

# Doctor of Clinical Science

## *Speech-Language Pathology*



ROCKY MOUNTAIN  
UNIVERSITY of  
HEALTH PROFESSIONS

---

**Kenneth O. Simpson, Ph.D., CCC-SLP**  
Program Director  
[ksimpson@rmuohp.edu](mailto:ksimpson@rmuohp.edu)

122 East 1700 South  
Provo, UT 84606  
801.375.5125  
866.780.4107 Toll Free  
801.375.2125 Fax  
[info@rmuohp.edu](mailto:info@rmuohp.edu)  
[www.rmuohp.edu](http://www.rmuohp.edu)

---

## Curriculum

The vision of Rocky Mountain University of Health Professions (RMUoHP) is to advance the quality, delivery and efficacy of healthcare. The Doctor of Clinical Science (ClinScD) in Speech-Language Pathology develops evidence-based clinician with advanced clinical skills who can critically evaluate the literature and participate in the research process through identification of best practice and apply that to independent clinical research.

The core and concentration courses are designed to enhance clinical, research, teaching, and leadership skills. The SLP program with its limited-residency model will provide the flexibility for the practitioner to continue professional work obligations during the six-semester program 37-credit program. The capstone emphasizes application of scientific principles related to the clinical problems seen in the discipline.

The purpose of the ClinScD program is to prepare professionals focused on developing scientifically-trained and clinically-experienced master speech pathologists as leaders and change agents by providing broad knowledge of social, political, and economic forces at work in society. Graduates of this program will increase their contribution to healthcare through the knowledge and skills developed through active use and integration of research and concepts of evidenced-based practice, clinical quality improvement, organizational development, leadership and advocacy. The program prepares and supports students in completing a clinical doctoral degree that can provide opportunities for employment in healthcare agencies, schools, and as academic faculty in institutions of higher education.

## Degree Objectives

The ClinScD in Speech-Language Pathology Program is committed to the development of the healthcare professional who can:

- Demonstrate analytical methodologies for the evaluation of clinical practice and the application of scientific evidence.

- Initiate evidence-based practice and policy strategies that optimize access to care and clinical outcomes
- Develop knowledge expertise in an area of clinical research;
- Influence ethical and legal management of healthcare through education of providers, consumers, and society at large;
- Collaborate with interprofessional teams necessary to improve clinical care for populations of clients;
- Integrate leadership expertise with clinical perspective and sound business practices to help transform the evolving healthcare system at local, regional, national, and international levels.

## **Curriculum**

Core Courses: All students are required to complete research methods/ biostatistics courses as well as required leadership courses. These courses provide the foundation for the concentration courses and the ability to participate in and critique research.

Concentration Courses: These courses focus specifically on the discipline of speech-language pathology, emphasizing ethics, supervision, and evidence-based SLP practice.

## **Admission Requirements**

1. A master's degree from an accredited college or university.
2. Have a minimum grade point average of 3.4 (on a 4.0 scale) on all work completed during the master's degree.
3. Possess writing and oral communication skills sufficient to conduct and deliver the results of meaningful research. Must submit an essay that includes current personal, intellectual and professional interests and why the student is applying to the degree program.
4. Submit a current curriculum vita and submitted other application requirements.
5. Possess information technology skills sufficient to participate effectively in the RMUoHP ClinScD program.

## Program Module Calendar

	Start Date	On-site Dates	End Date
<b>Semester 1 Fall 2017</b>	September 5, 2017	September 29 - October 3, 2017	December 22, 2017
<b>Semester 2 Winter 2018</b>	January 8, 2018	ONLINE	April 27, 2018
<b>Semester 3 Summer 2018</b>	May 7, 2018	June 8-12, 2018	August 24, 2018
<b>Semester 4 Fall 2018</b>	September 4, 2018	ONLINE	December 21, 2018
<b>Semester 5 Winter 2019</b>	January 7, 2019	March 1-3, 2019	April 26, 2019
<b>Semester 6 Summer 2019</b>	May 6, 2019	ONLINE	August 23, 2019
<i>Five-year deadline from start of program is September 5, 2022</i>			

