeting: Case Summary of ongoing pts

Week 3

Group Meeting: Case Summary of ongoing pts

Week 4

Group Meeting: Case Summary of ongoing pts, Structured Diagnostic Interviewing

Week 5

Group Meeting: Risk Assessment, Domain Specific Assessment

Week 6

Group Meeting: Single Case Designs

Week 7

Group Meeting: CBT of Anxiety Interventions

Week 8

Group Meeting: CBT for Anxiety Interventions

Week 9

Group Meeting: Cultural Diversity, Treatment Summaries

Week 10

Group Meeting: Treatment Summaries

SPEECH AND HEARING SCIENCE SYLLABI

743 DESCRIPTION: Readings and discussion of **topics pertinent** to the assessment and treatment of hearing **disorders**. Each decimal subdivision repeatable to maximum of 3 credit hours. Prereq: Grad standing in speech and hearing science or permission of instructor.

OLD	NEW #	NEW TITLE (or "same")	NEW 18 CHARACTER ABBREVIATION
744.01 Hearing Disorders G 1	743	CLINICAL SEMINAR IN HEARING DISORDERS G 1	
A- Introduction to Audiology Clinic	743.01	SCREENING IN SPEECH-LANGUAGE-HEARING	SCREENING IN SLH
B- Integrating DX Info & Report Writing	743.02	COUNSELING AND REPORT WRITING	COUNSELING/REPORT
C-Advanced Amplification Protocols	743.03	HEARING AID APPLICATIONS	HA APPLICATIONS
D-CAP Protocols	743.04	ETHICS	ETHICS
E- Clinical Grand Rounds	743.05	EVIDENCE-BASED PRACTICE	EBP
F- Professional Issues	743.06	RESUMES AND INTERVIEWING	RESUMES/INTERV
none	743.07	CLINICAL GRAND ROUNDS	GRAND ROUNDS
G- Contemporary Issues	743.00	Same	CONTEMP ISSUES

744 DESCRIPTION: Readings and discussion of **topics** pertinent to the assessment and treatment of speech and language disorders. Each decimal subdivision repeatable to maximum of 3 credit hours. Prereq: Grad standing in speech and hearing science or permission of instructor.

OLD	NEW #	NEW TITLE (or "same")	NEW 18 CHARACTER ABBREVIATION
744.02 Speech Language Disorders G 1	744	CLINICAL SEMINAR IN SPEECH AND LANGUAGE DISORDERS G 1	
A- Introduction to SLP Clinic	744.01	Same	INTRO SLP CLINIC
B- TX Meth for Artic and Phonology	744.02	ARTICULATION AND PHONOLOGY: ASSESSMENT AND INTERVENTION	ARTIC/PHONOLOGY
G Language Assessment and Intervention	744.03	LANGUAGE: ASSESSMENT AND INTERVENTION	LANGUAGE
D-Neurogenics	744.04	NEUROGENICS: ASSESSMENT AND INTERVENTION	NEUROGENICS
E- Special Issues	744.05	Same	SPECIAL ISSUES
F- Professional Issues	744.06	Same	PROF ISSUES
G Contemporary Issues	744.00	Same	CONTEMP ISSUES

Professional Issues in Audiology (643)

Mondays 5-7pm

Instructor: Julie Hazelbaker, Ph.D.

Office hours: By appointment

hazelbaker.22@osu.edu

Course Objective:

To provide exposure to clinical audiology at various locations and to prepare students for their own clinical experiences. Issues relevant to audiology including confidentiality, professionalism, ethics and scope of practice will be addressed.

Course Description:

This 3 quarter course will consist of one 2-hour class period per week which will be comprised of lectures, guest lectures, case studies, journal article review and grand rounds.

Students are encouraged to suggest topics and issues they are interested in covering. Every attempt will be made to incorporate these interest areas into the weekly classes.

Course Requirements:

	<u>Points</u>
Class attendance	250
Class participation	250
Clinical observations	250
Journal of clinical experiences	<u>250</u>
<i>Total points possible</i>	<i>1000</i>

This is a pass/fail course. To pass, you must earn at least 80% of the total points.

Important Dates:

Autumn quarter 2005

September 26	First class
October 10	Guest speaker ; Class @ 3pm "Fitting special populations with hearing aids"
	Randi Pogash, Oticon Hearing Instruments
October 31	Clinical observations begin ; Class @ 3pm
November 28	Last class, Autumn quarter

Winter quarter 2006

January 2	First class, clinical observations begin
January 30	Guest speaker “Fitting the elderly with hearing aids” Randi Pogash, Oticon Hearing Instruments
February 6	New clinical placements
March 6	Last class, Winter quarter

Spring quarter 2006

March 27	First class, clinical observations begin
April 24	Guest speaker “Connecting with your patient during the fitting process” Randi Pogash, Oticon Hearing Instruments
May 1	New clinical placements
May 22	Last class
May 29	No class (Memorial day)

Journals

As previously stated, each student will be required to keep a journal of the observations they make at each clinical placement. These journals will be reviewed each week.

Examples of important things to note in journal entries:

- facility information**-type of facility, does it “feel” professional, what about it looks (or doesn’t look) professional, would you feel comfortable bringing a family member here, is it organized, etc.
- audiologist information**-how many audiologists work there, do they look professional, do they act professional and do they speak professionally to their patients, are they able to develop a rapport with their patients, do they like their job, what do they like most and what do they like least about their job, etc.
- testing information**-what testing is completed and WHY were these tests chosen.
- counseling**-what is discussed after the testing or the hearing aid appointment, does the patient seem satisfied with the service and the explanations, if you were the client would you want to know more, etc.
- questions**-ask the audiologist questions about hearing aids, about their feelings about the Au.D., about their career path...anything you are interested in (record your questions and their answers).

Speech & Hearing 710
Articulation and Phonological Disorders
Autumn, 05

Instructor: Steven M. Griffin, M.A. CCC/SLP

E-mail: sgriffin23@sbcglobal.net; sgriffin@reyn.org

Office Hours: TBA 501-5510 (office) 451-9709 (home)

COURSE DESCRIPTION:

This course will review assessment and intervention strategies relative to the effective clinical management of persons with disorders of phonology affecting communication and literacy.

COURSE OBJECTIVES:

Knowledge:

1. Identify the differences between articulatory and phonological disorders.
2. Identify the nature, causes, and correlates of articulatory and phonological disorders.
3. Review a variety of approaches to assessment and gain guided practice in their use.
4. Review specific procedures for summarizing articulatory and phonological error patterns in written form.
5. Review up-to-date clinical models that underlie the intervention process.
6. Understand the importance of phonological awareness in literacy training.
7. Review practical examples of phonological awareness training strategies.

Skills:

1. Describe and classify a client's speech sample into appropriate phonological rules and processes.
2. Select appropriate assessment tools for evaluating articulation and phonology.
3. Select the most appropriate treatment goals and intervention plans based on the description of a client's sound system.
4. Learn appropriate elicitation techniques for phonology and articulation.

Values:

1. Identify the appropriate role of assessment in the intervention process.
2. Value the importance of higher level problem solving and critical thinking during assessment and treatment.
3. Value the importance of reviewing case studies of children who present with articulatory and phonological disorders and the treatment procedures used in their clinical management.
4. Consider the importance of assessment options, limitations of current assessments and interventions, variables involved in assessment and treatment planning, and the role of theory.

ACADEMIC MISCONDUCT:

Academic misconduct guidelines are strictly upheld. Academic misconduct is a violation of the Code of Student Conduct and, per faculty rule 335-31-02, must be reported to the Committee on Academic Misconduct. The University defines academic misconduct as any activity which tends to compromise the academic integrity of the institution, or subvert the educational process. Cheating on an examination or permitting someone to cheat from your exam will result in a failing grade for the course. Similarly, plagiarism will not be tolerated and also result in a failing grade for the course. Any student who plans on missing an examination should contact the instructor in advance. If you have any questions or concerns, please contact Steve Griffin.

ABSENCES:

If you are unable to attend a class, please remember that you are responsible for getting any material that you missed from another student or contact the instructor.

COURSE MATERIALS AND REQUIREMENTS

Required Texts

Bernthal, J.E. and Bankson, N.W. (2004). *Articulation and Phonological Disorders* (5th Ed.) Boston: Allyn & Bacon.

GRADING:

There will be **three** quizzes/assessments, a chapter presentation, case study, and a two-hour comprehensive final exam. All quiz and exam questions will come from the required readings and the material covered in class (including presentations from your peers).

3 Quizzes (25 points each) = 75 points

Chapter Presentation = 75 points

Case Studies = 50 points

Final Exam = 100 points

Total Course Points = 300

Course Calendar (Important Dates)

A course calendar is shown below.

Please review it carefully and note the items in boldface

Sept 22 Class

Sept 27 Class

Sept 29 Class

Oct 4 Class

Oct 6 Class **Quiz #1 (Chapters 1-2 Present)**

Oct 11 Class

Oct 13 Class

Oct 18 Class **(Chapter 3-4 Present)**

Oct 20 Class **Quiz #2**

Oct 25 Class

Oct 27 Class **(Chapter 5-6 Present)**

Nov 1 Class

Nov 3 Class

Nov 8 Class **Quiz #3 (Chapter 7-8 Present)**

Nov 10 Class

Nov 15 Class

Nov 17 Class **(Chapter 9-10 Present)**

Nov 22 Class

Nov 24 No Class Thanksgiving

Nov 29 Class **(Chapter 11-12-13 Present)**

Dec 1 Last Class

Week of December 5 FINAL EXAM TBA

PLEASE NOTE: Quiz dates on syllabus are not set in stone. They are provided to give you a tentative schedule. Changes may and will most likely occur. I prefer for our quiz schedule to be dictated by the rate at which we cover and master information and not by a calendar. Quizzes will be given when the class is ready and at appropriate points along the course of study. See Topical Outline for a better idea of quiz schedule.

GRADE EQUIVALENTS:

A	95-100%,	C	70-72%
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A-	90-94%	C-	66-69%
B+	86-89%	D+	63-65%
B	80-85%	D	60-55%
B-	76-79%	E	54% and below
C+	73-75%		

Chapter Presentations:

You will be expected to make a collaborative classroom presentation on a portion of the book *Successful R Therapy* by Pam Marshalla. The book contains 13 chapters. Each group (groups of 4 max) will be assigned two chapters to present throughout the quarter. Handouts outlining the chapters should be submitted to the instructor and classmates on the day of the presentation. The presentations will be approximately 30 minutes in length.

I will announce to you the chapter reading assignments for each week during class.

The instructor reserves the right to change the schedule as circumstances arise. Feel free to ask questions at any time during class and outside of class. Since I generally won't be available around the department you can always contact me at work or home.

TOPICAL OUTLINE

Course Orientation - Explanation of Requirements

- Expectations
- Readings
- Case Studies
- Exam/Quizzes
- Course Grading
- Introduction to Clinical Decision Making

Articulation and Phonology: Background and Development

- Phonetics and Phonology - Perspectives on Intervention
- Phonological Acquisition
- Phonological Processes
- Complete Review of Phonological Processes

QUIZ #1

Articulatory and Phonological Assessment

- General Overview of Articulatory and Phonological Assessment Procedures
- Traditional Assessment Procedures
- Summarizing Articulatory Information into something meaningful
- Review of articulation/phonological assessments.

Phonological Intervention

- Principles of Articulatory and Phonological Intervention
- Review of Key Components - What Development Has Taught Us. Hodson's Influence on Intervention
- Where Have We Been? Where Are We Now?
- Most vs. Least Phonological Knowledge Managing Intervention
- When is enough.....enough??

Case Study Analysis (these will be done throughout Quarter)

- Case Studies : Mild Articulation Disorders
- Case Studies: Moderate Phonological Disorders
- Case Studies: Severe Phonological Disorders

QUIZ #2**Phonological Awareness**

- Components and Relationship to Literacy Development
- Role of the Speech-Language Pathologist

In-Class Collaborative Presentations

Scheduled throughout quarter

QUIZ #3

SHS 726 **Winter 2006**
Course Title Child Language Disorders: Assessment
Time M – W 9:00 – 10:48 in Pressey 035
Instructor Paula Ravidoux, Ph.D. – Ohio State University 1994
E-mail address Ravidoux.1@osu.edu
(Please put 726 in subject line when e mailing me or I may not receive it.)

Web Page www.carmen.osu.edu
Office McCampbell 323 Phone: 688-8472 (voice)
Hours: Mon/Fri 11:00-1:00; other times by appointment. Voice mail is available; however, responses may take a day or two; email is responded to immediately.

Students with Disabilities

If you have a disability that requires reasonable accommodations in any way, please inform the instructor as soon as possible so that I will be able to provide adequate accommodation.

* * * * *

Required Texts

1. Owens, R. E. (2004). *Language Disorders: A Functional Approach to Assessment and Intervention*. 3rd ed. New York: Merrill/Macmillan.
2. Selected articles on Carmen and/or available through the library

Optional Texts: Available on Closed Reserve at The Education, Human Ecology, Psychology, and Social Work Library (EHS) located in 110 Sullivant Hall, 1813 North High St.

1. Miller, L. (1993). *What We Call Smart: A New Narrative for Intelligence and Learning*. San Diego, Cal: Singular Publishing Group.
2. Wolf-Nelson, N. (1998). *Childhood Language Disorders in Context: Infancy through Adolescence*. Needham Heights, Mass: Allyn & Bacon.

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Course Goal

At the completion of this course, students will demonstrate basic competency in collecting, interpreting, and reporting data as it relates to children with oral and written language impairments.

Course Objectives:

1. Students will demonstrate competency in a variety of techniques to collect information regarding oral and written language skills and development.
2. Students will demonstrate competency in the analysis of information on oral and written language skills and development.
3. Students will demonstrate competency in the collection and analysis of grammatical FORM (morphological and syntactical), CONTENT, (lexicon and early semantic

categories and relations in spoken, signed, or symbol board), and USE (the variety of language functions including conversation) through observation, structured elicitation, and standardized instrumentation methods for oral and written language.

4. Students will demonstrate competency in the assessment of prelinguistic behaviors related to communication development.
5. Students will be able to verbally explain standardized (norm and criterion-referenced) and nonstandardized (history, interview, observation, curriculum based) methods of assessing language and the purposes for all.

Academic integrity is absolutely essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) presume that all students have read and understand the university's Code of Student Conduct and that all students will complete all academic and scholarly assignments with fairness and honesty. Ignorance of this code is never considered an excuse for academic misconduct, and I recommend that you review this policy (see below). A faculty member who suspects that a student has committed academic misconduct is obligated by University Rules to report the student to COAM. If COAM finds that the student has violated the code, then sanctions could include a failing grade and suspension or dismissal from the university. For further information, please refer to:

Code of Student Conduct:

<http://studentaffairs.osu.edu/resource_csc.asp>:

The Committee of Academic Misconduct's web page:

<<http://oaa.osu.edu/coam/home.html>>:

Ten Suggestions for Preserving Academic Integrity:

<<http://oaa.osu.edu/coam/ten-suggestions.html>>; and

Eight Cardinal Rules of Academic Integrity:

<<http://www.northwestern.edu/uacc/8cards.html>>.

