

Term Information

Effective Term Summer 2020
[Previous Value](#) [Spring 2014](#)

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

We request a change in the credit hours from 4 to variable up to 4.

What is the rationale for the proposed change(s)?

This would allow students to take 3 credit hours in the summer, which could more accurately represent the workload for some summers.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area Speech and Hearing Science
Fiscal Unit/Academic Org Speech & Hearing - D0799
College/Academic Group Arts and Sciences
Level/Career Graduate
Course Number/Catalog 7844
Course Title Advanced Practicum in Communication Disorders
Transcript Abbreviation SLP Adv Practicum
Course Description Advanced practicum with children and adults who have speech, language, or hearing problems.
Semester Credit Hours/Units Variable: Min 1 Max 4
[Previous Value](#) [Fixed: 4](#)

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Satisfactory/Unsatisfactory
Repeatable Yes
Allow Multiple Enrollments in Term No
Max Credit Hours/Units Allowed 20
Max Completions Allowed 5
Course Components Clinical
Grade Roster Component Clinical
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites Prereq: Grad standing in SphHrng.
 Exclusions
 Electronically Enforced Yes
 Previous Value **No**

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 51.0204
 Subsidy Level Doctoral Course
 Intended Rank Masters, Doctoral

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes

- To conduct assessment of communication disorders and dysphagia
- To implement intervention in communication disorders and dysphagia

Content Topic List

- Communication disorders
- Dysphagia

Sought Concurrence No

Attachments

- 7844 2019_updated 9-9-19.docx: Syllabus
(Syllabus. Owner: Harnish,Stacy M)

Comments

- 9/10/19: The deadline for course changes had been 09/01. Please change the effective date to Summer 2020. *(by Haddad,Deborah Moore on 09/10/2019 05:04 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Harnish,Stacy M	09/09/2019 01:33 PM	Submitted for Approval
Approved	Fox,Robert Allen	09/10/2019 02:59 PM	Unit Approval
Revision Requested	Haddad,Deborah Moore	09/10/2019 05:04 PM	College Approval
Submitted	Harnish,Stacy M	09/11/2019 08:10 AM	Submitted for Approval
Approved	Fox,Robert Allen	09/11/2019 09:11 AM	Unit Approval
Approved	Haddad,Deborah Moore	09/11/2019 01:32 PM	College Approval
Pending Approval	Vankeerbergen,Bernadette Chantal Oldroyd,Shelby Quinn Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler	09/11/2019 01:32 PM	ASCCAO Approval



Instructor: Amy Miller Sonntag, M.A., CCC-SLP

Speech and Hearing Science

Office Location: Pressey Hall

Phone Number: 614-292-3711

Email: Sonntag.12@osu.edu

Office Hours: By appointment

Teaching Associates: Varies: clinical preceptors in the OSU SLHC, clinical preceptors at various off-site locations

Class Meeting Schedule:

Dependent upon clinic practicum placement

Various clinic advising meetings as needed

Course Description:

Advanced practicum with children and adults who have speech, language, and/or hearing delays or disorders.

The 7844 class is comprised of Clinical Rotations and group advising meetings. It is also designed to continue your progression toward certification requirements for Ohio Licensure and the ASHA Certificate of Clinical Competency. ASHA standards recently changed and apply to anyone graduating after January 1, 2020.

- ASHA Certification Standards - <https://www.asha.org/Certification/2020-SLP-Certification-Standards/>

Your role will include interaction with clients/patients in settings deemed appropriate for 2nd year graduate clinicians. Your role will also include interactions with other professionals to enhance your interprofessional skills. Placements may include medical settings, skilled nursing facilities, private practices, outpatient clinics, or other facilities. Completion of therapy session planning, implementation, and SOAP note documentation will be expected.

See the Graduate Handbook Vol. 2 for a description of clinical rotations throughout the program -

<https://sphs.osu.edu/sites/default/files/Graduate%20Handbook%202018-2019%20Volume%202B.pdf>

Prerequisites: Student must be in good standing in the SHS Department with all prior coursework completed successfully.

Course Learning Outcomes:

Student Outcome:	ASHA Standard:	Activity:
1. Demonstrate understanding of the overall layout, structure, and basic business operations of the facility with an emphasis on the professional nature of the program and how this relates to requirements for application for certification in speech-language pathology.	Standard V-C, V-D, V-E, V-F https://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/	Continued demonstration of knowledge gained in previous semesters and applied to new rotations.
2. Demonstrate understanding of the policies and procedures used at the facility and how they relate to requirements for	Standard V-C, V-D, V-E, V-F https://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/	Continued adherence to policies and procedures.

application for certification in speech-language pathology.		
3. Complete a file review for all clients/patients and complete all necessary documentation.	Standard IV-B, IV-C, Standard IV-D, Standard IV-E, IV-F, V-A, V-B https://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/	Complete case history, therapy planning, goal writing, data collection, and all related documentation.