### Semester 1

(7 credits)

Start Date	On-site Dates	End Date
September 5, 2017	September 29- October 3, 2017	December 22, 2017

#### **HS 710 Evidence-based Practice**

**(3 credits, 2 days On-site)**

This course is designed to prepare healthcare professionals with the knowledge, skills and abilities necessary to make independent judgments about the validity of clinical research and to implement evidence-based clinical practice in their careers. This course will focus on the concepts of evidence-based practice with emphasis on forming answerable clinical questions and effective literature search strategies. The evaluative approach to appraising the research literature will prepare the students to judge the evidence on: 1) the accuracy and validity of diagnostic tests and the application of important diagnostic tests in the care of a specific patient; 2) the effectiveness of clinical interventions; 3) the natural history of health-related conditions; 4) risk of harm from select preventative and therapeutic interventions. Based on presentation of case scenarios, students will be required to formulate the key question(s), rapidly search medical and health-related databases, appraise the evidence with a critical analysis and describe application of the evidence in a clinical context.

**HS 712      Research Methods:      (3 credits; 2 days On-site)**  
**A Quantitative Approach**

This course provides an introduction to general research principles and research ethics. The student will be introduced to the following topics in the research process: question formulation, principles of measurement, basic design and methodological features, issues of reliability and validity, and fundamentals of conducting a literature review. A quantitative article critique will be conducted in class and outside of class. The class format will include lecture, small group discussion, and practice.

**HS 714      Scientific/Professional Writing      (1 credit; Online)**

This pass/fail course reviews PubMed, Index Medicus, other search methodologies, American Medical Association Manual of Style editorial format, the composition of a scientific/professional manuscript, and the style of scientific/professional writing, its construction and formats.

**Semester 2**

(5 credits)

Start Date	On-site Dates	End Date
January 8, 2018	ONLINE	April 27, 2018

**SLP 601      Evidence-Based Practice in Speech-Language      (2 credits; Online)**  
**Pathology**

This course is designed to prepare speech-language pathology students with the knowledge, skills and abilities necessary to make independent judgments about the validity of clinical research and to implement evidence-based clinical practice in clinical environments. This course focuses on the concepts of evidence-based practice, with emphasis on forming answerable clinical questions and effective literature search strategies. The EBP approach prepares students to find, appraise, and integrate evidence for clinical decision-making, with particular emphasis in this course on (a) prognosis for a given client, and (b) effectiveness of clinical interventions. Based on presentation of case scenarios, students will formulate the key question(s), rapidly search medical and health-related databases, select best available evidence, appraise the evidence using the EBP approach, and describe application of the evidence in a clinical context.

**SLP 602      Speech-Language Pathology Clinical      (3 credits; Online)**  
**Supervision 1**

This course is designed to prepare the student with knowledge to assume the role of a speech-language pathology clinical supervisor. Topics related to supervision include its definition, history, theories, resources, major roles/responsibilities/styles of clinical supervisors, diversity, and expectations/needs of supervisees; the supervision of graduate students, speech-language pathology assistants, Clinical Fellows, and other rehabilitation professionals will be discussed.

## Semester 3

(9 credits)

Start Date	On-site Dates	End Date
May 7, 2018	June 8-12, 2018	August 24, 2018

### **HS 720      Survey of Qualitative Research      (3 credits; 1.5 days On-site)**

This course introduces the student to qualitative research methods and their applications to problems and phenomena in healthcare. Emphasis is placed on the appropriate use and differences of qualitative methods, their philosophical underpinnings, and application to clinical issues.

### **HS 722      Biostatistics 1      (3 credits; 2 days On-site)**

The purpose of this course is to introduce the student to biostatistics, the science of evaluating information in a biological setting. Such topics as simple descriptive statistics, basic probability concepts, probability distributions (normal & binomial), sampling distributions, and an introduction to t-distributions will be covered.