Student Record of Grades:

ALL ASSIGNMENTS ARE TO BE TURNED IN ON DATE DUE. LATE POINTS WILL BE DEDUCTED FOR EACH DAY LATE. Point values are approximate.

Grading	possible points
1. Mid Term	25
2 Standardized Instrument analysis and presentation.	25
3. Clinical Analysis presentation.	25
4. Moderation of Discussion	25

Grades for all assignments will be based on BOTH form and content.

The following grading system will be used:

A = 93+	C+ = 77 – 79	E = < 64
A- = 90 – 92	C = 74 - 76	
B+ = 87 – 89	C- = 70 - 73	
B = 84 – 86	D+ = 67 - 69	
B- = 80 – 83	D = 64 - 66	

Assignment Descriptions

If a student has a special request, such as an extension for a project, it must be sent to me via E-mail. All written assignments are to be submitted electronically through the Carmen course website.

1. MIDTERM

In class mixed method midterm: multiple choice, short answer, and essay.

2. STANDARDIZED INSTRUMENT ASSIGNMENT

You will be teamed with 2 other students to present and analyze a test instrument to the class. Presentation and paper should follow the following format:

1. Purpose of the Instrument
2. Design and Standardization (standardization research including reliability and validity)
3. Description of the instrument (age range and appropriateness, scores reported, test components)
4. Administration (describe AND demonstrate)
5. Scoring (one copy of the score form is allowed, from this copy you may copy the face of the score sheet and 1 subtest)
6. Interpretation
7. Supplemental Measures (if available)
8. Include a brief example (2 – 3 paragraphs) of how you would report findings using this instrument. (This should be in actual report language.)

Submit one written synopsis (for your team) of the instrument's psychometric strengths and weaknesses as well as intended audience and your impressions of the instrument (page limit 3, double spaced, 12 point font). Provide a 1 page handout of your evaluation for each member of the class.

Choose one of the following instruments for an in depth analysis and presentation to the class:

Clinical Evaluation of Language Fundamentals-Preschool-2
Clinical Evaluation of Language Fundamentals -4

Preschool Language Scale-4

Rossetti-Infant Toddler Language Scale

Receptive-Expressive Emergent Language Scale-2

Communication and Symbolic Behavior Scales

Peabody Picture Vocabulary Test – 3 and Expressive Vocabulary Test

Expressive One Word Picture Vocabulary Test and Expressive One Word Picture Vocabulary Test

Oral Written Language Scales

Test of Auditory Perceptual Skills

Test of Pragmatic Language

Comprehensive Assessment of Spoken Language

Test of Problem Solving-elementary or adolescent

Test of Word Knowledge

Vineland Adaptive Behavior Scale

Other instruments may be permissible with instructor's permission.

You may make one copy of the scoring form for your team's use. When you present the test in class you may make copies of selected sections (most helpful would be the test summary page and a copy of some section of scoring items from the test booklet) for other students.

3. CLINICAL ANALYSIS ASSIGNMENT

You will be teamed with 2 other students to obtain a videotape of an evaluation (at Pressey) and then analyze the evaluation and present your summary to the class. You may also use a videotape of an evaluation with test administration of a therapy session (talk to your colleagues). Use the worksheet to review the evaluation and organize your comments for class. At the conclusion of your presentation submit your analysis (page limit 5, double spaced, 12 point font).

Each team will need to buy a VHS tape for this assignment. To sign up to complete an observation see the red notebook with supervisor's schedules in Shannon's office. Contact the appropriate supervisor for final clearance to observe and videotape the eval. 726 team members are invited to attend the pre-staffing of diagnostic cases (as observers) if you are available, again talk with the diagnostic team. You need to complete the videotape and the clinical analysis prior to your presentation in class, plan accordingly. If you have not received training in how to use the equipment ask members of the diagnostic team for assistance.

Feel free to exchange videotapes if another team has an example of the test you are analyzing.

Analysis Format Worksheet

1. Chart history (summarize all relevant previous testing)
2. Current family constellation and school placement
3. What are the major concerns: be explicit about home and school issues?
4. How effective was the clinical interview?
5. What evaluation measures were administered and how did the child (and caregivers) respond to them?
6. How were the caregivers incorporated into the eval?
7. How was information provided to the family?
8. What was the mechanism for follow up?

Include a language (form, content, and use) and interaction (balance, match, responsiveness, emotionally playful, non-directive) analysis of the child and his/her communication partners from the videotape. See Nelson Ch 9 and ARM (MacDonald) for suggestions. Include 2 - 3 utterances of varied sentence types (both statements and questions); what topics were covered?

What was his/her speech intelligibility and comprehensibility?

If observed, briefly compare narrative generation to his/her retelling of a story. How would you judge narrative language ability?

Suggestions for Focused Observations

- I. **Quality and Representativeness of Sample:** comment on activities, conversational questions and strategies, nonlinguistic contexts, etc. used by the student elicitor to get the sample. Suggest at least one additional activity, question-series, topic, etc. that you would use if you were sampling this child's language, giving a rationale for it and describing how the activity/task would have increased or decreased the demands made on the child's language processing abilities.
- II. **Language Content:** Describe the C's language CONTENT, the "WHAT" of her/his talk. What topics occurred, what was C's vocabulary like, were examples of the 9 early semantic categories found in this sample? [ACTION, OBJECT, AGENT, LOCATIVE, ATTRIBUTE, POSSESSION, RECURRENCE, NOMINATION, NEGATION/nonexistence/denial] and CAUSALITY, if needed. Your analysis of CONTENT should address the adequacy of vocabulary, citing TNW and NDW found (not TTR), the variety of semantic categories and relationships, and the knowledge of word meanings the client displayed.
- III. **Language Form:**
Quantitative Data: Begin this section with the data on MLU-m for the 3 sections, and the combined MLU-m. **BE SURE TO GIVE THE RANGE OF MLU-M THAT IS EXPECTED (+/- 1 SD FROM THE MEAN) FOR THE AGE OF THE CHILD.** For example,

"For six-year-olds, the expected MLU-m range is 4.52 to 6.46 morphemes."

 - **MORPHOLOGY:** Describe C's morphological rule knowledge. Give

specific examples of errors noted and an idea of the frequency. For example, what % of the total utterances was ungrammatical?

- **SYNTAX:** Describe C's syntax rule knowledge. Summarize syntax for Negatives, Questions (both Y-N and Wh), and Conjoined Sentences (compound and complex). Your FORM analysis should address whether the grammatical morphemes and sentence constructions expected for the client's MLU were present and correct; if there were errors, what patterns were shown? Even though grammatical errors may have occurred, the child's FORM may have been adequate to get across his/her meaning and communicative intent. Or errors may have interfered with meaning, resulting in some kind of communication breakdown. Briefly discuss.
- **NARRATIVE SYNTAX** if transcript has a narrative segment: If there was a clear narrative sample, segment this by C-unit, giving the number of words/C-unit. What cohesive devices (reference, conjunction, lexical) are present? (see Owens) Give several examples. Were there any incomplete ties? Give ex.

IV. **Language Function/Use:**

Describe the C's USE of language, the functions of her/his utterances. Your USE analysis should describe the overall balance of assertive and responsive conversational acts within the various sections of the sample. You should tally the number of "Assertives" and "Responsives" (p. 322 Nelson). Also address the pragmatic rules observed (topic initiation & maintenance, offering new information, turn-taking, answering when asked a question, not interrupting, etc.) and the variety of pragmatic functions, or communicative intents displayed. Cite Dore or Fey and/or Halliday category names.

For any **narrative section**, address how well the child adapted to listeners, presupposing shared knowledge--not assuming too much or too little, as well as the organization of the narrative, e.g., story grammar parts.

- V. Obtain a copy of the *draft report* from the student team (be sure all identifying information has been removed from the draft). In your paper suggest how you might improve the clarity and accessibility of the report.

How long did it take to watch the video? _____ min.

How long did it take to write your paper? _____ min.

4. MODERATE A DISCUSSION (ANALYSIS) OF TOPIC

The purpose of the discussion moderation is to extend your knowledge and your ability to discuss a topic related to language assessment. Several topics have been posted to the Discussion Forum in Carmen. You need to both moderate a discussion and

participate in 2 – 3 discussions with class members (no minimum number of postings is set but you must demonstrate thoughtful participation in the activity). You will need to integrate your learning (use research articles, class discussions (from any class from your training program), or web resources to post to the discussion forum topic. By the last week of class you will need to write and post a 2 - 3 page summation paper to the discussion forum. This paper should reflect on and integrate the discussion.

The assignment will be given a maximum grade of 25 points and will include BOTH your participation in discussions and your summation post.

Weekly Course Schedule

Week 1

1/4/06

Topics

Class review, Introduction, Overview, Assignment of Work Groups

Readings

Owen Chapter 1

Nelson Chapter 1

- A five-phase model for clinical-outcome research Randall R. Robey
- Cost-Effective Prediction of Reading Difficulties. By: Heath, Steve; Hogben, John H.

Week 2

1/9 & 1/11

Topics

Introduction to the Assessment Process

Epidemiology, ICD/F, NCLB, Screening and Identification

Reviewing histories

Principles of Data Collection and Clinical Interviewing

What about prognosis?

Readings

Owens Chapter 2

Nelson pp 183 – 214

- DSM-IV-TR Click on link listed in Weekly Readings in Carmen. Read through the section on Axis I: Clinical Disorders; Other Conditions That May Be a Focus of Clinical Attention
- ASHLA handouts: NCLB, ICF
- Disabilities as Viewed by Four Generations of One Hispanic Family. By: Salas-Provance, Marlene B.; Erickson, Joan Good; Reed, Jean.

Assignment

11th Testing Presentation Group 1 (written assignment due in 1 week)

Week 3

1/16 No Class

1/18

Topics

Assessment of Children with Language Impairments: Psychometric Testing

Readings

- Owens Chapter 3
- Evidence-based practice in communication disorders: what do we know, and when do we know it? Christine A. Dollaghan

Assignment

18th Testing Presentation Group 2 (written assignment due in 1 week)

Week 4

1123 & 1/25

Topics

Assessment of Children with Language Impairments: Psychometric Testing

Interviewing, Questions Driving Assessment

Observation: Interaction

Language Samples

Conversations

Pragmatics

Readings

Owens Chapter 3

- A Guide to Child Nonverbal IQ Measures. By: deThorne, Laura S.; Schaefer, Barbara A.
- The Use of Two Language Tests to Identify Pragmatic Language Problems in Children With Autism Spectrum Disorders. By: Young, Edna Carter; Diehl, Joshua J.; Morris, Danielle; Hyman, Susan L.; Bennetto, Loisa.

Assignment:23rd Clinical Analysis Presentation Group 1 (written assignment due in 1 week)25th Clinical Analysis Presentation group 2 (written assignment due in 1 week) and
Testing Presentation Group 3 (written assignment due in 1 week)**Week 5**

1130 & 211

Topics

Assessment of Children with Language Differences

211 In Class Midterm

Readings

Owens Chapter 4

- Language Development and Delay in Internationally Adopted Infants and Toddlers: A Review. By: Glennen, Sharon.
- Speech, Language, and Hearing in Developing Bilingual Children: Current Findings and Future Directions. By: Goldstein, Brian; Kohnert, Kathryn
- Alternative Assessment of Language and Literacy in Culturally and Linguistically Diverse Populations. By Sandra Laing; Alan Kamhi

Assignment30th Clinical Analysis Presentation Group 3 (written assignment due in 1 week) and
Testing Presentation Group 4 (written assignment due in 1 week)**Week 6**

216 & 218**Topics**

Analysis across utterances and partners

Analysis by communication event

Readings

- Owens Chapters 6 & 7
- Qualitative Research: Implications for Descriptions and Assessment. By: Tetnowski, John A.; Franklin, Thomas C.

Assignment

6th Testing Presentation Group 5 (written assignment due in 1 week)

8th Clinical Analysis Presentation Group 4 (written assignment due in 1 week)

Testing Presentation Group 6 (written assignment due in 1 week)

Week 7**2113 & 2115****Topics**

Narrative Analysis

Dynamic (and Portfolio) Assessment

Reading

- Owens Chapter 8
- Miller Chapters 3 & 4
- Breadth and Depth of Diversity in Minnesota: Challenges to Clinical Competency. By: Kohnert, Kathryn; Kennedy, Mary R. T.; Glaze, Leslie; Kan, Pui Fong; Carney, Edward

Assignment

13th Clinical Analysis Presentation Group 5 (written assignment due in 1 week)

15th Clinical Analysis Presentation Group 6 (written assignment due in 1 week)

Testing Presentation Group 7 (written assignment due in 1 week)

Week 8**2120 & 2122****Topics**

Dynamic (and Portfolio) Assessment cont.

Interpretation and Reporting

Curriculum Based Assessments

Readings

- Nelson Chapter 13
- Implementing a Curriculum-Based Assessment to Prioritize Learning Objectives in Asperger Syndrome and High-Functioning Autism. By: Rubin, Emily; Laurent, Amy C.

Assignment

- 20th Clinical Analysis Presentation Group 7 (written assignment due in 1 week)
 22nd Clinical Analysis Presentation Group 8 (written assignment due in 1 week)
 Testing Presentation Group 8 (written assignment due in 1 week)

Week 9

2/27 & 3/1

Topic

Pragmatics and Conversation

Family Perspectives

Readings

- Duchan Situated Pragmatics
- Use of a Parent Questionnaire in Emergent and Early Literacy Assessment of Preschool Children. By: Boudreau, Donna
- Mexican-American and Anglo-American Mothers' Beliefs and Values About Child Rearing, Education, and Language Impairment. By: Rodriguez, Barbara L.; Olswang, Lesley B.

Assignments

- 27th Clinical Analysis Group 9 (written assignment due in 1 week)
 1st Guests: Ms. Patricia Cloppert, Parent Faculty Advocate, Nisonger Center and Ms. Sondra Williams, Parent Advocate Trainee, Nisonger Center LEND Program

Week 10

3/6 & 3/8

Topic

Public Policy and Service Delivery

Focused Study: semantics, lexical skills, syntax, morphology

Readings

- Owens Chapters 7, 12
- Miscue Analysis in School-Age Children. By: Laing, Sandra P.

