Department of Human Services  
SPH 504 Clinical Practicum  
Fall 2018

**Program: SPH  Course: 504  Section: 623, 624  Semester: 201801  Instructor: Petersen**

Instructor: Deena Petersen  
Office: 205A  
Office Phone: 468-1029  
Other Contact Information: 468-7109  
Course Time & Location: T 5:00-5:50; Assigned Clinic Times  
Office Hours: M/W 8:15-9:15; T/TH 11:00-12:00; 1:15-1:45  
Credits: 3  
Email: petersend@sfasu.edu

Prerequisites: GPA of at least 3.0 in major courses and approval of screening committee; 25 observation hours

I. Course Description: 
Three semester hours, one-hour lecture and six hours lab per week. May be repeated for additional credit. Students will obtain direct clinical hours at the Stanley Center for Speech and Language Disorders on the SFASU campus and/or affiliated facilities including Nacogdoches Headstart, Early Childhood Research Center, and St. Cyprian’s school. The duration of the practicum experience will extend the duration of the semester registered for the course.

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

**This course reflects the following core values of the College of Education:**

The mission of the Perkins College of Education is to prepare competent, successful, caring and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice, and continued professional and intellectual development in an interconnected global society. In the Perkins College of Education, we value and are committed to:

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

**This course also supports the mission of the Department of Human Services:**

The Department of Human Services prepares undergraduates and graduate students for leadership and service roles in East Texas and the global community. The department is committed to incorporation of community-based, service-learning experiences within its educational programs to maximize the advancement of students’ personal and professional development.

**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.

This course also supports the Core Objectives/Outcomes of the THECB.

Critical thinking skills
  o To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Communication Skills
  o To include effective development, interpretation and expression of ideas through written, oral and visual communication
Empirical and Quantitative Skills
  o To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
Teamwork
  o To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
Personal Responsibility
  o To include the ability to connect choices, actions and consequences to ethical decision-making
Social Responsibility
  o To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

This course addresses the following standard(s) of the Council for Clinical Certification of the American Speech-Language-Hearing Association:
Standard I: Degree
Standard II: Education Program
Standard III: Program of Study
Standard IV: Knowledge of Outcomes
Standard V: Skills Outcomes
Standard VI: Assessment
Standard VII: Speech-Language Pathology Clinical Fellow
Standard VIII: Maintenance of Certification

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

Standard 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.

Standard 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
  • Receptive and expressive language
  • Hearing, including the impact on speech and language
  • Swallowing
  • Cognitive aspects of communication
  • Social aspects of communication
  • Augmentative and alternative communication modalities

Standard 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.

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

Standard 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.

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

Standard 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: Skills Outcomes

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

Standard V-B: The applicant for certification must have completed a program of study that includes 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, nonstandardized 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.

Standard V-C: The applicant for certification in speech-language pathology must complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five hours must be spent in clinical observation, and 375 hours must be spent in direct client/patient contact.
Standard V-D: At least 325 of the 400 clock hours must be completed while the applicant is engaged in graduate study in a program accredited in speech-language pathology by the Council on Academic Accreditation in Audiology and Speech-Language Pathology.

Standard V-E: Supervision must be provided by individuals who hold the Certificate of Clinical Competence in the appropriate profession. The amount of direct supervision must be commensurate with the student's knowledge, skills, and experience, must not be less than 25% of the student's total contact with each client/patient, and must take place periodically throughout the practicum. Supervision must be sufficient to ensure the welfare of the client/patient.

Standard V-F: Supervised practicum must include experience with client/patient populations across the life span and from culturally/linguistically diverse backgrounds. Practicum must include experience with client/patient populations with various types and severities of communication and/or related disorders, differences, and disabilities.