Course Materials / Software:

Required:

- *Professional Communication in Speech-Language Pathology: How to Write, Talk, and Act Like a Clinician*, 3rd Edition, Burrus, A. Embry and Willis, Laura B.; Plural Publishing, San Diego, CA, 2017
- Working knowledge and use of Microsoft Word for generating clinical documentation
- Training provided by outside placements on electronic medical record system

Recommended:

- *Treatment Resource Manual for Speech-Language Pathology*, 5th Edition, Froma P. Roth and Colleen K. Worthington, Delmar Cengage Learning, New York, 2015. Read chapters 1-5
- *Counseling in Communication Disorders, A Wellness Perspective*, by Audrey L. Holland. Published by Plural Publishing, Inc. (pluralpublishing.com)

Grading and Evaluation:

This class is graded on a satisfactory/unsatisfactory scale. Grading for this class is based on the Student Evaluation for Clinical Practicum in Calipso and satisfactory completion of assignments posted in Carmen for the 7844 class. Minimum score to pass 7844 in the Spring term is 3.5. Students are graded on a 1-5 scale, in .25 increments. Failure to complete assignments in Carmen for this course can result in a grade of “U” (unsatisfactory).

1: Failing Expected Performance: Skills are present <25% of the time –Student needs specific direction from supervisor. Student does not alter unsatisfactory performance and does not make changes. Student does not execute protocol correctly. Student has poor understanding of testing and intervention. Supervisor provides numerous instructions and frequent modeling. Maximum supervision required.

2: Emerging: Skills are present 26-50% of the time – Student shows awareness of need to change behavior with supervisor input. Student needs specific direction and/or maximum demonstration from supervisor to perform effectively. Supervisor frequently provides instructions and support for all aspects of case management and services. Moderate to maximum supervision required.

3: Present: Skills are present 51-75% of the time – Skills need further refinement and development for consistency across settings. Supervisor provides ongoing monitoring and feedback focusing mostly on increasing the student’s critical thinking on how/when to improve the skills. Student is aware of need to modify behavior, but does not do this independently. Moderate supervision is required.

4: Consistent: Skills are present 76-90% of the time – Skills are developed/implemented most of the time as appropriate at the graduate student level. Demonstrates ability to understand, apply, and analyze most aspects of testing and intervention. Student is aware and can modify behavior in-session and can self-evaluate. Student needs general direction from supervisor to perform effectively. Student readily adjusts performance and is beginning to generalize knowledge to other clients and settings. Moderate to minimal supervision required.

5: Excelling: Skills are present more than 90% of the time – Student can modify own behavior as needed and is an independent problem solver. Student can maintain skills with other clients and in other settings as appropriate for a graduate level student moving toward independence. Student demonstrates independent and creative problem solving. Student shows excellent knowledge of various aspects of testing and intervention. Supervisor acts as a collaborator to plan and suggest possible alternatives. Minimal supervision required.

Students can see the specific areas in which they are graded in Appendix B of the Graduate Handbook Vol. II.

Attendance / Participation Expectations:

Only University recognized absence excuses will be accepted and should be presented to the instructor prior to the clinic session. Per section 2.4 of Graduate Handbook Vol. II, including, but not limited to,

H. In the case of a graduate clinician demonstrating chronic tardiness and/or absence from a clinical assignment action will be initiated by the assigned preceptor and OSU SLHC Placement Coordinator.

I. Consequences will be determined on a case by case basis and could include, but are not limited to,

- a. Formal documentation of the attendance pattern and concern
- b. Denying clinical hours
- c. Termination of clinical placement
- d. Additional time in the program to complete required hours and competencies.

Any participation exceptions must be documented using the Clinic Petition Letter for Absence form found on Carmen. It should be noted that any absence can delay a students' progression to graduation.

Instructor needs to be notified promptly about any unplanned absences from a clinic practicum site.

Important Dates:

See clinic calendar posted each semester on Carmen

Absence and Makeup Policy:

If assigned clients cancel or the clinician is absent it is expected that a good faith effort to make up the session will be made with the client/family, clinician, and preceptor. If a student has a need for an absence beyond illness a participation exception must be documented using the Clinic Petition Letter for Absence form found on Carmen. It should be noted that any absence can delay a students' progression to graduation.

Late Assignment Submissions:

Posted deadlines and completion of clinical assignments in a timely fashion are expected to be met. Any exceptions to deadline requirements must be discussed with the preceptor in writing and/or in person as appropriate, *prior* to the due date. If an emergency occurs, contact your preceptor as soon as possible.

Instructor Feedback and Response Expectations:

Throughout your clinical rotations, you will receive feedback regarding your clinical competency development. This feedback may take several forms: email, comments on video, in person, as well as pre-, mid-, and final conferences. It is your responsibility to respond to this feedback in an appropriate manner, which may include: written responses, implementation of feedback in the next clinical session, initiating a meeting with the preceptor. Additionally, through the use of the Carmen site, discussion board interactions may be posted, to which you are expected to respond.

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University Policies

Disability Accommodations

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

OSU Statement on Diversity in our Classes

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

PLEASE TAKE CARE OF YOURSELF (Mental Health Statement):

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you are or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614--292--5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766.

If you are thinking of harming yourself or need a safe, non-judgmental place to talk, or if you are worried about someone else and need advice about what to do, 24 hour emergency help is also available through the Suicide Prevention Hotline (Columbus: 614-221-5445 / National: 800-273-8255); or text (4hope to 741741); or at suicidepreventionlifeline.org

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://studentlife.osu.edu/csc/>.