Assignment

- 6th Clinical Analysis Presentation Make Up if needed (written assignment due in 1 week)
 8th Testing Presentation Group 9 (written assignment due in 1 week)

Speech and Hearing Science 732
Audiologic Rehabilitation in Children
Autumn Quarter, 2005

Instructor:

Linda A. Trudeau, M.A.

Contact Information:

trudeau.2@osu.edu

Office Hours:

After class by appointment

Texts:

Tye-Murray (1998). *Foundations of Aural Rehabilitation*. Singular: San Diego.

Flexer (1999). *Facilitating Hearing and Listening in Young Children*. Singular: San Diego.

Paul (2001). *Language and Deafness*. Singular: San Diego.

Clark and Martin (1994). *Effective Counseling in Audiology*. Prentice Hall: Englewood Cliffs, NJ.

Course Objectives:

At the conclusion of the course, the student will have knowledge of:

- Normal development of speech and language;
- Phonologic, morphologic, syntactic, and pragmatic aspects of communication associated with hearing impairment;
- Classroom acoustics;
- Federal laws that govern provision of audiology services for children;
- Educational effects of hearing impairment;
- Treatment options for children with hearing loss.

At the conclusion of the course, the student will have the skills needed to:

- Discuss the psychosocial, educational, and developmental effects of hearing loss in children;
- Counsel children with hearing loss and their families;
- Develop and implement audiologic rehabilitation plans for children with hearing loss.

Course Requirements:

The course will consist of lectures and readings from the texts. There will also be assigned readings from journal articles. There will be a midterm examination and comprehensive final examination. In addition, there will

be abstracts of journal articles (5), an observation and accompanying report, a short reaction to a reading paper, and a classroom presentation.

*Midterm and Final Examinations will consist of objective and short answer questions that are drawn from the lectures and assigned readings.

*An observation of a classroom setting will be scheduled during the quarter. Each student will write a short (one page) description of the observation.

*Each student will write 5 abstracts from journal articles pertaining to any topic addressed in this course. For ideas about how abstracts are written, you may consult articles in professional journals, APA Style Manual, or programs of professional meetings, including AAA or ASHA. The title of the article should be cited using the APA format and the abstract should be limited to no more than 200 words.

* Each student will be given a passage to read that relates to Deaf Culture and write a short (1-2 page typed) reaction to the contents of the passage.

* Each student will be assigned an assessment tool to review and present to the class. Specific guidelines will be discussed prior to the assignment.

Course Grading:

The course grade will be based upon the following points accumulated:

• Midterm examination	50
• Final examination	100
• Observation and written summary	10
• 5 abstracts	25
• Reaction paper	10
• Presentation	20

The following grading scale will be used:

94-100% = A
 90-93% = A-
 87-89% = B+
 84-86% = B
 80-83% = B- etc.

Academic Misconduct:

Academic misconduct will not be tolerated. Instances believed to constitute misconduct will be reported to the committee on academic

misconduct. Refer to your student handbook for definitions of misconduct and discipline procedures.

Students with Disabilities:

Reading materials will be made available in alternative formats upon request. Please contact me if you are in need of such materials. Students with disabilities are responsible for making their needs known to the instructor, and seeking available assistance, in a timely manner.

Course Outline

Note: Topic dates are approximate. I may move more slowly or more quickly through the topics as needed. Exam dates will remain constant.

<u>Date</u>	<u>Topic</u>	<u>Reading</u>
9-21	Introduction and Overview of Course	
9-26	Overview of Hearing Loss in Children	Flexer (1) T-M (1)
9-28	Types, Degrees, & Causes of Hearing Loss	Flexer (3) T-M (14)
10-3	Importance of Early Identification and Intervention	
10-5	Effects of Hearing Loss on Speech and Language Development Assessment assignments given	Flexer (1) T-M (16)
10-10	Educational Consequences of Hearing Loss Psychosocial Aspects of Hearing Loss In Children	
10-12	Classroom Acoustics	assigned readings
10-17	Counseling Children with Hearing Loss and Their Families	C & M (1,5,6,8)
10-19	Federal Laws that Govern Provision of Audiological Services for Children	Flexer (6)
10-24	Midterm Examination	
10-26	Communication Modes Oral approaches ASL and MCE systems Bilingualism and Second Language Learning Deaf Culture Reaction paper passage handed out	Paul (5, 6, 7, 9)
10-31	Continuation of 10-26	

Reaction paper passage turned in

11-2	Assessment and intervention for Infants, Toddlers, Preschoolers and their Families	Flexer (5, 7) T-M (8,15, 17)
11-7 11-9	Continuation and assessment presentations Continuation	
11-14	Guest lecturer	
11-16	Assessment and Intervention for School Age Children	T-M (9, 10)
11-21	Continuation and assessment presentations	
11-23	NO CLASS Happy Thanksgiving!!	
11-28	Continuation	
11-30	Final Comprehensive Examination during class time	

Speech & Hearing 740
Fluency Disorders
Winter, '08

Instructors: Michael D. Trudeau, Ph.D. (trudeau.1@osu.edu, or mike.trudeau@gmail.com)

Office: Dr. Trudeau--104C Pressey Hall, 292-1743; 4100 Cramblett Hall/Hospitals Clinic-Voice Institute, 293 7119; Home (emergencies) 777-6359

Office Hours: Mondays 4:30 to 5:30 PM (at ENT) and Tuesdays 3-4 PM (at Pressey), or by appt.

Purpose: To prepare students in the assessment and treatment of persons with disorders in speech fluency, particularly stuttering.

Course Objectives:

A. Knowledge

1. The students will be able to differentiate developmental stuttering from neurogenic stuttering
2. The students will be able to differentiate developmental stuttering from cluttering.
3. The students will be able to differentiate developmental stuttering from normal dysfluent patterns common among preschool age children.
4. The students will be able to describe the course of fluency development as it relates to overall child development and particularly to language development.
5. The students will be able to describe the psychological implications of chronic dysfluency.
6. The students will be able to describe the developmental stages of stuttering.

B. Skills

7. The students will be able to quantify the severity of stuttering in terms of its physical manifestation (e.g., frequency and duration of dysfluencies), of its affective impact on the client, and of the client's cognitive responses to dysfluencies through use of appropriate assessment instruments and interview techniques.
8. The students will be able to design and implement programs of therapy for the remediation of dysfluency with appropriate regard to the client's type of dysfluency disorder, severity of dysfluency, stage of the disorder, developmental stage of the client, and the client's culture.
9. The students will be able to establish appropriate criteria for determining when to terminate therapy for fluency disorders.
10. The students will be able to craft appropriate correspondence to other professionals (e.g. pediatrician) regarding their clients' fluency disorders.

C. Values

11. The students will develop an appreciation for the impact of chronic dysfluency on the affective, social and vocational lives of individuals with fluency disorders.
12. The students will develop an awareness of cultural differences in valuing fluency in verbal communication.

Texts: Stuttering and Related Disorders of Dysfluency, 3rd Ed., Edward Conture and Richard Curlee (eds.), Thieme: New York, 2007. (G)

Grading: Grades will be based on an out-of-class stuttering project (3%), a term paper (30%), and two midterm exams (2/5/08-30% and 3/6/08-37% respectively). Grading will be based on percentage rankings: $A \geq 93$, $93 > A- \geq 90$, $90 > B+ \geq 88$, $88 > B \geq 83$, $83 > B- \geq 80$, etc. If needed, I will adjust the highest average in the class to 95%. All other grades will be raised by a like amount, if needed.

Term Paper: Term paper due Tuesday, 03/04/08, typed, double spaced, with correct spelling, grammar and punctuation and citations in APA format. The criteria for grading are on the Carmen page.

1) In the term paper you must describe the diagnostic information for a person with a fluency disorder by creating a case study/diagnostic report. You are to describe the patient, his/her symptoms (physiological, acoustical, perceptual, and self-report), as appropriate, goals of treatment, methods of treatment, duration of treatment, prognosis for recovery, follow-up strategies to determine long-term treatment outcomes, and a list of persons with whom the clinician corresponded/counseled concerning this case.

2) You will use the fluency literature to create the case study. I anticipate that you will need approximately 15 citations (not counting the class texts) from the literature to support the case study. I expect that your citations will be predominantly from the journal literature, not from texts. You may use texts, but these should not constitute more than 25% of your bibliography. I prefer recent (≤ 10 years old) journal citations. You must cite the references in the correct APA format in your paper, and you must attach a bibliography (also in the correct APA format).

You must use at least three citations not in the text from the internet. These three citations must be justified in the

fashion described below in point 4). You may use internet citations from the text, but these are not part of the 3 required internet citations.

3) The conclusion of your term paper will be a section in which you justify your approach, diagnostic and therapeutic, for this client, e.g., What factors did you adjust to create an individualized treatment program for your client? What makes the case an individual and how does this affect your approach diagnostically, therapeutically, and/or in counseling? This is the most important section of your term paper: Here is where you tell me how well you can think clinically. I want you to treat this section as if you were attempting to justify your choice of treatment to a parent, teacher or adult client. Very important points are the theoretical validity of your approach and your inclusion of evidence of clinical efficacy.

4) Cite the websites in the following manner: Author (Date web site was created/last modified, or when you visited it if the preceding is not available.), Title of the page/site, web address (e.g., Kuster, Judith (12/24/99), Net Connections for Communication Disorders and Sciences, <http://www.mankato.msus.edu/dept/comdis/kuster2/welcome.html>).

In the bibliography section following your citation, I want you to evaluate the website you just listed. Is this a good source of information? This is question you will have to answer in your careers, both for yourselves and for your clients. Who authored the site? Is it an institutional site (e.g., ASHA's website, Judy Kuster's site)? Is it a commercial site (implying a vested interest in some approach or another)? Is it an "advocate?" Does it espouse a particular point of view? What is the depth of the information? Is the site focused on the professional or on the consumer or both? Would you recommend it to others? If so to whom and why? If not, why not? Is the information current? Does the site provide you with useful links? (My experience is that many commercial sites do not, because they don't want you looking elsewhere.). These are only some of the questions you may need to answer to establish the credibility of your site. Don't feel constrained to use only "good" sites. Just as our research literature does not always contain a gem, so also does the web contain its share of mediocrity or worse. Your case history may include a particularly bad web site in order to demonstrate the need for client re-education, for instance.

Be creative. Yes, you may review clinic files for examples of cases; but you MUST show due regard for our clients' right to confidentiality. If in doubt, consult with me. I have office hours, an email address, and you see me in class. Regarding any concerns about clients' rights to confidentiality, consult with me or with the specific supervisor for a case, if you have a specific case in mind.

Group Project: The project is really the report of two experiences you will have: first, you will simulate being a person who stutters and, second; you will be an observer of one of your colleagues as she (or he) simulates a fluency disorder. This is best done in groups of three or four.

Why are you doing this? There are a variety of reasons. Here are some important ones. First, your fluency client has to do this every day. It is not an exercise, it's life. Second, you are going to ask your clients to use whatever techniques they have learned in tx in some real world setting. What is that like for them to go out and act as if they are fluent? What are you really asking them to do? Third, how does what you observe and feel vary as a function of your role? I suspect that your observations will be very different between being the one simulating the disorder and being an observer. Fourth not every one sees the world the same way. You and your colleagues will be involved in the same events. How much congruence was there? What were the differences?

Guidelines: Pick a day, any day and for at least 15 minutes in a very public setting where speaking is required (restaurant, shopping, party, etc.), you are to portray a person who stutters. You can pick any pattern you want. You can display any secondary symptoms you chose. Once you are done, get together with your observers and compare notes on the experience. How often were you dysfluent? How severe was your "disorder." Be sure to tell me what your pattern was. What were the reactions of those around you (not necessarily limited to those with whom you spoke)? How did you feel as a person who stutters to have acquaintances with you while you stuttered? How did the observers feel to be around you while you stuttered?. There are no "right" or "wrong" answers here. What did you learn as a person and as a clinician? Just for my curiosity let me know if you were the first one in your group to be the person who stuttered. I wonder if it changes your perspective as an observer. This is a reaction paper. The format is up to you. Just make sure it is grammatical, clearly written, double-spaced and spell checked.

Class Schedule

Week	Topic	Text
1 & 2	Assessment in general, article reviewing, Stuttering defined (1 st 3 lectures)	No
	assignment	
	Guitar's Polygenic-Multifactoral Theory of Stuttering, Guitar's four stages of stuttering	No assignment
3	Assessment of Stuttering	Section I
4 & 5	Intervention: Childhood Stuttering	Section II

6-8	Midterm, Intervention: Children who Stutter with Other Co-occurring Concerns; Intervention: Adolescents and Adults who Stutter	Section III-IV
9-10	Intervention: Related, Less Common Fluency Problems. Focus on Cluttering; 2 nd Midterm	Section V

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://studentaffairs.osu.edu/resource_csc.asp)

Disability Services

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292 3307, TDD 292 0901; <http://www.ods.ohio-state.edu>

Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office for Disability Services at 614-292-3307 in room 150 Pomerene Hall to coordinate reasonable accommodations for students with documented disabilities.

SHS 743/744
Leadership: Influence
Summer, 2005

Time: June 23 and 24, 2005
Place: 240 Scott Hall
Instructor: Gail Whitelaw, Ph.D.
Office: 145 Pressey Hall
e-mail: whitelaw.1@osu.edu
Office hours: Arrange

Alternative formats: This material is available in alternative formats upon request. Please contact the instructor for the necessary arrangements. Students with disabilities are responsible for making their needs known to the instructor, and seeking available assistance, in a timely manner.

Objectives:

At the conclusion of the course, students will have knowledge of:

- Personal leadership skills
- Characteristics and types of influence—organizations and professional
- The legislative process

At the conclusion of the course, students will have the skills needed to:

- Create personal influence in specific situations, such as described in the “influentials”
- Apply influence to specific circumstances encountered by speech-language pathologists and audiologists

Grading in the course: Grade in the course is based on the following:

- 1) Attendance: 30 points--MANDATORY
- 2) Completion of attached assignment—30 points

Total is 60 points= Passing grade is 48 points (80%)

Syllabus:

6/23/04: 9:30-12:00 Influence and the clinician! Gail M. Whitelaw
1:15-4:00 FISH! Beth Flynn, OSU Center for Leadership
6/24/05 9:30-12:00 The Legislative Process: Why it applies to you!

Kelly O'Reilly, Governmental Policy Group

Assignments:

I. In order to be one of the *Influentials*, you learned a number of activities in which these people participate on an annual basis. You will complete **one** of the following “influential” tasks.

