



SPEECH PATHOLOGY AND AUDIOLOGY

SPPA 6790 – Clinical Grand Rounds in Speech-Language Pathology

Instructor /Course Facilitator: Jacqueline Podewils, M.S., CCC-SLP

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Class Meeting Time and Location: Mondays, 5:30 p.m. to 6:20 p.m. Cramer Hall 038

Office Hours: By Appointment

Course Description:

This course is intended as a review/capstone experience for students in the M.S. Program in Speech-Language Pathology. It is also intended to complement student's preparation for the Praxis Examination in Speech-Language Pathology. The format of this course will be the presentation of challenging cases in speech-language pathology requiring student reflection and reaction.

Textbook: None required. Cases posted to D2L. Students are expected to use knowledge and skills gained from coursework and clinical practicum over their educational experience as well as their own research/preparation to inform them regarding the cases/clinical disorders presented.

ASHA Certification Standards:

Satisfactory completion of this course is intended to assist students in meeting the following knowledge and skills required for the American Speech-Language-Hearing Association (ASHA) Standards for the Certificate of Clinical Competence in Speech-Language Pathology as they apply to speech, language and hearing disorders:

- **Standard III Program of Study:** The applicant for certification must have completed a program of study (a minimum of 36 semester credit hours at the graduate level) that includes academic course work and supervised clinical experience sufficient in depth and breadth to achieve the specified knowledge and skills outcomes stipulated in Standard IV-A through IV-G and Standard V-A through V-C.
- **Standard IV Knowledge Outcomes:**

Std. IV-A: The applicant must have demonstrated knowledge of the biological sciences, physical sciences, statistics, and the social/behavioral sciences.

Std. IV-B: The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.

Std. IV-C: The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas: articulation; fluency; voice and resonance, including respiration and phonation; receptive and expressive language

(phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication and paralinguistic communication) in speaking, listening, reading, writing; hearing, including the impact on speech and language; swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding, orofacial myology); cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning); augmentative and alternative communication modalities.

Std. IV-D: For each of the areas specified in Standard IV-C, the applicant must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.

Std. IV-E: The applicant must have demonstrated knowledge of standards of ethical conduct.

Std. IV-F: The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.

Std. IV-G: The applicant must have demonstrated knowledge of contemporary professional issues.

Std. IV-H: The applicant must have demonstrated knowledge of entry level and advanced certifications, licensure, and other relevant professional credentials, as well as local, state, and national regulations and policies relevant to professional practice.

- Standard V: Skill Outcomes

Std. V-A: The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.

Std. V-B: The applicant for certification must have completed a program of study that included experiences sufficient in breadth and depth to achieve the following skills outcomes:

1. Evaluation
 - a. Conduct screening and prevention procedures (including prevention activities).
 - b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals.
 - c. Select and administer appropriate evaluation procedures, such as behavioral observations, non-standardized and standardized tests, and instrumental procedures.
 - d. Adapt evaluation procedures to meet client/patient needs.
 - e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.
 - f. Complete administrative and reporting functions necessary to support evaluation.
 - g. Refer clients/patients for appropriate services.
2. Intervention
 - a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process.
 - b. Implement intervention plans (involve clients/patients and relevant others in the intervention process).
 - c. Select or develop and use appropriate materials and instrumentation for prevention and intervention.
 - d. Measure and evaluate clients'/patients' performance and progress.
 - e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.

- f. Complete administrative and reporting functions necessary to support intervention.
 - g. Identify and refer clients/patients for services as appropriate.
3. Interaction and Personal Qualities
- a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.
 - b. Collaborate with other professionals in case management.
 - c. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.
 - d. Adhere to the ASHA Code of Ethics and behave professionally.

WI-DPI Standards:

Satisfactory completion of this course is intended to assist students in meeting the following requirements for WI-DPI Licensure as they apply to speech, language, and swallowing:

- Standard 1. The speech-language pathologist (SLP) understands the central concepts, tools of inquiry, and structures of the disciplines s/he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.
- Standard 4. The SLP understands and uses a variety of instructional strategies, including the use of technology to encourage children's development of critical thinking, problem solving, and performance skills.
- Standard 7. The SLP organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community and curriculum goals.
- Standard 8. The SLP understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student.
- Standard 9. The SLP is a reflective practitioner who continually evaluates the effect of his or her choices and actions on pupils, parents/families, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.