Program Learning Outcomes: This course supports the Speech-Language Pathology and Audiology Program Learning Outcomes (PLOs) I, II, VI, and VII. These competencies are measured by successful completion of all course requirements, including examinations, group discussion and activities, written assignments, and quizzes:

I. The students will apply knowledge of basic human communication and swallowing processes in order to select, administer, and interpret assessment measures appropriate to various types of communication disorders and differences.
II. The students will demonstrate the ability to use assessment data to develop differential diagnoses, prognostic statements, and recommendations.
III. The students will develop and implement culturally sensitive, age-appropriate intervention plans to be implemented in clinical settings.
IV. The students will integrate research principles and processes into evidence-based clinical practice.
V. The students will demonstrate the ability to provide effective counseling/education to clients, caregivers, and other professionals.
VI. The students will identify risk factors associated with various communication disorders and recommend prevention strategies.
VII. The students will demonstrate professional writing skills in the clinical setting.
VIII. The students will apply standards of ethical conduct and professional behavior to clinical practice.

Student Learning Outcomes:
Upon completion of this course, given appropriate level of guidance and supervision for a beginner to intermediate level clinical practicum, students will be able to:

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>ASHA CFCC Standard</th>
<th>Assignment</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conduct screening and prevention procedures, as appropriate to setting</td>
<td>V-B Evaluation: 1a</td>
<td>Clinical fieldwork; weekly supervisor meetings; clinical documentation</td>
<td>Self-reflection form; Minimum rating of 3 out of 4 on final evaluation from supervisor in CALIPSO</td>
</tr>
<tr>
<td>Collect case history information and integrate information from relevant others</td>
<td>V-B Evaluation: 1b</td>
<td>Clinical fieldwork; weekly supervisor meetings; clinical documentation</td>
<td>Self-reflection form; Minimum rating of 3 out of 4 on final evaluation from supervisor in CALIPSO</td>
</tr>
<tr>
<td>Select and administer appropriate evaluation procedures including standardized and non-standardized assessments and instrumental procedures</td>
<td>V-B Evaluation: 1c</td>
<td>Clinical fieldwork; weekly supervisor meetings; clinical documentation</td>
<td>Self-reflection form; Minimum rating of 3 out of 4 on final evaluation from supervisor in CALIPSO</td>
</tr>
<tr>
<td>Adapt evaluation procedures to meet client needs</td>
<td>V-B Evaluation: 1d</td>
<td>Clinical fieldwork; weekly supervisor meetings; clinical documentation</td>
<td>Self-reflection form; Minimum rating of 3 out of 4 on final evaluation from supervisor in CALIPSO</td>
</tr>
<tr>
<td>Interpret, integrate, and synthesize all</td>
<td>V-B</td>
<td>Clinical fieldwork; weekly</td>
<td>Self-reflection form;</td>
</tr>
<tr>
<td>Task</td>
<td>Evaluation</td>
<td>Description</td>
<td>Criteria</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Information to develop diagnoses and make appropriate recommendations for intervention</td>
<td>1e</td>
<td>Evaluation: 1e supervisor meetings; clinical documentation</td>
<td>Minimum rating of 3 out of 4 on final evaluation from supervisor in CALIPSO</td>
</tr>
<tr>
<td>Complete administrative functions and documentation necessary to support evaluation and treatment</td>
<td>1f, 2f</td>
<td>Clinical fieldwork; weekly supervisor meetings; clinical documentation</td>
<td>Self-reflection form; Minimum rating of 3 out of 4 on final evaluation from supervisor in CALIPSO</td>
</tr>
<tr>
<td>Refer clients/patients for appropriate services</td>
<td>1g, 2g</td>
<td>Clinical fieldwork; weekly supervisor meetings; clinical documentation</td>