- 1) SLP students will complete an advocacy activity at the ASHA website at <http://www.asha.org/about/legislation-advocacy/>. AuD students will complete an advocacy activity at the AAA website at <http://www.audiology.org/professional/gov/>. The activity you select will most likely be contacting a legislator via letter on an issue important to you. You need to demonstrate that the activity was completed (e.g. attach a copy of the letter and fax it to the legislators office—you may use the clinic fax machine to send these faxes). These activities are to be done individually, however there are legislative activities that could be performed as a group, such as visiting the local legislative staff office (e.g. Senators Voinovich’s or DeWine’s Columbus office) or hosting a reception, etc. at the clinic for a local legislator(s).
- 2) You may write an editorial or article for a local or national publication on speech/language/hearing issues and submit it for consideration
- 3) You may volunteer for a committee or run for office for a local, state, or National organization (must be initiated new activity after the beginning of this course)

II. Select one article on leadership influence. You may use something discipline specific, such as the Com Dis Dome, any OSU library data base websearch (such as psychology or management) or any other article that interests you. Provide a review of how this information may impact your view of what you do. You are expected to read and review the article, NOT the abstract.

III. For the next month, think about your reactions in specific situations—clinic, work, relationship, etc. Consider your reactions in relation to your thinking and working style preferences. Think about the types of influence you exhibit. Provide a brief summary (3-5 pages) of how your style preference may impact your influence (the 7 levels) in specific circumstances. You may do this as a journal, if this is preferable to you.

DUE: July 29, 2005 by 5:00 pm.

Academic Misconduct: Students are reminded that academic misconduct is a violation of the Code of Student Conduct and, per faculty rule 3335-31-02, must be reported to the Committee on Academic Misconduct. The University defines academic misconduct as any activity which tends to compromise the academic integrity of the institution, or subvert the educational process. Some examples are plagiarism, cheating on examinations, and violation of course rules as contained in the course syllabus.

Speech and Hearing Science 743.01 Screening in SLH

Instructor: Christy Goodman

Quarter: Autumn

Office: Room 147b, Pressey Hall, 292-6251

Office Hours: Arrange

Course Description: This course is designed for first year audiology graduate clinicians to 1) familiarize them with The Ohio State University Speech-Language-Hearing Clinic 2) to learn how to perform hearing and speech screenings on infants, children and adults.

Knowledge Outcomes:

1. Students will describe clinical procedures for following universal precautions during clinical rotations.
2. Students will recognize warning signs of child and spousal abuse and describe their legal responsibilities and procedures for reporting such incidences.
3. Students will familiarize themselves with the contents of the Clinical Procedures Manual.
4. Students will develop an understanding of the principles and techniques for calibration and use of audiometric and tympanometric screening equipment.
5. Students will understand the different techniques for hearing screenings for infants, children, and adults.
6. Students will understand the different techniques for obtaining speech/language screening results on infants, children, and adults.

Skills Developed:

1. Students will demonstrate knowledge of universal precaution methods, including glove removal, hand washing procedures, and sterilization of equipment.
2. Students will name the steps in recognizing and reporting child and spousal abuse, and explain the legal implications of failure to do so.
3. Students will learn principles and techniques for calibration and use of audiometric and tympanometric screening equipment.
4. Students will learn hearing screening techniques for infants, children, and adults.
5. Students will learn speech/language-screening techniques for infants, children, and adults.

Readings: *Clinical Manual* 2005, available at Cop-Ez at Tuttle

- There will be additional training in the procedures for performing speech screenings, which is required outside of classroom time.

Grading: Grades will be assigned based on attendance, class participation, final examination, and completion of the assignments. The grading breakdown will be as follows 100% - 85% = satisfactory, <85% = unsatisfactory

Late assignments **WILL NOT** be accepted.

Attendance is mandatory for 743. Only University recognized absence excuses will be accepted and should be presented to the instructor prior to the class meeting.

Academic misconduct: Students are reminded that academic misconduct is a violation of the Code of Student Conduct and, per faculty rule 3335-31-02, must be reported to the Committee on Academic Misconduct. The University defines academic misconduct as any activity which tends to compromise the academic integrity of the institution, or subvert the educational process. Some examples are plagiarism, cheating on examinations, and violation of course rules as contained in the course syllabus.

Students with disabilities that have been certified by the Office for Disabilities Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs.

**Speech and Hearing Science 743.02
Integration of Dx information
Counseling and Report Writing**

Instructor: Christy Goodman
Quarter: Spring
Office: 121 Pressey Hall, 292-6251
Office Hours: Arrange

Course Description: This course is designed to improve the students ability to communicate effectively and accurately verbally and in written form with patients that are seen for diagnostic evaluations.

Knowledge Outcomes:

- 1) Students will develop an understanding of what case history information is pertinent for different case scenarios.
- 2) Students will identify which testing procedures are appropriate for different case scenarios.
- 3) Students will identify appropriate recommendations and options for different test results, integrating facts and concerns of the clients and their families.
- 4) Students will identify all necessary information that needs to be written in professional reports, notes, and letters.
- 5) Students will learn to accurately report results and recommendations and in the correct sections of a diagnostic report or letter.

Skills Developed:

- 1) Students will learn how to ask appropriate case history questions and obtain pertinent information for a variety of mock client situations.
- 2) Students will learn to explain test results clearly and accurately for a variety of mock client situations.
- 3) Students will learn to present recommendations and options, integrating facts and concerns of the clients and their families with a variety of mock client scenarios.
- 4) Students will learn to write professional reports, notes, and letters that include all necessary information accurately and in the correct sections.

Values Learned:

- 1) Students will develop an appreciation for communicating results and recommendations in a professional manner to a variety of clients.
- 2) Students will consider the impact of the client's cultural background when selecting and implementing specific recommendations and options.

Grading: Grades will be assigned based on attendance, class participation, and completion of the assignments. The grading breakdown will be as follows 100% - 85% =satisfactory, <85% = unsatisfactory

Late assignments **Will Not** be accepted.

Assignments:

- Audiology case studies will be presented in class on a weekly basis. Students will be asked to role-play as the clinician for these cases (obtaining case history information, presenting test results, and providing recommendations). Students will write clinic reports, reference letters, thank you letters, funding letters, contact entries, etc., that are relevant for selected cases. The written reports, contact entries, and letters will be due the following week.

Attendance is mandatory for 743. Only University recognized absence excuses will be accepted and should be presented to the instructor prior to the class meeting.

Academic misconduct: Students are reminded that academic misconduct is a violation of the Code of Student Conduct and, per faculty rule 3335-31-02, must be reported to the Committee on Academic Misconduct. The University defines academic misconduct as any activity which tends to compromise the academic integrity of the institution, or subvert the educational process. Some examples are plagiarism, cheating on examinations, and violation of course rules as contained in the course syllabus.

The 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, and seeking a available assistance, in a timely manner.

Speech and Hearing Science 743.03 Hearing Aid Applications

Instructor: Christy Goodman

Quarter: Fall 05

Office: 121 Pressey Hall, 292-6251

Office Hours: Arrange

Course Description: This course is designed to improve the students ability to recommend, select, and fit hearing aid devices, modify the hearing aid characteristics and cases and earmolds to achieve the most appropriate fit for a variety of different hearing losses and client profiles.

Skills Developed:

1. Students will learn how to select appropriate hearing aid manufacturers, models, circuits, and earmolds for a variety of mock clients.
2. Students will learn how to modify hearing aid characteristics to met desired real ear gain and patient preference as well as physically modify the hearing aid cases and earmolds.
3. Students will learn how to assess functional and insertion gain results for a variety of hearing losses.
4. Students will learn how to perform an accurate electroacoustic analysis on different types of assistive technology.

Grading: Grades will be assigned based on attendance, class participation, and completion of the assignments. The grading breakdown will be as follows: 100% - 85% = satisfactory, < 85% = unsatisfactory

Assignments:

- Hearing aid case studies will be presented in class on a weekly basis. Students will be asked to role play as the clinician for these cases (obtaining pertinent information, presenting results, providing recommendations, physically working with hearing aids and hearing aid fitting equipment).
- Hearing Aid Company Project: You have just accepted a position in a newly opened Otology Practice. You are anxious to start dispensing hearing aids. You need to establish accounts with hearing aid manufacturers and earmold labs. Please select 3 hearing aid manufacturers and 1 earmold lab that you will use to serve your patients. You are to provide a rationale for your choices. Your rationale can be based on whatever factors that you deem important--cost, perks (e.g. trips, business partner programs which help you pay for equipment, etc.), quality of products, reputation, etc. Also develop an advertisement for your local yellow pages under the Hearing Aids section. The Practice you work for will pay for a 4X5 ad.

Prepare a brief paper (app. 3 pages, no more than 5) to discuss your choices and your rationale. Your advertisement can be computer generated and/or hand written, however it must only be 4X5". Due: 9th week of the quarter.

Attendance is mandatory for 743. Only University recognized absence excuses will be accepted and should be presented to the instructor prior to the class meeting. Late assignments **Will Not** be accepted.

Academic misconduct: Students are reminded that academic misconduct is a violation of the Code of Student Conduct and, per faculty rule 3335-31-02, must be reported to the Committee on Academic Misconduct. The University defines academic misconduct as any activity that tends to compromise the academic integrity of the institution, or subvert the educational process. Some examples are plagiarism, cheating on examinations, and violation of course rules as contained in the course syllabus.

The 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, and seeking a available assistance, in a timely manner.

7/12/05

Speech and Hearing Science ~~744E01~~
Autumn Quarter, 2007
Professional Development Issues in Audiology

Instructor: Gail M. Whitelaw, Ph.D.
Class Meeting: Friday, September 21 and arrange
Office Hours: Tuesday 1-2 or arrange

Alternative formats: This material is available in alternative formats upon request. Please contact Dr. Whitelaw for the necessary arrangements. Students with disabilities are responsible for making their needs known to the instructor and seeking available assistance in a timely manner.

Topics for Sept. 21

Licensure: Mike Setty, Executive Director, Ohio Board of SLP and Audiology
Resume writing
Interviewing
Professional Issues
PRAXIS
Certification

Course requirements:

Attendance: Required. 20 points

Resume: A completed resume will be submitted by 10/12/07
20 points

Mock interview: You will be assigned to participate in least one mock interview during the end of the quarter. This will be arranged based on your schedule. It will take 30-45 minutes and you will go to the office of an audiologist with whom you have not previously worked. 20 points.

Academic Misconduct: Students are reminded that academic misconduct is a violation of the code of Student Conduct, and per faculty rule 335-31-02 must be reported to the Committee of Academic Misconduct. The University defines academic misconduct as any activity which tends to compromise the academic integrity of the institution or subverts the educational process. Some examples are plagiarism, cheating on examinations, and violation of course rules as contained in the course syllabus.

Speech and Hearing Science 744 F01
Winter Quarter, 1999
Professional Development Issues in Audiology

743.06

Instructor: Gail M. Whitelaw, Ph.D.
Class Meeting: 8:00-9:00, Pressey Hall
Office Hours: Thursday 9-11 or arrange

1/7: Update of business information with Pete Eichel
Overview of course
Resume writing

1/14: Resume writing

1/21: Resume writing and interviewing

1/28: Licensure: Judith Rabbe, Executive Director of the Ohio Board of Speech-Language Pathology and Audiology

2/4: Interviewing

2/11: Continuous quality improvement

2/18: Presentations and discussion--issues in audiology

2/25: NO CLASS

3/4: Presentations and discussion--issues in audiology

3/11: Mock interviews (also conducted during week of 2/25)

Course requirements:

Attendance: Required. 20 points

Resume: A completed resume will be submitted by 2/22/99. 20 points

Presentation: You will select a topic of interest that is a "current issue" in audiology. Your choice of topics will be due on 1/15/99--please select a couple of topics and rank order them, since a given topic will only be presented once in class. Suggested topics include: Speciality certification (e.g. aural rehab., electrophysiology, etc.), Universal hearing screening, AuD issues (earned equivalent, training programs, distance learning, etc.), licensure issues, audiometric technicians, scope of practice issues, etc.

You will give a brief (approximately 15 minute) presentation in class. This presentation

will be given as a "professional" (you are to assume that you will be presenting to colleagues at a professional meeting, therefore you should dress and behave accordingly). Included in this presentation should be an overview of the issue, , pros and cons, likely outcome, and your opinion, if you would like to include it. Relevant resources should be researched. In addition to the presentation, you should develop a one-page summary and references to share with your audience. You will be expected to be able to answer questions or lead a discussion on your topic. 20 points.

Mock interview: You will be assigned to participate in a mock interview during the end of the quarter. This will be arranged based on your schedule. It will take 30-45 minutes and you will go to the office of an audiologist that you have not previously worked with. 20 points.

Academic Misconduct: Students are reminded that academic misconduct is a violation of the code of Student Conduct, and per faculty rule 335-31-02 must be reported to the Committee of Academic Misconduct. The University defines academic misconduct as any activity which tends to compromise the academic integrity of the institution or subverts the educational process. Some examples are plagiarism, cheating on examinations, and violation of course rules as contained in the course syllabus.

Alternative formats: This material is available in alternative formats upon request. Please contact Dr. Whitelaw for the necessary arrangements. Students with disabilities are responsible for making their needs known to the instructor and seeking available assistance in a timely manner.

Speech and Hearing Science 743.07
Audiology Grand Rounds

Instructor: Audiology Staff and Faculty of the OSU Speech and Hearing Science Dept.

Quarter: Spring

Office: 121 Pressey Hall, 292-6251

Office Hours: Arrange

Course Description: This course is designed to improve students ability to conduct clinical grand round discussions on audiological cases in an interesting and professional manner.

Knowledge Outcomes:

1. Students will develop an understanding of what type of clinical information would be interesting and pertinent to share during a clinical grand round.
2. Students will develop an understanding of the importance of integrating clinical information to obtain the most accurate “clinical picture” of a client and their special needs.
3. Students will develop an understanding of how to present a case in a professional manner.
4. Students will develop an understanding of how to appropriately conduct a clinical discussion on relevant topics of an audiology case.

Skills Developed:

1. Students will learn to integrate clinical information in order to present an accurate audiology case to colleagues.
2. Students will learn to present audiology cases in a professional manner
3. Students will learn to present an audiology case that encourages professional discussion about the case scenario.

Values Learned:

1. Students will develop an appreciation for affective communication skills in a professional grand rounds session.
2. Students will consider the impact of the client’s cultural background when discussing case scenarios.

Grading: Grades will be assigned based on attendance, class participation, and completion of the assignments. The grading breakdown will be as follows 100% - 85% = satisfactory, <85% = unsatisfactory

Late assignments **Will Not** be accepted.

Assignments:

- Students will present audiology case studies to the rest of the class. Sharing case history information, presenting test results, and providing recommendations and their results, being sure to point out what made a case unusual, significant, educational, or interesting to them.

-Attendance is mandatory for 743. Only University recognized absence excuses will be accepted and should be presented to the instructor prior to the class meeting.