Outcome Objectives:

At the end of this course, students will be able to:

- Identify appropriate assessment tools for evaluating children and adults when presented with case presentations representing a variety of communication disorders.
- Identify appropriate intervention techniques for children and adults diagnosed with a variety of communication disorders.
- Understand professional and ethical issues related to certification/licensure and serving persons with communication disorders.

Course Requirements:

Students will be provided with case information via D2L and an assignment related to the case approximately one week before the case will be presented. **It is expected that students will come to class with assignment completed and prepared to discuss the case presentation** – e.g., interpretation of diagnostic test results, short and long term goals, case management, etc. **The assignments will be collected in class and reviewed for understanding of material.**

Grading Policy:

This course is Satisfactory/Unsatisfactory. Satisfactory performance will be determined by class participation and satisfactory completion of **all** the assignments.

Attendance Policy:

Attendance at all class meetings is expected. Any absence, regardless of reason, will prevent the student from getting the full benefit of the course and render the student liable to University censure. It is assumed that no student will be absent from class without reason. Therefore, the instructor does not differentiate officially between "excused" and "unexcused" absences.

Acceptable anticipated absences:

- The student is away from campus representing an official university function, e.g., participating in a professional meeting, as part of a judging team, or athletic team.
- Required court attendance as certified by the Clerk of Court.
- Religious observances when certified by a letter from the student's parent(s) or religious leader.
- Required military duty as certified by the student's commanding officer.

Acceptable emergency absences:

- Illness or injury when certified by an attending physician, dentist, or nurse. The certification should show the date service was provided to the student but should not describe the nature of that service.
- Death or serious illness in the immediate family (parents, step-parents, siblings, spouse, children, step-children, foster children, in-laws, sibling in-laws, grandparents, great grandparents, step-great grandparents, grandchildren, aunts, uncles, nieces, and nephews) when certified by a letter from the student's parent(s) or spouse.

Academic Integrity and Academic Honesty Policy:

Refer to the following University links regarding guidelines and disciplinary procedures relevant to academic dishonesty and integrity:

<http://bulletin.marquette.edu/undergrad/academicregulations/>
<http://www.marquette.edu/provost/integrity-index.php>

CASE /TOPIC PRESENTATION SCHEDULE

January 12

- Course Introduction / Certification, Licensure, and Professional Issues
- Presenter: Jacqueline Podewils, M.S., CCC-SLP

January 19

- Martin Luther King; Class Excused

January 26

- Topic: Employment settings, job search, interview strategies, salary, bilingual skills
- Presenter: Megan Kimmel, M.S., CCC-SLP and Colleague (name to be announced)

February 2

- Topic: Required Annual OSHA/Infection control training
- Presenter: Jacqueline Podewils, M.S., CCC-SLP

February 9

- Case: Laryngectomy
- Presenter: Sarah Zach, Graduate Student/M.S. Candidate

February 16

- Case: Birth-to-Three Intervention
- Presenter: Bridget Valla, M.S., CCC-SLP

February 23

- Case: Fluency
- Presenter: Katherine Cording, M.S., CCC-SLP

March 2

- Case: Neurogenic
- Presenter: Santina Puglisi-Creegan, M.S., CCC-SLP

March 9

- Spring Break; Class Excused

March 16

- Topic: Phonological Disorders
- Presenter: S. Sue Berman, M.A., CCC-SLP
- Note: This class scheduled for 2 hours. Plan accordingly; class from 5:30-7:30 p.m. This has been arranged in collaboration with Dr. Steven Long. He is allowing us an extra hour this week in exchange for class period next week.

March 23

- No class SPPA 6790 as time was exchanged with Dr. Long on 3/16 as stated above.
- Note: Research Methods starts at 5:30 p.m. tonight not 6:30 as normally scheduled.

March 30

- Topic: Pizza with SLPS! Content related to working as an SLP in the school setting
- Presenter: Mikaely Schmitz, M.S., CCC-SLP & colleagues from MPS

April 6

- Case: Pediatric Language with Autism
- Presenter: Wendy Krueger, M.S., CCC-SLP

April 13

- Case: Adolescent Language Disorder
- Presenter: Kathleen Erdman, M.S., CCC-SLP

April 20

- Case: Language and Literacy
- Presenter: Maura Moyle, Ph.D., CCC-SLP

April 27

- Case: Voice
- Presenter: Jeffrey Berry, Ph.D., CCC-SLP

Note: Schedule / content /dates may be altered at instructor discretion.