I. Course Description:
Experience in providing clinical assistance in speech language pathology; review of clinical methods and techniques in Speech Language Pathology; problem solving as it relates to present clients.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

II A. This course reflects the following core values of the Perkins College of Education:

1. Academic excellence through critical, reflective, and creative thinking
2. Life-long learning
3. Collaboration and shared decision-making
4. Openness to new ideas, to culturally diverse people, and to innovation and change
5. Integrity, responsibility, diligence, and ethical behavior
6. Service that enriches the community

II B. This course also supports the objectives of the Department of Human Services:
Objectives of the DHS include:
(1) The preparation of special education teachers for elementary and secondary schools.
(2) The preparation of persons for careers in rehabilitation, orientation and mobility, and related human services, occupations serving persons with disabilities, speech language pathology and school psychology.

II C. This course also supports the mission of the Speech-Language Pathology Program.
The mission of the Speech-Language Pathology Program is to prepare knowledgeable professionals committed to enhancing the quality of life of persons with communication disorders. To meet this mission, the program emphasizes the importance of scientific study, critical thinking skills, interdisciplinary collaboration, ethical principles, the responsibility to educate the public about communication disorders, and the importance of continued professional development throughout one’s career.

II D. SACS Objectives: This course supports the Communication Sciences and Disorders Program Learning Outcomes (PLO) one, two, three, and five. These competencies are measured by successful completion of all course requirements, including class discussion, projects, exams, and written assignments:
1. Students will demonstrate knowledge of normal and abnormal speech acquisition including fundamentals of assessment and treatment in preparation for graduate school.
2. Students will demonstrate knowledge of normal and abnormal language acquisition including fundamentals of assessment and treatment in preparation for graduate school.
3. Students will demonstrate competency in professional writing skills appropriate for the field of speech language pathology.
4. Students will demonstrate the ability to analyze and interpret an audiogram.
5. Students will be exposed to an adequate representation of the field of speech language pathology.
6. Students will demonstrate knowledge of normal anatomy and physiology of the speech system.

II E. This course addresses the following standard(s) of the Council for Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA) found in the Knowledge and Skills Assessment document (KASA):

**Standard III-B:** The applicant must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.

**Standard III-C:** The applicant must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic, and cultural correlates.

**Standard III-D:** The applicant must possess 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 of the disorders.

**Standard III-E:** The applicant must demonstrate knowledge of standards of ethical conduct. The applicant must demonstrate knowledge of, appreciation for, and ability to interpret the ASHA Code of Ethics.

**Standard III-H:** The applicant must demonstrate knowledge about certification, specialty recognition, licensure, and other relevant professional credentials. The applicant must demonstrate knowledge of state and federal regulations and policies related to the practice of speech-language pathology and credentials for professional practice.

**Standard IV-G:** The applicant for certification must complete a program of study that includes supervised clinical experiences sufficient in breadth and depth to achieve the following skills outcomes (in addition to clinical experiences, skills may be demonstrated through successful performance on academic course work and examinations, independent projects, or other appropriate alternative methods).

II F. Student Learner Outcomes (SLO) and measurements for this course: At the end of the course, students will demonstrate, by performance on examinations, group discussions, and projects an understanding of the following:

1. The student will demonstrate knowledge of clinical policies and procedures.
2. The student will exhibit professional writing skills sufficient for entry into the field of speech-language pathology.
3. The student will demonstrate knowledge of normal speech and language development and production in preparation for graduate school.
4. The student will demonstrate knowledge of behavioral management techniques and appropriate reinforcement procedures for a variety of age levels and disorders.
5. The student will demonstrate knowledge in assessment of language and articulation.
6. The student will demonstrate knowledge in intervention strategies for speech and language disorders.
7. The student will gain an adequate understanding of the diversity of disorders and employment settings found in the field of speech-language pathology.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

**Clinical Assignments**
Each student will have a minimum of 2-3 therapy assignments per week. Each therapy assignment is typically 2 days a week (Monday/Wednesday or Tuesday/Thursday) and lasts 25-60 minutes. Failure of the student to be able to accept this minimum assignment because of school or work schedule will result in the student dropping the class and taking it the following semester. The student will be under the direct supervision of both a SLP graduate clinician and a Texas licensed, ASHA certified SLP for all assignments/therapy sessions.

**Name Tags**
All assistants are required to wear a name tag during all therapy sessions and any time you are “working” in the Speech and Hearing Clinic. These may be obtained in the U.C. The cost is $6.00 and they will bill you.

TB Test
All assistants are required to have proof of TB testing before therapy participation begins. Documentation must be kept by the student and a copy provided to the instructor as soon as completed.

Assignments:
1. Client Records Review: (100 points)
   Review each client’s clinical records in their file. Review the last treatment plan, progress report, and evaluation report. Write a summary for each client. Include the following:
   a. Client’s first name only
   b. Date of birth
   c. Pertinent case history information (locate on initial evaluation)
   d. Date of most recent evaluation
   e. Name of assessments given and results
   f. Diagnosis
   g. Current long term & short term goals (locate goals on latest progress report)

2. SOAP Notes (4 will be graded- 50 points each):
   You will type an assistant’s weekly SOAP Note (Blue form) for all clients in order to report that week’s performance. You will complete one note for the entire week’s performance (not one note per session). An electronic format is located under Clinic Forms on our SFA speech pathology program’s website. Four SOAP notes will be graded at random during the semester. Each SOAP note that is graded is worth a possible 50 points. The assistant’s grade will be lowered 5 points for each day paperwork is overdue.

3. Progress Graphs (graphs for each client are worth 50 points- 2 sets of client graphs will be graded for a total of 100 points)
   Record data on a progress graph for one client during the semester. You will provide one graph for each of the client’s long term goals. Turn in data sheets corresponding to the dates on the graph each month. The graph template is on the speech language pathology website under “forms”.