-Student use of audible signal alerts on cell phones and pagers is prohibited during class. EMERGENCY messages may be left in the clinic office (292-6251) or in the department office (292-8207).

-Academic misconduct: Students are reminded that academic misconduct is a violation of the Code of Student Conduct and, per faculty rule 3335-31-02, must be reported to the Committee on Academic Misconduct. The University defines academic misconduct as any activity that tends to compromise the academic integrity of the institution, or subvert the educational process. Some examples are plagiarism, cheating on examinations, and violation of course rules as contained in the course syllabus.

-The 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, and seeking a available assistance, in a timely manner.

Speech and Hearing 744.01A
Topic: Introduction to Speech and Audiology Clinic
Au 2007

10/19 Saunder Flaum presentation

Bring 744 Clinical Preparation Manual/Binder to ALL classes!

September 24	Universal Precautions, Child Abuse, Fingerprinting, Clinic Manual Professionalism, dress code, mentors/mentees, Assign: Reading: <i>pp1-40, 63-77, Introduction, Chapter 1 Behavioral Objectives: Background & 2: Common Writing Problems</i>
October 1	Screening/Hearing Christy Goodman Assign: Reading: <i>pp 79-139 : Chapter 3 Evaluation and Progress Reports: Organization and Content, & 4: Writing Reports That Shine</i>
October 8	Screening/Hearing Christy Goodman Assignment: Work on Project #1 due 10/22
October 15	Screening/Hearing Christy Goodman Assignment: Work on Project #1 due 10/22
October 22	Reading Folders/Report Format Long Term Goals & Quarterly Objectives Project #1 due Assign: Reading: <i>pp. 141-162: Chapter 5 Progress Notes</i>
October 29	Lesson Plans & Therapy Activities Data Collection S.O.A.P Notes Home Programming Assign: Take Home Quiz on Clinic Manual: due 11/5
November 5	Treatment: The Art and Science Components of Treatment Baselines & Assessment Assign Reading: <i>pp. 279-328, Chapter 10 Enhancing Performance</i> Collect Take Home Quiz on Manual Assign Project #2 due 11/19/07
November 12	Clinical Relationships Response to Supervision Building Rapport Counseling/Parent Education Professionalism/Communication Assign Reading: <i>pp195-205, Chapter 7 Therapy Conferences</i>

November 19 Clinical Competencies
 Tx Notes & Evaluations
 Planning/recording clinical experience
 Assign Reading: *pp. 261-277, Chapter 9 Beyond Basic Therapy*
 Collect Project #2
 Assign Project #3 due at Final

November 26 Special Populations
 Treatment Models:
 Self-audit and advisor audit of clinician files
 Review for exam

Grading:

Take Home Quiz: due 11/5/07	25 points
Project #1: due 10/22/07	10 points
Project #2: due 11/19/07	40 points
Project #3 due 12/ final	50 points
Final Exam:	<u>75 points</u>
	200 points

Final Examination during Finals Week as scheduled by The Ohio State University: Monday, December 3, 11:30-1:18 p.m

Lindamood Training:

Thursday, Dec. 6th, 9:00-5:00
 Friday, Dec. 7th, 8:00-12:00

DO NOT PLAN to leave for Winter Break before 3 PM on Friday, Dec. 7.

Speech/Hearing 744.02
Articulation & Phonology: Assessment and Intervention
Winter Quarter, 2008

Instructor: Nadine Ocock
Quarter: Winter, 2008
Section: First Year
Day/Time: Tuesday, noon

Office: 119 Pressey
Office Hours: Arrange: ocock.3@osu.edu
Grade Expectations:
 Pass = $\geq 85\%$; Fail = $\leq 84\%$

Course Description:

Class begins promptly on the hour; it is professional to be prepared for class before the start time. Be sure that your cell phone is turned *off*. If you arrive after lecture/announcements have begun, it will be considered a 'late' arrival. Class meetings will consist of a mix of lecture, question/answer discussion, case discussion, and clinical exercises. As with all the classes in the 744 series, the information presented is to supplement the information from the coursework. With this in mind, it is expected that all students have had a general phonetics course and have a working knowledge of the International Phonetic Alphabet. Additionally, to supplement coursework, the projects are designed to hone your problem solving skills.

- *This class is pass/fail; therefore please note the above grade expectations, a total score of 85% or better is required to pass this class. No extra credit projects will be provided, per departmental policy. Grades will not be curved.*

Course Objectives:

Knowledge: For the child population with communication disorders in the area of articulation/phonology, the student will

- identify and write standard phonetic transcriptions and their descriptions
- identify and name phonological processes from a speech sample
- identify and select appropriate assessment tool(s) for clients with differing needs
- write a behavioral objective for a client with a phonological/articulation disorder
- select appropriate stimuli for intervention with a client with a phonological/articulation disorder
- describe and write appropriate elicitation techniques for phonology and articulation
- identify and state protocol for oral motor assessment

Skills: For the child population with communication disorders in the area of articulation/phonology, the student will

- phonetically transcribe productions presented verbally as well as classify phonemes according to standard phonetic descriptions
- categorize speech samples into appropriate phonological processes
- report on appropriate assessment tool(s) for clients of differing needs
- construct a behavioral objective that includes performance, condition, and criterion
- construct and prepare appropriate stimuli to meet the needs of a clients of differing needs
- investigate variations of appropriate elicitation techniques for phonology and articulation
- demonstrate protocol for oral motor assessment

Values: For the child population with communication disorders in the area of articulation/phonology, the student will

- apprise the need for standard transcription among SLP professionals
- value the ease of analyzing speech samples according to phonological processes
- consider the diverse variables involved in accounting for clients' differences when selecting an assessment tool
- assess the necessary components of a complete objective and solve any missing portion
- debate and compare the appropriateness of selected stimuli for a client with a phonological/articulation disorder
- recommend a hierarchy of appropriate elicitation techniques for phonology and articulation
- apprise the benefits of completing an oral motor assessment

Course Requirements:

1. "Thinking-on-your-feet" scenarios (50 points)
2. In-class projects (10 points each)

“Thinking-on-your-feet” scenarios: The goal of this project is for you to develop your ability to problem solve and to be creative when limited supplies are available and/or when the client presents with unexpected performance. You will be given a mock client/situation with an activity supply list. From this information you are to develop objective(s), target word list, elicitation procedures, and a description of how the materials will be used to achieve your objective. For the project, use the same materials for both the establishment of the target and for the generalization of the target. Be sure your objectives are clearly written so that anyone could administer them as you intended; remember to describe the conditions well and not rely solely on “minimal, moderate, maximal” cue levels. Furthermore, these scenarios are designed to assist in your ability to build your therapy ‘bag of tricks’. Much of this information will be presented throughout the quarter; other information will be acquired through your involvement in clinic. If you are not currently enrolled in clinic, utilize the resources around you: your mentor, your classmates, your textbooks, the materials room, and most importantly, your own mind and creativity! Points assigned as follows: 10 points each for objective(s), use of toy, establishment phase, generalization phase, and stimulus list. *Due February 19 at class time, if not before.*

In-Class Projects: 1-3 projects over the course of the quarter will be conducted during class time. These will consist of group cooperation and discussion about tasks presented in class. Each student will turn in an individual project to obtain the points.

General Course Topics:

- Introduction of elicitation procedures
- Rationale writing; report writing
 Rough drafts of first two sections of clinic reports due Jan 22!
- Elicitation procedures continued, phonology vs. articulation, facilitating contexts, parent instruction/home-programming
- Behavior management issues and techniques
- Selection and use of materials
- Oral motor assessment/intervention: developmental apraxia of speech
 Rough drafts of final clinic reports due February 25!
- End of quarter documentation, CF-49, final conferences, info to parents, home programming, etc.
- **Finals week:** course wrap-up, evaluations

STRONGLY SUGGESTED materials to purchase:

- *40,000 Selected Words*, by Blockcolsky, Frazer, and Frazer; Communication Skill Builders, Tucson, AR, 1987. ISBN: 0-88450-798-X
- *Treatment Resource Manual for Speech-Language Pathology*, 2nd Edition, Froma P. Roth and Colleen K. Worthington, Singular Thomson Learning, Canada, 2001. ISBN: 07693-0018-9
- *Eliciting Sounds, Techniques and Strategies for Clinicians*, by Wayne Secord; Thomson/Delmar Learning, Clifton Park, NY, 2007. ISBN 10: 1-4018-9725-8
- *Report Writing for Speech-Language Pathologists and Audiologists*, Mary Pannbacker, et al., Pro-Ed, Austin, TX, 2001. ISBN: 0-89079-867-2

Suggested Readings/Resources:

- *Workbook for the Identification of Phonological Processes and Distinctive Features*, 3rd Edition, Robert J. Lowe, Pro-Ed, Austin, TX, 2002. ISBN: 0-89079-880-X
- *Book of Words*, by Blockcolsky; Communication Skill Builders, Tucson, AR, 1990
- *Clinical Phonology, Assessment and Treatment of Articulation Disorders in Children and Adults*, Edward S. Klein; Singular Publishing Group, Inc., San Diego, CA, 1996
- *Articulation and Phonological Disorders, A Book of Exercises, Second Edition*, Ken M. Bleile, Singular Publishing Group, Inc., San Diego, CA, 1996

- *Phonology Assessment and Intervention Applications in Speech Pathology*, Robert J. Lowe, Ph.D., Williams & Wilkins, Baltimore, MD, 1994
- *Fundamentals of Phonetics, A Practical Guide for Students, Second Edition*, Larry H. Small, Pearson Education, Inc., 2005 ISBN: 0-205-41912-7
- *Swallow Right, An Exercise Program to Correct Swallowing Patterns*, Roberta B. Pierce, Communication Skill Builders, Tucson, AZ, 1993. ISBN: 0-88450-668-1
- *Oral-Motor Analysis and Remediation Techniques, Second Edition*, Charlotte A. Boshart, Speech Dynamics Incorporated, Temecula, CA, 1998. ISBN: 0-9666844-4-3
- *Children: The Challenge, The classic work on improving parent-child relations- intelligent, humane, and eminently practical*, Rudolf Dreikurs, MD, Plume, New York, NY, 1964, 1990.

Attendance Policy:

Attendance in 744.02 is required. Consult your student manual concerning this requirement. For students who will miss class(es):

- you will be responsible for obtaining the information presented in class
- all assignments will be due on or before the due date, no exceptions
- you will be responsible for arranging time with the instructor (at least one week prior to due date) to present class projects and/or take tests, as applicable
- you will be responsible to follow through, in a timely fashion, with all needed action on announcements made in class, this includes announcements regarding clinic duties
- instructor notification is required prior to the absence

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://studentaffairs.osu.edu/info_for_students/csc.asp)

Students with Disabilities:

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

Speech/Hearing 744.03

Topic: LANGUAGE SAMPLING AND INTERVENTION

Instructor: Ellen K. Bonk
Quarter: Spring 2007
Section: First Year
Day/Time: Tuesdays, 2:00
Office: 117
Office Hours: Arrange
E-mail: bonk.8@osu.edu

Course Description: The contents of this course will provide students with methodological strategies and information regarding the remediation of persons with language disorders. Its focus will be on provision of services to children of varying ages with differing types of communication disorders including Central Auditory Processing Disorders, Hearing Impairment, Cognitive Impairment, and Autistic Spectrum Disorders. Emphasis will be placed on developing student knowledge in the areas of remediation techniques, specific materials selection and the reinforcement of client literacy skills in treatment sessions.

Course Objectives:

Knowledge

1. The student will recognize characteristics of the various language disorders in children and the behaviors exhibited.
2. The student will relate the language deficits exhibited by the various language disorders to academic and social manifestations of these persons.
3. The student will explore the continuum of language treatment methods available for supporting and developing best practices in the treatment of language disorders.
4. The student will develop goals and objectives to adequately describe treatment methods and techniques used with children with language disorders.
5. The student will examine the strengths and weaknesses of standardized tests and language sampling as they relate to the development of an appropriate treatment plan for language-impaired persons.
6. The student will explain the role of the Speech-Language Pathologist in the academic and private settings when planning treatment for preschool and school-aged children with language disorders.
7. The student will familiarize themselves with state, federal and local regulations, policies and procedures governing the remediation of persons with speech/language disorders.

Skills

1. The student will describe and classify observable behaviors and test-battery profiles of language impaired persons to increase differential diagnoses and develop appropriate treatment plans.
2. The student will write goals and objectives that target specific behaviors observed and evaluated in language-impaired children.
3. The student will select age appropriate materials and activities that target specific areas of weaknesses for the various disorders of language impaired individuals.
4. The student will define the terms and acronyms used in educational implementation of federal laws governing treatment for speech-language impaired children.
5. The student will compare the use of standardized testing and language sampling as resources for developing goals and objectives for treatment plans for language-impaired children.
6. The student will develop parent information and practice materials appropriate for corresponding language techniques used in the remediation process of clients with language disorders.

Values

1. The student will value the advantages of early identification and intervention of children with language disorders.
2. The student will consider parental involvement as crucial to their child's treatment plans and course of remediation.
3. The student will respect and value the speech/language pathologist role in both schools, administrative and private practice when intervening with children with language disorder.
4. The student will hypothesize the possible effects of language impairment on a child's home, academic and social environments, and what effect remediation has on the outcomes.

Course Requirement:

Attendance and Participation: All students are required to attend all classes and participate in class discussion. There are important announcements and discussions regarding clinical procedures that all students must follow as well as guest lecturers who will provide valuable information. Tardiness will result in a loss of 5 points from the final average for each offense. **10% (10 points)**

Quiz Grade: There will be two quizzes given, one during the class period and one that is a take-home quiz. These quizzes will cover material from previous lectures as well as information, articles or documents presented in class. Materials provided by guest speakers may also be covered on quizzes. **30% (30 points)**

There will be no final exam in this class.

Project: All students will choose a target skill area/topic for a specific language intervention project. The project will include a description of the developmental sequence in which the specific skill emerges and address both expressive and receptive use of language target/structure. Training the use of the target structure in multiple contexts or at multiple age levels of will also be a requirement of the project. Students will be asked to generate lesson plans for 3 sessions. Each LP should include; objectives, techniques, activities, materials, homework activities, parent training materials and the data used to identify the specific treatment target. See the project handout for further explanation. All projects will be collected and available to the class as a resource for future use.

60% (60 points)

A passing grade will require a B- or better average (86/100 points).

Project Deadline:

Each student is responsible for submitting the required project by the designated due date. Failure to turn in the completed project by the due date will result in a lowered grade of 10 points per day past the due date. Extensions will be made only in extreme emergencies, with permission of the instructor.

Attendance Policy:

Attendance in 744.02 is **required**. Consult the student manual concerning this requirement. Failure to attend, along with not making arrangements in advance for securing the materials covered in the class, will result in a lowered grade of 10 points for each class. Instructor notification is required prior to the absence. Quiz questions will be taken directly from lectures and guest speaker information provided, as well as handouts provided by the instructor.