### **SLP 603      Speech-Language Pathology Clinical Supervision 2      (3 credits; 1.5 days On-site)**

This course builds on the knowledge derived from SLP 602 by introducing students to advanced clinical teaching skills requiring critical thinking and clinical problem solving and ethical decision-making. Students will also demonstrate effective communication and interpersonal skills, including accommodations appropriate for personal/cultural/linguistic factors and conflict resolution. Students will examine the research questions and methodology in the supervision literature. Students will identify supervision needs, develop a plan of action, demonstrate supervisory competence, and engage in effective supervisory behavior that includes advocacy, and recognition of the critical role of inter-professional practice. Prerequisite: SLP 602

## Semester 4

(8 credits)

Start Date	On-site Dates	End Date
September 4, 2018	ONLINE	December 21, 2018

### **HS 750      Leadership and Policy in Healthcare      (3 credits; Online)**

This course examines ways to synthesize theoretical leadership concepts with personal and professional values embedded in a clinical practice environment. Issues of power, innovation, working with teams, change and leadership/healthcare delivery models are addressed. Themes of self-reflection, self-mastery, and interpersonal skills are explored.

### **SLP 610      Single Subject Research in Speech-Language Pathology      (3 credits; Online)**

This course explores the general research principles of single subject (small N) research across the lifespan (children and adults), with an emphasis on the discipline of speech-

language pathology. Application of this method of research is explored through the primary designs that constitute this type of research: withdrawal/reversal, multiple baseline, alternating treatment, and changing criterion.

**SLP 727      Speech-Language Pathology Practice:      (2 credit; Online)**  
**Organization & Management**

The primary professional focus for speech-language pathologists (SLPs) typically involves clinical practice; that practice can occur in a wide variety of settings, each with its own unique challenges and opportunities. This course explores current issues of organization and ongoing management of SLP clinical practice, with an emphasis on administration/organization/management of healthcare, school, and private practice settings.

## **Semester 5**

(5 credits)

<b>Start Date</b>	<b>On-site Dates</b>	<b>End Date</b>
January 7, 2019	March 1-3, 2019	April 26, 2019

**SLP 605      Ethics in Speech-Language Pathology      (2 credits; 1 day On-site)**

This course provides a comprehensive overview of ethics in the clinical practice of speech-language pathology (SLP). Students define and distinguish moral, ethical and legal foundations in clinical practice, analyze the cardinal documents of the profession, and compare and contrast national and state ethical standards. Additional topics include theories of ethics, professional malpractice, ethical principles of research, ethical decision-making, and how ethics can impact the various environments in which SLP practice occurs.

**SLP 606      Capstone 1: Speech-Language Pathology      (3 credits; 2 days On-site)**

This course is designed to provide students with the foundation for successful completion of an evidence-based practice (EBP) project. This course emphasizes knowledge of current expectations for speech-language pathologists engaging in EBP in clinical practice, familiarizing students with capstone progression, project quality and scope, and doctoral-level communication requirements. Each student is expected to develop the introduction, literature review, and method for the capstone project, and, if appropriate, submit the project to the institutional review board.

## Semester 6

(4 credits)

Start Date	On-site Dates	End Date
May 6, 2019	ONLINE	August 23, 2019

### **SLP 607      Capstone 2: Speech-Language Pathology** (3 credits; Online)

This course is designed as a culmination of the student's learning experiences, with an emphasis on the implementation and presentation of a complete evidence-based practice (EBP) project. Students are expected to demonstrate depth of knowledge in select areas of clinical practice through the advanced synthesis of information and expertise in interpreting and applying clinical research. The ultimate goal of the capstone project is that students will demonstrate the ability to function as independent clinician researchers and to use their knowledge and skills in order to effect systems change in professional environments. Prerequisite: SLP 606.

*Semesters of Capstone Residency Credit (SLP 711A, SLP 711B, etc.) as needed*