4. SLP Job Shadow (50 points)
   Spend 1 hour with a speech language pathologist. Develop at least 5 interview questions to ask the SLP. Write a summary of your experience. Include the following:
   a. Name of SLP
   b. Name of setting
   c. Interview questions with responses
   d. Observations during the job shadow
   e. What did you learn from your experience?

5. Resume (50 Points): Each student will prepare a professional resume with Career Services.

IV. Evaluation and Assessments (Grading):
Your clinical performance grade will be based on the quality and timely completion of all required clinical paperwork, your use of available resources, and level of responsibility and effectiveness/appropriateness within the therapy session. An unexcused absence, tardiness, failure to carry out clinical responsibilities, inappropriateness within therapy session, etc. can lead to an undesirable clinical performance grade. Participation in class discussions, communication with your graduate clinician regarding his/her expectations from you, helpfulness, carrying out all expected responsibilities and a willingness to learn can positively influence your clinical performance grade.

Late policy: A late report or project can influence your semester grade 5 points each day it is overdue.

Client Records Review 100 pts
Job Shadow Project  50 pts
Progress Graph  50 pts
Progress Graph  50 pts
Resume  50 pts
SOAP Note  50 pts
SOAP Note  50 pts
SOAP Note  50 pts
SOAP note  50 pts
Final Exam  100 pts
Clinical performance (rating form completed by supervising graduate clinicians)  200 pts
Pop Quiz  25pts
Pop Quiz  25pts

Total Possible Points  850 pts.

Possible Extra Credit
10 points – online course evaluation completed before university deadline.
Extra credit points will be added to total points before average is calculated

A   89.5-100%
B   79.5 - 89.4%
C   69.5 - 79.4%
D   59.5 - 69.4%
F   59.4% and below

V. Tentative Course Outline/ Calendar:

<table>
<thead>
<tr>
<th>Tuesday January 12</th>
<th>Syllabus/TB tests/ clinic duties/dress code/nametags/projects/ grading/schedules/confidentiality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday January 19</td>
<td>Client assignments/data collection/SOAP notes (Chapter 5)</td>
</tr>
<tr>
<td>Tuesday January 26</td>
<td>Therapy starts/ SOAP continued/Progress graphs</td>
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<tr>
<td>Tuesday February 2</td>
<td>Goal writing (Chapter 1)/behavior management &amp; reinforcement/SOAP DUE</td>
</tr>
<tr>
<td>Tuesday February 9</td>
<td>CLIENT RECORDS REVIEW DUE/SOAP DUE/Articulation Review/ Phonology Review</td>
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<tr>
<td>Tuesday February 16</td>
<td>SOAP DUE/PROGRESS GRAPHS DUE/Language Review</td>
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<tr>
<td>Tuesday February 23</td>
<td>SOAP DUE/Chapter 10- Enhancing Your Performance</td>
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<tr>
<td>Tuesday March 1</td>
<td>SOAP DUE/Midterm Meetings</td>
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<tr>
<td>Tuesday March 8</td>
<td>SOAP DUE/AAC</td>
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<tr>
<td>Tuesday March 15</td>
<td>Spring Break</td>
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<tr>
<td>Tuesday March 22</td>
<td>SOAP DUE/PROGRESS GRAPHS DUE/Assisting License</td>
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<tr>
<td>Tues March 29</td>
<td>SOAP DUE/ASHA/TSHA/Code of Ethics</td>
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<tr>
<td>Tues April 5</td>
<td>SOAP DUE/Guest Speaker</td>
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<tr>
<td>Tues April 12</td>
<td>SOAP DUE/JOB SHADOW DUE/Job Shadow Presentations</td>
</tr>
<tr>
<td>Tues April 19</td>
<td>SOAP DUE/PROGRESS GRAPHS DUE/Job Shadow Presentations continued</td>
</tr>
<tr>
<td>Tues April 26</td>
<td>RESUME DUE/Interviewing/Professionalism</td>
</tr>
<tr>
<td>Tues May 3</td>
<td>Final Exam Review</td>
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</tbody>
</table>
VI. Readings:

LiveText:
This course uses the LiveText data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText account, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or e-mail livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.

VII. Course Evaluations:
Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. **Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.** 10 extra credit points will be added to your course point total if the online course evaluation is completed by the University deadline.

In addition to the electronic course evaluation, I welcome your comments, feedback and suggestions throughout the duration of the course.

VIII. Student Ethics and Other Policy Information: Found at [http://www.sfasu.edu/policies](http://www.sfasu.edu/policies)

Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. **Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.**
Attendance Policy for this course:
Attendance in therapy and class is mandatory and is considered “excused” only in cases of family emergency, student illness, or participation in approved university sponsored events. Documentation must be provided within 5 days of the missed class or clinic for the absence to be excused. In such instances, it is the responsibility of the student to provide documentation as soon as possible. If you do not provide documentation, the absence will be considered unexcused. It is your responsibility to notify your graduate clinician and the instructor of the course if you will be absent for a therapy session. One unexcused absence in therapy or class will result in lowering of your final grade 5 points, two unexcused absences in therapy or class will result in failure of the course. Attendance will be taken at 12:30. If you are late to class, notify the instructor after class that you were present but late.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6.
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Academic Dishonesty: Policy 4.1

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.
Student Code of Conduct: Policy 10.4

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

Additional Information:

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:
1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/ <http://www.texas.ets.org/registrationBulletin/>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu.

IX. Other Relevant Course Information:

Prepare for classes by reading chapters assigned and reviewing materials/assessments to be discussed. Lack of preparation will be apparent to the instructor and will be factored in to your Clinical Performance grade.