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 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://studentaffairs.osu.edu/infor_for_students/csc.asp).

Students with disabilities that have been certified by the Office of Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.eds.ohio-state.edu>.

Speech/Hearing 744.04
Topic: Neurogenics: Assessment and Intervention
Summer, 2007

Instructor: Nadine Ocock
Email: ocock.3@osu.edu
Quarter: Summer, 2007
Section: Second Year

Day/Time: Monday, 9am
Office: 119
Office Hours: Arrange
Grade Expectations: Pass = $\geq 85\%$ Fail = $\leq 84\%$

Students with disabilities:

Students with disabilities that have been certified by the Office for Disabilities Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs.

Course description:

Class begins promptly on the hour. Be sure that your cell phone is turned *off*. If you arrive after lecture/announcements have begun, it will be considered an absence; if you are in clinic prior to class, be sure you plan accordingly to arrive in class on time. Class meetings will consist of a mix of lecture, question/answer discussion, case discussion, and clinical exercises. As with all the classes in the 744 series, the information presented is to supplement the information from the coursework. With this in mind, it is expected that all students have had neurology, aphasia, motor speech, TBI, and dysphagia coursework. *Also note that to demonstrate competencies for ASHA requirements, you must pass each portion of the course; achievement of clinical competency outcomes is independent of the grade in the course.*

- *This class is pass/fail; therefore please note the grade expectations and grading system for a passing grade. No extra credit projects will be provided, per departmental policy.*

Course Objectives:

Knowledge: For the adult neurogenic population with communication and swallowing disorders, the student will

- define and write multiple medical abbreviations as seen in a patient's chart
- describe and recognize objectives written for functional outcomes
- define the need for a functional maintenance plan
- locate and select appropriate tasks for an informal assessment
- identify and write brief and complete SOAP notes
- describe and explain the protocol for completing a non-instrumental clinical evaluation of swallowing
- identify other avenues for application of SLP knowledge to non-traditional clinical areas

Skills: For the adult neurogenic population with communication and swallowing disorders, the student will

- report their ability to read and write multiple medical abbreviations during class participation exercises
- produce measurable objectives written for functional outcomes
- construct a functional maintenance plan
- construct an informal assessment tool with appropriate tasks
- change a lengthy SOAP note into a brief, concise, and complete SOAP note
- apply the knowledge of the protocol of non-instrumental clinical evaluation of swallowing on normal individuals to build their skills prior to their practicum work
- report their ability to apply general SLP skills to non-traditional clinical situations

Values: For the adult neurogenic population with communication and swallowing disorders, the student will

- value the time efficiency of using abbreviations for medical terms
- assess the appropriateness of the functional statements in objectives for the diverse client needs
- apprise a mock client's situation and take that information into consideration when selecting appropriate targets for the functional maintenance plan
- weigh the positive and negative aspects of using an informal or a formal assessment
- compare the efficiency and effectiveness of writing lengthy versus brief SOAP notes
- apprise the effectiveness and results of non-instrumental clinical evaluation of swallowing
- value the opportunities for the variations present in the SLP profession

Course Requirements:

1. Lab day/worksheet use (15pts)
2. 12 “normal” non-instrumental clinical evaluations of swallowing (25 pts)
3. Non-instrumental clinical evaluation of swallowing proficiency (30 pts)
4. 3 reflection papers (10 pts each)

Project #1: Lab Day/Workbook Review:

- Since there are numerous therapy workbooks on the market for SLPs, this project is designed to develop your clinical discernment about the materials you choose to use with particular clients for particular goals. You will be provided a page from a workbook so to review that page and its use with a critical, clinical eye.
- As you review this page, work in groups of two to review a patient scenario. Assess/determine how well the worksheet applies to the patient scenario. If the worksheet does not directly apply, determine how you can make it applicable (aka, ‘think on your feet’).
- You will then write at least one complete, functional goal with a rationale appropriate for the goal/worksheet and client.
- Individually submit this information in a one page typed paper; single or 1.5 space, size 11-12 font. Be sure the patient scenario and worksheet are included with your submission.

Project #2: “Normal” non-instrumental clinical evaluations of swallowing:

- You will complete 12 “normal” non-instrumental clinical evaluations of swallowing. You are to obtain each individual’s signature and document the textures and results of the evaluation.
- You are to assess a minimum of 3 consistencies per “client”.
- **Your first “client” is to be Nadine, who will provide her own food items.**
- It is strongly encouraged that you assess a variety of people: male, female, young, old, beard, no beard, heavy, thin, etc.
- This project is designed for you to gain experience, not to diagnose. Therefore you must know that the person you’re “evaluating” has no known dysphagia; each person must be on a full, regular, normal diet.
- You will then include a typed summary (one page; single or 1.5 space, size 11-12 font) of this experience. It is expected that this thorough summary will contain: 1) your interpretations/comments/impressions of what it is like to assess swallowing in this manner, how thorough is this kind of assessment, how competent you feel when doing this assessment; 2) a description of the swallowing mechanism and process as you assessed it; 3) any deviations you may have noted in your “clients” and the results of those deviations if they had been/could be detrimental to the swallow process. Remember to use professional writing even as you include personal comments. *Please note: doing several assessments is NOT redundant – as you will see, each “normal” person is different and each “normal” swallow has differences. Before you can assess what is DISordered, you need to know what are NORMAL differences!*
- Points assigned as follows: 10 points for appropriate documentation of textures and results, 15 points for summary of the experience.

Project #3: Non-Instrumental Clinical Evaluation of Swallowing Proficiency:

- You will be provided with a protocol form to use to assess a partner’s swallow. This is designed for you to demonstrate your abilities to administer and complete an evaluation professionally and thoroughly. Teams of 2 will complete a non-instrumental clinical evaluation of swallowing with Nadine observing and evaluating your proficiency. This proficiency will be in place of one of the class meetings; schedule to be determined.
- At the designated time, you will both meet with the instructor and complete an evaluation (oral/laryngeal exam and food presentation) on each other, **in the same manner you would for a client**. You will be responsible for supplying appropriate materials and for knowing the non-instrumental evaluation procedure and making any necessary adjustments during testing based upon your “client’s” performance during the evaluation. You may bring notes with you and I suggest that you make any notes you wish *during* the proficiency (as you would in a real evaluation).
- After you complete the ‘evaluation’, hand-write your results on the report form provided, use pencil. Be as complete as possible, being sure to interpret your results/observations and make appropriate recommendations for this client. Neatness counts; grade rating will be reduced if illegible.
- The focus of this proficiency is on the basic procedure and professionalism. You should be familiar with the procedure; practice with each other so that you feel as comfortable as possible. While you may use your notes and refer to them, look upon the instructor as a client’s family member: Would I feel comfortable in your evaluation of his/her skills, or would I think that you had never completed an evaluation before?
- You may make this activity as much of a role-playing situation as you wish, however, it is not required. You also do not need to explain things to the instructor as you complete the evaluation, unless she asks a question.
- Points assigned as follows: 6 points for oral/laryngeal exam, 6 points for food presentation, 6 points for interpretation/recommendations/documentation, 12 points for overall professionalism and completion of evaluation.

Project #4: Reflection Paper:

- Following each guest speaker, type a one page, maximum (single space, size 11-12 font), reflection of your thoughts, insights, and commentary regarding the presentation. For the brain injury survivors, include your perspective if you were him, his wife, or his children. Remember to use professional writing even as you include personal comments. (10 points each, due within 48 hours of that class' presentation)
- **Please note:** For each of the above projects, meeting the basic criteria for each project will be considered providing the 'standard' for the assignment. This will then be characteristic of 'good and acceptable' work, with strengths outweighing weaknesses; this will earn scores in the average range. Work that goes above and beyond (solid reasoning and logic, insightful completion, integration of information into a cohesive evaluation and support for your choices, many strengths present, general professionalism, etc.) will earn higher scores.

Strongly suggested text: The Manual of Aphasia and Aphasia Therapy, 2nd Edition, Nancy Helm-Estabrooks, Martin L. Albert, Pro-Ed, Austin TX, 2004. ISBN # 0-89079-963-6

Suggested Readings:

- ⇒ ****Notebook in Nadine's office regarding additional info, handouts, etc which could not be copied due to copyright restrictions****
- ⇒ Introduction to Adult Swallowing Disorders, Michael A. Crary PhD, Michael E. Groher, PhD, Butterworth Heinemann, St. Louis, MO, 2003.
- ⇒ Evaluation and Treatment of Swallowing Disorders, Second Edition, Jerilyn Logemann, ProEd, Austin TX, 1998.
- ⇒ Manual for the Videofluoroscopic Study of Swallowing (2nd) ed. Jerilyn Logemann, ProEd, Austin, TX, 1986.
- ⇒ The Source for Dysphagia, Nancy B. Swigert, Linguistics, East Moline, IL, 1996.
- ⇒ The Source for Pediatric Dysphagia, Nancy B. Swigert, Linguistics, East Moline, IL, 1998.
- ⇒ Clinical Management of Adults Requiring Tracheostomy Tubes and Ventilators, Lisa Fornataro-Clerici, M.A. CCC-SLP, Thomas A. Roop, B.Ed., RRT., RCP., Northern Speech Services, Gaylord, MI, 1997.
- ⇒ Medical Speech-Language Pathology, A Practitioner's Guide, Alex F. Johnson, Barbara H. Jacobson, Thieme, New York, NY, 1998.
- ⇒ Assisting Survivors of Traumatic Brain Injury: The Role of Speech-Language Pathologists, Edited by Karen Hux, ProEd, Austin, TX, 2003.
- ⇒ Clinical Management of Dysarthric Speakers, Kathryn M. Yorkston, David R. Beukelman, Kathleen R. Bell, College-Hill Press, Boston, MA, 1988.
- Manual of Cooperative Group Treatment for Aphasia, Jan R. Avent, Ph.D., Butterworth-Heinemann, Newton, MA, 1997.
- ★ Where is the Mango Princess?, Cathy Crimmins, Alfred A. Knopf, New York, 2000. *Copy of selected portions is in a file in the 744 mailbox in clinic; strongly encourage the reading! The book is in my office as well.*
- ⇒ Teaching Pronunciation: A Reference for Teachers of English to Speakers of Other Languages, by Marianne Celce-Murcia, Donna M. Brinton, and Janet, M. Goodwin. Cambridge University Press, 1996.
- ⇒ Talking on the Job: The World of Corporate Speech Pathology, Katie Schwartz, Interactive Therapeutics, Inc., Stow, OH, 1996.
- ⇒ In Nadine's office.

Course Schedule (dates and topics subject to changes as needed)**6/18 Week one:**

- intro to course; "Neuro protocol session"
- dictionary of short hand, medical, abbreviations
- assessment of aphasia, informal: read chapter 10!

6/25 Week two:

- treatment of aphasia, when/how to end therapy, not recommend therapy
- watch JW video tx session
- tx, functional, relevant to expected outcomes, report writing

7/2 Week three:

⇒ Lab Day with workbook options; Project 1; due by morning of 7/9/06

7/9 Week four:

- Dan Shupe, guest speaker: stroke survivor

7/16 Week five:

- dysphagia
 - review normal anatomy and physiology of swallow
 - assessment of swallowing: non-instrumental
 - non-instrumental evals normal/disordered, appropriate recommendations
- ⇒ Project 2: Non-instrumental Swallow project assigned
- ⇒ Project 3: Schedule proficiencies for week of 7/30 (posted on my door)

7/23 Week six: Nadine out of the office

- Denise Vogt, guest speaker: degenerative diseases

7/30 Week seven:

- John Gladden, guest speaker: AVM/surgery/stroke survivor

8/6 Week eight:

- Frazier Water Protocol
- trach/vent patients
- Passy-Muir Tracheostomy Speaking Valves

8/13 Week nine:

- Corporate Speech Pathology
- Teaching accent modification
- Swallow projects 2-3 due

8/20 Week ten:

⇒ course evaluations

Attendance Policy:

Attendance in 744.02 is required. Consult your student manual concerning this requirement. Failure to attend along with not making arrangements for obtaining the shared information may result in a lowered grade. For students who will miss class(es):

- you will be responsible for obtaining the information presented in class
- all assignments will be due on or before the due date *at time of class*, no exceptions
- you will be responsible for arranging time with the instructor (at least one week prior to due date) to present class projects and/or take tests, as applicable
- you will be responsible to follow through, in a timely fashion, with all needed action on any and all announcements made in class

Project Deadline:

Each student is responsible for submitting assigned projects *by the time of the class period* on the designated due date. Exceptions will be made only on an emergency basis. *Other failures to complete the project on time will result in a lowered grade by five points for each day late and if not turned in at class period.*

Academic Misconduct:

The Ohio State University's guidelines for academic misconduct (Faculty Rule 3335-5-54) will be followed in the Speech and Hearing Science 744 series. All students should familiarize themselves with these guidelines.

Students with Disabilities:

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

744.05

744E02

Hearing Aids and Assistive Devices
Autumn Quarter, 2000

Class meeting: Tuesday 8-9
Location: Pressey Hall
Instructor: Gail Whitelaw, Ph.D.
E-mail: whitelaw.1@osu.edu
Office hours: Monday 1-3 or arrange

Upon completion of this course, the student will be able to:

- 1) Demonstrate practical skills for hearing aid management required for a speech-language pathologist
- 2) Explain hearing aid use and care to others (e.g. group home staffs, teachers, nursing home staffs, etc.)
- 3) Describe the philosophies for using FM Auditory Trainers and troubleshooting of FM systems
- 4) List assistive listening technology available to persons with hearing impairment
- 5) Describe funding mechanisms for hearing aids and assistive technology

Academic Misconduct: Students are reminded that academic misconduct is a violation of the Code of Student Conduct and, per faculty rule 3335-31-02, must be reported to the Committee on Academic Misconduct. The University defines academic misconduct as any activity which tends to compromise the academic integrity of the institution, or subvert the educational process. Some examples are plagiarism, cheating on examinations, and violation of course rules as contained in the course syllabus.

Alternative formats: This material is available in alternative formats upon request. Please contact the instructor for the necessary arrangements. Students with disabilities are responsible for making their needs known to the instructor, and seeking available assistance, in a timely manner.

Syllabus:

9/25/0: NO CLASS MEETING

10/2/01: Introduction to class and overview

- 10/9/01: Troubleshooting hearing aids--skills and materials
- 10/16/01: Troubleshooting hearing aids--special considerations
- 10/23/01: Providing in service training regarding hearing aids
- 10/30/01: FM technology--overview
- 11/6/01: FM Options and the role of the SLP
- 11/13/01: Troubleshooting FM technology/Funding
- 11/20/01: Practical applications
- 11/27/01: Practical applications

Grading:

Course grades will be based on the following as a percentage out of 65 points.