<td>Self-reflection form; Minimum rating of 3 out of 4 on final evaluation from supervisor in CALIPSO</td>
</tr>
<tr>
<td>Develop appropriate intervention plans with measureable and achievable goals that meet clients’/patients’ needs</td>
<td>2a</td>
<td>Clinical fieldwork; weekly supervisor meetings; clinical documentation</td>
<td>Self-reflection form; Minimum rating of 3 out of 4 on final evaluation from supervisor in CALIPSO</td>
</tr>
<tr>
<td>Implement intervention plan</td>
<td>2b</td>
<td>Clinical fieldwork; weekly supervisor meetings; clinical documentation</td>
<td>Self-reflection form; Minimum rating of 3 out of 4 on final evaluation from supervisor in CALIPSO</td>
</tr>
<tr>
<td>Select or develop and use appropriate materials/instrumentation for intervention</td>
<td>2c</td>
<td>Clinical fieldwork; weekly supervisor meetings; clinical documentation</td>
<td>Self-reflection form; Minimum rating of 3 out of 4 on final evaluation from supervisor in CALIPSO</td>
</tr>
<tr>
<td>Measure and evaluate clients’ performance and progress</td>
<td>2d</td>
<td>Clinical fieldwork; weekly supervisor meetings; clinical documentation</td>
<td>Self-reflection form; Minimum rating of 3 out of 4 on final evaluation from supervisor in CALIPSO</td>
</tr>
<tr>
<td>Modify intervention plans, strategies, materials, etc. as appropriate to meet needs of client/patient</td>
<td>2e</td>
<td>Clinical fieldwork; weekly supervisor meetings; clinical documentation</td>
<td>Self-reflection form; Minimum rating of 3 out of 4 on final evaluation from supervisor in CALIPSO</td>
</tr>
<tr>
<td>Communicate effectively (recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client, family, caregivers) with client, family, and team</td>
<td>3a</td>
<td>Clinical fieldwork; weekly supervisor meetings; clinical documentation</td>
<td>Self-reflection form; Minimum rating of 3 out of 4 on final evaluation from supervisor in CALIPSO</td>
</tr>
<tr>
<td>Collaborate with other professionals in case management, as appropriate</td>
<td>3b</td>
<td>Clinical fieldwork; weekly supervisor meetings; clinical documentation</td>
<td>Self-reflection form; Minimum rating of 3 out of 4 on final evaluation from supervisor in CALIPSO</td>
</tr>
<tr>
<td>Provide counseling regarding communication and swallowing disorders to client, family, and caregivers</td>
<td>3c</td>
<td>Clinical fieldwork; weekly supervisor meetings; clinical documentation</td>
<td>Self-reflection form; Minimum rating of 3 out of 4 on final evaluation from supervisor in CALIPSO</td>
</tr>
<tr>
<td>Adhere to ASHA Code of Ethics and demonstrate professional behavior</td>
<td>3d</td>
<td>Clinical fieldwork; weekly supervisor meetings; clinical documentation</td>
<td>Self-reflection form; Minimum rating of 3 out of 4 on final evaluation from supervisor in CALIPSO</td>
</tr>
<tr>
<td>Demonstrate integration of research principles into evidence-based clinical practice</td>
<td>3d</td>
<td>Clinical fieldwork; weekly supervisor meetings; clinical documentation</td>
<td>Self-reflection form; Minimum rating of 3 out of 4 on final evaluation from supervisor in CALIPSO</td>
</tr>
</tbody>
</table>
III. Course Assignments, Activities, Instructional Strategies, use of Technology:

**CLINIC ASSIGNMENTS:**

Students must obtain a minimum of 35 clinical clock hours throughout the semester at the Stanley Center for Speech and Language Disorders and/or its affiliated locations by the end of the current term. Failure to do so will result in a ‘WH’ for the course. Students will be directly supervised by a licensed, certified speech-language pathologist for a minimum of 25% for treatment of each client weekly (approximately 45 minutes per week). In addition, students who conduct evaluations will be directly supervised for 50% of the total time of client contact. Students are required to meet with their clinical supervisor(s) weekly (20 minutes). Clinical paperwork requirements and due dates are listed in the appendix: Student Clinician Responsibilities.

