



ROCKY MOUNTAIN
UNIVERSITY of
HEALTH PROFESSIONS

Doctor of Clinical Science

Speech-Language Pathology

Kenneth O. Simpson, Ph.D., CCC-SLP
Program Director
ken.simpson@rm.edu

122 East 1700 South
Provo, UT 84606
801.375.5125
www.rm.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 seven-semester, 40-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 3.2 (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
Semester 1 <i>Summer 2018</i>	May 7, 2018	June 14-18, 2018	August 24, 2018
Semester 2 <i>Fall 2018</i>	September 4, 2018	ONLINE	December 21, 2018
Semester 3 <i>Winter 2019</i>	January 7, 2019	February 28-March 4, 2019	April 26, 2019
Semester 4 <i>Summer 2019</i>	May 6, 2019	ONLINE	August 23, 2019
Semester 5 <i>Fall 2019</i>	September 3, 2019	October 11-13, 2019	December 20, 2019
Semester 6 <i>Winter 2020</i>	January 6, 2020	ONLINE	April 24, 2020
Semester 7 <i>Summer 2020</i>	May 4, 2020	ONLINE	August 21, 2020
<i>Five-year deadline from start of program is May 7, 2023</i>			

Semester 1

(7 credits)

Start Date	On-site Dates	End Date
May 7, 2018	June 14-18, 2018	August 24, 2018

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 Psychological Association 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
September 4, 2018	ONLINE	December 21, 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
January 7, 2019	February 28-March 4, 2019	April 26, 2019

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
May 6, 2019	ONLINE	August 23, 2019

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)

Start Date	On-site Dates	End Date
September 3, 2019	October 11-13, 2019	December 20, 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

(3 credits)

Start Date	On-site Dates	End Date
January 6, 2020	ONLINE	April 24, 2020

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

This course is the second of three that are specifically 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, and familiarizing students with capstone progression, project quality and scope, and doctoral-level communication requirements. Prerequisite: SLP 606.

Semester 7

(3 credits)

Start Date	On-site Dates	End Date
May 4, 2020	ONLINE	August 21, 2020

SLP 609 Capstone 3: 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 607.

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