Attendance: Attendance is mandatory. 10 points for attendance

Class participation: Since this class will use a problem based learning format, class participation is essential for a successful learning experience. 10 points.

Practical application: Each student will demonstrate hearing aid and FM auditory trainer troubleshooting skills in individual assessment. 20 points.

Project: Each student will participate in an individual project of their choice--due on the last day of class. Each student will develop an in-service training program to be presented to a group of choice (e.g. nursing home staff, teachers, parents, etc.). This in-service can be in the form of a presentation outline, power point presentation, brochure, notebook, etc. which addresses a specific area. Some examples are hearing aid troubleshooting for a nursing home staff, hearing aid orientation for group home staff, presentation on hearing loss and hearing aids for an elementary school class, etc. The goal of this project is to develop something you will use after your graduate, so please attempt to address a population and topic with which you will be involved. 25 points.

Speech/Hearing 744.06
Topic: Professional Issues

Instructor: JoAnn Donohue
Quarter: Spring 2008
Section: Second Year
Day/Time: T 8:00-8:48
Office: 115 Pressey
Office Hours: Arrange by appointment
E-mail: donohue.1@osu.edu

Course Description: This course covers professional issues including: 1) preparation of a resume; 2) job interview formats and strategies; 3) certification and license requirements; 4) scope of contemporary professional issues; 5) principles of the ASHA code of ethics. Students will prepare a resume and be given guidelines for establishing a job placement record. ASHA certification and state license requirements and filing procedures will be addressed. Students will participate in presenting and critically discussing contemporary professional issues and their implications. Class projects will promote analysis and synthesis of relevant information regarding professional ethics.

Course Objectives/Learner Outcomes

Knowledge:

The learner will:

1. identify the primary components of a professional resume.
2. recall an effective format for a job interview and restate key interview strategies.
3. review the guidelines for ASHA certification and state license.
4. select an appropriate contemporary issue to present and discuss.
5. restate the principles and rules of the ASHA Code of Ethics.

Skills:

The learner will:

1. design a well formatted resume.
2. discuss effective interview strategies.
3. put together appropriate applications for state license and ASHA certification.
4. report, critique, and evaluate the impact of contemporary professional issues.
5. analyze and interpret relevant issues regarding the principles and rules of the Code of Ethics.

Values:

The learner will:

1. develop an understanding of the purpose and importance of a well prepared resume.
2. develop an appreciation of an effectively executed job interview.
3. assess the need for certification and license.
4. acknowledge the value of being aware of the scope of contemporary professional issues.
5. assess the value of knowing the principles and rules of the Code of Ethics and how this knowledge will impact professional decision making and client/patient care.

Course Schedule

<u>Date</u>	<u>Topic</u>	<u>Lecturers</u>	<u>Assignments/Readings</u>
March 25	Effective Resume Writing	Stacie Stormer Career Connection (Career Counselor)	
April 1	Interview Strategies	Ana Berrios-Allison Career Connection (Career Counselor)	Sign up for Professional Issues Complete Mr. Setty's assignment
April 8	Ohio Licensing Issues	Michael Setty OH Board SLP/Aud	Submit resumé
April 15	Review of portfolios	Bonk, Donohue, Ocock	
April 22	Discussion: Professional Issues		
April 29	Discussion: Professional Issues		
May 6	Discussion: Professional Issues		Sign up for Issue for Ethics
May 13	Discussion: Professional Issues		Reading: ASHA Code of Ethics
May 20	Discussion: ASHA Code of Ethics Issues; Preparation of paperwork (CF-07, 05) for Clinical Exit Interview		
May 27	Discussion: ASHA Code of Ethics Issues Class/Clinic Evaluation		

Readings:

Effective Resume Writing, available from Career Connection at 688-3898
Effective Interviewing Skills, available from Career Connection at 688-3898

Frey, Ron. (2000). *101 Great Answers to the Toughest Interview Questions*. Franklin Lakes, NJ: Career Press

Membership and Certification Handbook (2003). Rockville: American Speech-Language Association

Selected professional issues; (*Asha Leader* will be helpful)

Assignment from Mr. Setty for April 10:

1. Go to our board website: Slpaud.ohio.gov
2. Download the application and documents for Conditional Licensure (we now have a specific application for Conditional License)
3. Read the law and rules of the Board

Additional Services:

Students are encouraged to establish Reference letters as these will be helpful when needing references for jobs and/or pursuing higher degrees. Contact Reference Letter Service at Arts and Sciences Career Services in 05 Brown Hall at 292-7055; <http://career.asc.ohio-state.edu>. (click on services). Reminder for all faculty and staff, a FERPA form must be completed and on file before the individual can provide a written and/or reference.

Course Requirements:

Resumé	25 points
Review of Issues in Ethics	15 points
Professional Issue	
Oral presentation	20 points
Written summary	40 points
A passing grade will require at least B- or better average (85/100 points)	

Resumé:	Prepare your own resumé using guidelines presented in class and booklet, as well as the information you receive from counselors in the Career Connection. Students are encouraged to schedule at least one review session with a counselor in Career Connection on the 2 nd floor of the Younkin Success Center at 1640 Neil Avenue (688-3898) prior to submitting resumé to the 744 instructor.
Ethics Issue:	Read the Code of Ethics. Then select a specific issue in ethics to review. This is to be summarized in a 1-2 page statement using the format as ASHA presented in the supplement <i>Code of Ethics and Issues in Ethics</i> (An example is attached). You may do this individually or a group of 2-4. Be prepared to discuss informally the issue in class.
Professional Issue:	Review the literature regarding current professional issues. Select one specific issue and write a short 3 to 5 page review summarizing the issue. The format should include sources (at least 3), description of the issue, and your reaction and/or impression. A formal oral presentation of 12-15 minutes summarizing the issue will be presented in class. This may be done individually or in groups no larger than 4 persons.

Attendance Policy: Attendance in 744 is required. Consult your student manual concerning this requirement. Failure to attend each class along with not making previous arrangements for obtaining the shared information will result in lowered grade of 10 points for each missed class, with one unexcused class per quarter being permissible. During class, please turn off all cell phones and pagers.

Project Deadline: Each student is responsible for presenting assigned projects by the designated due date. Exceptions will be made only on an emergency basis. Other failures to complete the project on time will result in a lowered grade of 5 points per day past due date.

Academic Misconduct: The Ohio State University's guidelines for academic misconduct (Faculty Rule 3335-5-487) will be followed in the Speech and Hearing Science 744 series. All students should familiarize themselves with these guidelines. 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://studentaffairs.osu.edu/info_for>students/esc.asp).

Disability Services

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

**SHS 805
Pediatric Audiology I
Winter Quarter, 2008**

Time: Monday and Wednesday 9-11 AM
Place: Pressey Room 1
Instructor: Gail M. Whitelaw, Ph.D.
Office: 145 Pressey Hall
Office Hours: Arrange

There is no text assigned for this course. Readings will be compiled from a number of sources and are provided in this syllabus. It should be anticipated that additional readings will be assigned throughout the quarter. Please note: readings listed here are provided to give students a “framework” from which to begin. Additional readings should be anticipated throughout the quarter. Information from any assigned reading may appear as part of formative and summative assessments throughout this quarter.

Alternative formats: This material is available in alternative formats upon request. Please contact the instructor for the necessary arrangements. Students with disabilities are responsible for making their needs known to the instructor, and seeking available assistance, in a timely manner.

Objectives:

Upon completion of this course, the student will have the knowledge to be able to:

- Identify most common etiologies of childhood hearing loss
- Discuss embryological development of the auditory system and address the relationship of this information to clinical audiology
- Discuss basic concepts in genetics as they relate to audiology and identify common genetic syndromes associated with hearing loss
- Describe critical components of early hearing detection and intervention (EDHI) program
- Design appropriate test protocols for assessing children of different ages and developmental levels
- Identify common pathologies related to hearing loss in children

Upon completion of this course, the student will have the skills to be able to:

- Assess children and difficult-to-test populations and obtain reliable and valid results
- Develop a EDHI program
- Make appropriate referrals and interdisciplinary team approaches for children with hearing loss

This class will incorporate principles of problem-based learning (PBL), which is an approach for applying theoretical constructions to solving problems that requires integration of information and critical thinking skills.

Class Schedule

Topic

1/4/08: Overview of Pediatric Audiology: Questions, Issues, Contrast
Introduction to Genetics

1/7/08: Genetics
GO BUCKS

READINGS:

Welch, K.O. (2006) Fundamentals of Human Genetics. *Seminars in Hearing*, 27 (3), 127-135.

Keats, B.J.B et al (2006). Epidemiology of Genetic Hearing Loss. *Seminars in Hearing* 27 (3), 136-147.

Gregoret, L. (2005). Why is My Child Deaf? *Educational Audiology Review*, Summer, 2005, 3-5.

1/9/08: Genetics

QUIZ 1

To learn more about the human genome and hearing loss (for fun):

[http://www.ncbi.nlm.nih.gov/sites/entrez?db=gene&cmd=search&term=hearing+AND+txid9606\[Organism\]](http://www.ncbi.nlm.nih.gov/sites/entrez?db=gene&cmd=search&term=hearing+AND+txid9606[Organism])

READINGS:

Friedman, Thomas B.; Schultz, Julie M.; Ben-Yosef, Tamar; Pryor, Shannon P.; Lagziel, Ayala; Fisher, Rachel A.; Wilcox, Edward R.; Riazuddin, Saima; Ahmed, Zubair M.; Belyantseva, Inna A.; & Griffith, Andrew J. (2003). Recent Advances in the Understanding of Syndromic Forms of Hearing Loss. *Ear and Hearing*, 24(4), 289-302.

Van Laer, Lut. Cryns, Kim. Smith, Richard J. H. & Van Camp, Guy. (2003). Nonsyndromic Hearing Loss. *Ear and Hearing*, 24(4):275-288

Azaiez, H., Van Camp, G., & Smith, R.J.H. (2006). Connexins and Deafness: From Molecules to Disease. *Seminars in Hearing*, 27 (3), 148-159.

Arnos, Kathleen S. (2003). The Implications of Genetic Testing for Deafness. *Ear & Hearing*, 24(4):324-331.

Brownstein Z. and Avraham, K.B. (2006). Future Trends and Potential for Treatment of Sensorineural Hearing Loss. *Seminars in Hearing*, 27 (3), 193-212.

1/14/08: Embryology
Bhatnagar Chapter
ABSTRACT DUE

1/16/08: Embryology, con't
QUIZ 2

1/21/08: NO CLASS in observance of the MLK Holiday

1/23/08: Issues in Auditory Development: Psychoacoustic perspectives

1/28/08: History and status: Early Hearing Detection and Intervention (EDHI)
Principles and Guidelines for Early Hearing Detection and Intervention Programs
2007 American Academy of Pediatrics Position Statement (see
<http://www.audiology.org/NR/rdonlyres/ABCA5E65-B936-4214-AB6B-D2339BBB1132/0/JCIHwebFinal.pdf> at American Academy of Audiology Website)
QUIZ 3

1/30/08: EDHI and public health considerations

Bess, F.H. and Paradise, J.L. (1994). Universal Screening for Infant Hearing Impairment: Not Simple, Not Risk-Free, Not necessarily beneficial, and Not Presently Justified. *Pediatrics* 330-334.

O'Neal, J., Fititzo, T., & Litman, T. (2000). Neonatal Hearing Screening: Follow-Up and Diagnosis: In: R.J. Roeser, M. Valente, H. Hosford-Dunn (ed.) *Audiology Diagnosis*, (pp. 527-544). New York, New York: Thieme.

Yoshinaga-Itano, C., Sedey, A., Coulter, D.K., & Mehl, A. L. (1998). Language of early and later identified children with hearing loss. *Pediatrics*, 102, 1161-1171.

Principles and Guidelines for Early Hearing Detection and Intervention Programs
2007 American Academy of Pediatrics Position Statement (see
<http://www.audiology.org/NR/rdonlyres/ABCA5E65-B936-4214-AB6B-D2339BBB1132/0/JCIHwebFinal.pdf> at American Academy of Audiology Website)

D2339BBB1132/0/JCIHwebFinal.pdf at American Academy of Audiology Website)

Role of the Audiologist in Newborn Hearing Screening programs (see
<http://www.audiology.org/publications/documents/positions/Infant+ID/nhsp.htm>)

2/4/08: EDHI Programs: MIDTERM ASSIGNED
 QUIZ 4

2/6/08: Behavioral assessment of peripheral hearing acuity

READINGS:

Jerger, J. & Hayes, D. (1976). The cross check principle in pediatric audiometry. *Archives in otolaryngology*, 102, 614-620.

Scewald RC and Scollie SD 1999. Infants are not average adults: Implications for audiometric testing. *The Hearing Journal* 52(10): 64-72.

Diefendorf, Allen O. and Gravel, Judith S.(1996) Behavioral Observation and Visual Reinforcement Audiometry. In S.E. Gerber (ed.), *The Handbook of Pediatric Audiology*, chapter 4, 55-83. Gallaudet University Press.

2/11/08: Behavioral assessment of peripheral hearing acuity
 MIDTERM DUE

2/13/08: Behavioral assessment: Alternative approaches
 Electrophysiologic assessment
 QUIZ 5

Margolis, R.H., Bass-Ringdahl, S., Hanks, W.D., Holte, K. & Zapala, D.A. (2003). Tympanometry in Newborn Infants-1KHz Norms. *Journal of the American Academy of Audiology*, 14, 383-392.

Caladruccio, L., Fitzgerlad, T.S. & Prieve, B.A. (2006). Normative multifrequency Tympanometry in infants and toddlers. *JAAA*, 17 (7), 470-479.

2/18/08: Electrophysiology assessment

2/20/08: Electrophysiologic assessment
 QUIZ 6

2/25/08: Otologic pathologies impacting children (e.g. otitis media, auditory neuropathy, etc.)

2/27/08: Otologic pathologies impacting children/role of the audiologist a case manager
 QUIZ 7

Bess, F.H., Dodd-Murphy, J., & Parker, R.A. (1998). Children with minimal sensorineural hearing loss: Prevalence, educational performance, and functional status. *Ear & Hearing*, 9, 339-354.

Davis, A., Reeve, K., Hind, S., & Bamford, J. (2002). Children with mild and unilateral impairment. In: Seewald RC, Gravel JS (eds.), *A Sound Foundation Through Early Amplification 2001: Proceedings of the Second International Conference*, Great Britain: St. Edmundsbury Press, 2002: 179-186.

3/4/08: Presentations

3/6/08: Presentations

Final: 3/11/08 7:30-9:18AM

Grading:

Quizzes: Seven quizzes will be given throughout the quarter, with each quiz being worth 10 points. Quizzes will cover the attached list of syndromes and will be cumulative (e.g. any syndrome up to that point is fair game)

Midterm examination: This will be a take home examination which is primarily essay in nature. The exam will be heavily weighted toward integrative thinking and problem solving. It will be worth 50 points.

Paper: As part of this class, you will be submitting a paper to the 11th Annual Allan O. Diefendorf Pediatric Audiology Conference. Your paper will be “published” in the proceedings of that meeting. This paper will differ from others that you have written in that your role is to be the “expert” in an area of pediatric audiology. You are to present this information as if you were presenting it to a group of professional colleagues. You will be asked to provide a brief (approximately 20 minute) presentation on your topic, due during the final class meetings for this quarter. It should be a topic in which you are interested and about which you are excited; an opportunity to explore a specialization topic, for example. The paper will be submitted in three steps.

A) An abstract of your paper is due on 1/14/08. Included in this abstract is the working title of your paper, your name, and a 100-word abstract of your proposed paper. For ideas about how abstracts are written, you may consult articles in professional journals, APA Style Manual, or programs of professional meetings, including AAA or ASHA. This abstract will be returned to you with comments to assist you in the development of your paper. This part of the project is worth 10 points.

B) The final paper is due on 3/11/08. There is no specific page requirement; however 5-7 pages should be used as a **guide**. This paper will be evaluated on both content and format, so attention must be paid to both. References should be cited using the APA format. You are asked to submit 2 copies of your paper. This part of the project is worth 40 points.

C) The final presentation is during the 10th week. This presentation should be approximately 20 minutes in length, highlighting your paper and providing an overview for your colleagues. This should be a **professional and polished presentation** (e.g. you are expected to speak to the group as if you are the “presenter”: consider dress, presentation style, audiovisual resources, etc.). A one page handout to help guide the key points of your presentation may also be useful for your audience but is NOT required. However, all information from presentations may be included in the final examination. 25 points.

Final Examination:

A comprehensive final examination will be given during finals week. This examination will have an objective format and information covered during the quarter, including readings, lecture notes, and information from student presentations, will be covered. 100 points.

Total points:

7 quizzes	70 points	
Midterm	50 points	
Presentation	25 points	TOTAL: 305 points
Abstract	10 points	
Paper	40 points	
Final	100 points	

Academic Misconduct: Students are reminded that academic misconduct is a violation of the Code of Student Conduct and, per faculty rule 3335-31-02, must be reported to the Committee on Academic Misconduct. The University defines academic misconduct as any activity that tends to compromise the academic integrity of the institution, or subvert the educational process. Some examples are plagiarism, cheating on examinations, and violation of course rules as contained in the course syllabus.

SHS 807
Pediatric Audiology II
Winter Quarter, 2007

Time: Monday and Wednesday 10:30-12:30

Place: Room 1 Pressey Hall

Instructor: Gail M. Whitelaw, Ph.D.

Office: 145 Pressey Hall

Office Hours: Arrange

Recommended Text(s):

Bellis, T. J. *Assessment and Management of Central Auditory Processing Disorders in the Educational Setting: From Science to Practice (2nd Ed.)*

Chermak, G.D. and Musiek, F.E. (Eds) (2007) *Handbook of (Central) Auditory Processing Disorder Vol. I and II* San Diego: Plural Publishing.

DeConde-Johnson, Benson, P.V., and Seaton, J.B. (1997). *Educational Audiology Handbook*.

Flexer, C. (1999). *Facilitating Hearing and Listening in Young Children (2nd Ed.)*.

Other readings to be assigned throughout the quarter, some from texts used in previous courses, including SHS 705 and 805

Information regarding texts will be discussed further at the first class meeting.

Alternative formats: This material is available in alternative formats upon request. Please contact the instructor for the necessary arrangements. Students with disabilities are responsible for making their needs known to the instructor, and seeking available assistance, in a timely manner.

Objectives:

Upon completion of this course, the student will have the **knowledge** to:

- Discuss theoretical and philosophical bases for auditory processing and it's disorders in children
- Develop an auditory processing test battery based on individual philosophical approach and interpret results of test battery
- Fit amplification on children based on an established, peer-reviewed protocols
- Use appropriate outcome measures for hearing aid fitting in children, based on age, degree of

hearing loss, family dynamics, educational placement, etc.

- Understand how federal and state legislation apply to the education of children with hearing loss and the role of the educational audiologist in this process
- Determine impact of classroom acoustics in the educational process for all children
- Determine appropriate assistive technology options in addition to hearing aids for children to maximize communication
- Participate in developing educational goals for children with hearing loss and other auditory disorders

Upon completion of this course, the student will have the **skills** to be able to:

- Assess auditory processing disorders in children via behavioral and electrophysiologic measures
- Develop an appropriate hearing aid fitting protocol for children and fit hearing aids based on this protocol
- Apply appropriate outcome measures consistently related to fitting amplification in children
- Provide basic informational counseling for educators regarding the impact of auditory disorders on education
- Select appropriate assistive technology options in order to address impact of auditory disorders in the classroom environment
- Participate in an IFSP/IEP meeting as a team member

This class will incorporate principles of problem-based learning (PBL), which is an approach for applying theoretical constructions to solving problems that requires integration of information and critical thinking skills.

Grading:

5 minute quizzes: 5 “5 minute quizzes” will be given throughout the quarter, worth 5 points each. These quizzes are designed to assure that integration of information is occurring throughout the quarter. These quizzes will address the major information from class, will be based on class notes, and will highlight major issues presented during class. 25 points

Clinic Project: Completed project as assigned in 805. Due 1/31/07. 50 points

ABR protocol: Based on readings, information from pediatric facilities, etc., provide a protocol for threshold estimation/confirmation of hearing loss for ABR in a pediatric population. Provide the parameters of the protocol and a BRIEF rationale for why this protocol was selected. This can be presented in a chart, flow chart, bullet points and should be summarized in 2-3 pages. 20 points. Due 1/24/07

Midterm examination: This will be a take home examination which is primarily essay in nature. The exam will be heavily weighted toward integrative thinking and problem solving. Due 2/21/07 50 points

APD Lab: Each student will develop a lab based on their own development of an auditory processing test battery for a child. The lab must provide a rationale for each test included, criterion for interpretation and normative data, etc. Tests can include the SCAN-C (or A as appropriate), SSW, Pitch Pattern Sequence test, Random Gap Detection Test, and Auditory Continuous Performance Test and electrophysiologic options. Each test should be interpreted using appropriate norms. A brief interpretation of tests should be presented along with a diagnosis based on test results. Due 2/21/07. 25 points.

Panel case presentations: Group presentations on pediatric amplification cases will be given on the last day of class. Cases can be selected from those in clinic, in journals, or a couple of cases on a similar topic. Additional details will be provided in class. 25 points

Class participation: Expected. Up to 10 points will be earned throughout the quarter.

Final Examination: A comprehensive final examination will be administered during finals week. This examination will include both an objective format and case study exercises. 75 points.
3/14/07

Total points: 280 points

Academic Misconduct: Students are reminded that academic misconduct is a violation of the Code of Student Conduct and, per faculty rule 3335-31-02, must be reported to the Committee on Academic Misconduct. The University defines academic misconduct as any activity which tends to compromise the academic integrity of the institution, or subvert the educational process. Some examples are plagiarism, cheating on examinations, and violation of course rules as contained in the course syllabus.

Schedule

Topic

1/3/07: Electrophysiology review

1/8/07: Electrophysiology review, as needed

Hearing, listening, and the audiogram: Hearing and listening as a continuum

American Speech-Language-Hearing Association (2005). (Central) Auditory Processing Disorders—The Role of the Audiologist [Position statement]. Available at <http://www.asha.org/members/deskref-journals/deskref/default>

American Speech-Language-Hearing Association. (2005). (Central) Auditory Processing Disorders. Available at <http://www.asha.org/members/deskref-journals/deskref/default>

1/10/07: Central auditory processing: Theoretical framework and assessment

1/15/07: NO CLASS MEETING: MLK Holiday

1/17/07 and 1/22/07: Auditory processing disorders: Assessment
Central auditory processing: Theoretical framework and assessment

Readings:

Bellis Chapter 4-6 (pages 91-166)

Chermak and Musiek Chapters 3 and 7

McFarland, D.J. and Cacace, A.T. (1995) Modality specificity as a criterion for diagnosing central auditory processing disorders. *American Journal of Audiology: A Journal of Clinical Practice*, 4(3), 36-48.

Musiek, F. and Jerger, J. (2000). Report of the consensus conference on the diagnosis of auditory processing disorders in school aged children. *Journal of the American Academy of Audiology*, 11, 467-474.

American Speech-Language-Hearing Association. (1996). Central auditory processing: Current status of research and implications for clinical practice. Task force on central auditory processing consensus development. *American Journal of Audiology*, 5, 41-54

1/24/07 and 1/29/07: Central auditory processing disorders: Assessment and management
Midterm and lab assigned

Readings:

Bellis Chapter 7-8 (pages 167-224)

Bellis, T.J. & Ferre, J.M. (1999). Multidimensional approach to the differential diagnosis of central auditory processing disorders in children. *Journal of the American Academy of Audiology*. 10, 319-328

Chermak and Musiek Chapters 8-11

1/31/07 and 2/5/07: APD assessment and differential diagnosis

Readings:

Chermak and Musiek Chapter 14, 15, 17

MIDTERM ASSIGNED

2/7/07 and 2/12/07: Management of Central Auditory Processing Disorders

Readings and references:

Cacace, A.T. and McFarland, D.J. (1998). Central auditory processing disorder in school-aged children: A critical review. *JSHR*, 41, 355-373.

Seminars in Hearing (2002) Management of APD

Chermak and Musiek Vol. II Chapters 4-6

2/14/07 and 2/19/07:

Assessment of amplification specific to pediatric populations

Readings:

Pediatric Audiology Position Statement

<http://www.audiology.org/professional/positions/pedamp.pdf>

Bess, Gravel, and Tharpe Amplification for Children with Auditory Deficits (Chapters 5, 7, 8, 9)

Seewald, R.C. (1995). The Desired Sensation Level (DSL) Method for Hearing Aid Fitting in Infants and Children. *Phonak Focus*, 20, 1-19.

Bess, et al. (1996). Amplification for infants and children with hearing loss. *American Journal of Audiology*, 5(1), 53-68

Lewis, D.E. (1999). Selection and pre-setting amplification for children: Where do we begin? *Trends in Amplification* 4 (2), 75-89

Phonak video

2/21/07: Measuring outcomes of amplification/funding for hearing aids in children

MIDTERM DUE

APD LAB DUE

Readings:

Palmer, C.V. and Mormer, E. (1999). Goals and Expectations for the Hearing Aid Fitting. *Trends in Amplification* 4(2), 59-71

Bentler, R. and Niebuhr, D. (1999). Verification: Issues and Implementation. *Trends in Amplification* 4(2), 90-102

Video materials from Oberkötter Foundation and Beginnings for Parents of Children with Hearing loss

2/26/07: Overview of FM technologies

Chermak and Musiek Chapter 7

2/28/07 and 3/5/07: Educational Aspects of audiology and federal law

Educational Audiology Handbook

Leavitt, R, and Carol Ann Flexer. "Speech degradation as measured by the Rapid Speech Transmission Index (RASTI)." *Ear and Hearing*, 12, No. 2 (1991) , pp. 115-8.

Classroom Acoustics. *Seminars in Hearing* (2004) 25(2).

3/7/07: Case/panel presentations on hearing aids

Wednesday, March 14, 2007 9:30-11:18 AM Final examination

Speech and Hearing Science

Cochlear Implants

Winter Quarter, 2005 *JSK*

939.01

Instructor: Christy Goodman, Au.D.

Office: Room 147b, Pressey Hall,

292-6251, goodman.58@osu.edu

Office Hours: Arrange

Text: Clark (2002). *Cochlear Implants; Fundamentals and Applications*

Course Objectives:

Upon completion of this course, the student will have knowledge needed to describe:

- Cochlear Implant device components
- Device function
- Speech processing strategies
- Differences in available technology from different manufacturers
- Adult qualifications for candidacy
- Pediatric qualifications for candidacy
- Diagnostic procedures for evaluation of candidacy
- Basic surgery procedures
- Programming terms
- Programming techniques for adults versus children
- Objective measures in programming
- Adult rehabilitation procedures
- Pediatric habilitation procedures
- Troubleshooting of devices

Upon completion of the course, the student will have the skills needed to:

- Complete the necessary diagnostic procedures for referral for device implantation
- Provide initial counseling to prospective implant patients
- Describe advantages and disadvantages of device options and differences between manufacturers to an implant candidate
- Complete objective test measurements for verification of success
- Troubleshoot basic device failures
- Assist speech language pathologists in developing goals for rehabilitation or habilitation therapy

Projects

Project One

Locate a reliable source that discusses one of the following conditions and its relation to cochlear implantation. Report to the class how the condition would affect CI candidacy and CI success. You will have less than 5 minutes to discuss your findings. Please list your findings and document your source.

Auditory Neuropathy
 Mondinis Malformation
 Enlarged Vestibular Aqueducts
 Meningitis
 Michal's Aplasia
 Ototoxic Deafness due to Amikacin use
 Meniere's Disease
 Tinnitus
 Severe Recruitment
 Neurofibromatosis Type I

Project 2

Visit the following 3 web sites. After reviewing them, answer the following questions.

<http://www.cochlearamericas.com/index.asp>

<http://www.cochlearimplant.com>

<http://www.medel.com/>

Which cochlear implant would you choose for yourself?
 Write a summary of the reasons behind your choice.

Project 3

You are trying to help a patient obtain a cochlear implant, but their insurance company declined stating that the policy explicitly states that hearing aids are not covered. Exasperated, you pick up the phone wait about an hour and a half before you get a live person. You tell this insurance representative that your client should not have been declined because.....

Write a short summary of what you have to say, and why the insurance company should cover your client's cochlear implant. You can't keep their attention more than three minutes, so focus on the most important issues.

Project 4

Select an article from any of the speech and hearing journals that discusses cochlear implantation in children and the relationships found between success with the CI and one of the following:

1. Communication mode
2. Educational environment
3. Type of device

Write a short review of your findings and report your findings to the class.

Grading: Course grade will be based upon the points accumulated on the projects, the midterms and the comprehensive final examination.

Late assignments **WILL NOT** be accepted.

Attendance is mandatory for this class. Only University recognized absence excuses will be accepted and should be presented to the instructor prior to the class meeting.

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://sufentaffairs.osu.edu/info_for_students/cs.asp).

Disability Services: Students with disabilities that have been certified by the Office for Disabilities Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Ave, telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.