**COURSE ASSIGNMENTS:**

IV. Evaluation and Assessments (Grading):

Your clinical performance grade will be based on the quality and timely completion of all 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 or unpreparedness within the therapy session, etc. can lead to an undesirable clinical performance grade. Your supervisor will determine competency at mid-term and end-of-term, using CALIPSO, based on the 2014 Standards for the Certificate of Clinical Competence in Speech-Language Pathology. Your clinical performance grade is 45% of your overall grade in the class. The grade you receive in lecture is worth 45% of your overall grade in the class and your clinical reflection average is 10% of your grade. Your overall point value will determine your letter grade as described in the table.

**SFASU Grade Criteria:**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Grade Range</th>
<th>Skill Rating</th>
<th>Grade Points</th>
<th>Reflection Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
<td>3.84 – 4.0</td>
<td>4.0</td>
<td>18 – 20</td>
</tr>
<tr>
<td>A</td>
<td>93-96</td>
<td>3.68 – 3.83</td>
<td>4.0</td>
<td>16 – 17.9</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>3.5 – 3.67</td>
<td>3.67</td>
<td>14 – 15.9</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>3.34 – 3.49</td>
<td>3.33</td>
<td>12 – 13.9</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>3.18 – 3.33</td>
<td>3.00</td>
<td>10 – 11.9</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>3.0 – 3.17</td>
<td>2.67</td>
<td>8 – 9.9</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>2.75-2.99</td>
<td>2.33</td>
<td>6 – 7.9</td>
</tr>
<tr>
<td>C</td>
<td>70-76</td>
<td>2.5 – 2.74</td>
<td>2.0</td>
<td>4 – 5.9</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
<td>2.0 – 2.49</td>
<td>1.0</td>
<td>2 – 3.9</td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
<td>0 – 1.99</td>
<td>0.0</td>
<td>0 – 1.9</td>
</tr>
</tbody>
</table>

**TOTAL POSSIBLE POINTS**

Example for Grading:

<table>
<thead>
<tr>
<th>Percentage from Course Assignments 45% Exams (200) Project (100) Podcast (100) Article (50)</th>
<th>Earned points/Total possible points</th>
</tr>
</thead>
<tbody>
<tr>
<td>407/450=90%</td>
<td>GP = 3.67 x .45 = 1.65</td>
</tr>
</tbody>
</table>

**CALIPSO Final Evaluation Score 45%**

<table>
<thead>
<tr>
<th>CALIPSO Final Evaluation Score 45%</th>
<th>3.68 CALIPSO Skill Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>GP = 3.68 x .45 = 1.66</td>
<td></td>
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</tbody>
</table>

**Average of Self-Reflection Scores 10%**

<table>
<thead>
<tr>
<th>Average of Self-Reflection Scores 10%</th>
<th>Self Reflection ScoreTotal/Number of weeks = 254/14 = 17.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>GP = 4.0 x .10 = .40</td>
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</tbody>
</table>

1.65 + 1.66 + .40 = 3.71 GP

Student would earn an A for the course
V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/28</td>
<td>Course introduction/Hearing Screening training</td>
<td></td>
</tr>
<tr>
<td>9/4</td>
<td>Overview of ECI-guest speaker</td>
<td></td>
</tr>
<tr>
<td>9/11</td>
<td>ECI Enrollment and comprehensive assessment</td>
<td></td>
</tr>
<tr>
<td>9/18</td>
<td>Formulation of IFSP</td>
<td></td>
</tr>
<tr>
<td>9/25</td>
<td>ECI Speech/Language evaluation</td>
<td></td>
</tr>
<tr>
<td>10/2</td>
<td>ECI Speech/Language evaluation</td>
<td></td>
</tr>
<tr>
<td>10/9</td>
<td>Developing goals/outcomes</td>
<td></td>
</tr>
<tr>
<td>10/16</td>
<td>Early language intervention</td>
<td>Goal project due</td>
</tr>
<tr>
<td>10/23</td>
<td>Early language intervention</td>
<td></td>
</tr>
<tr>
<td>10/30</td>
<td>Early language intervention</td>
<td></td>
</tr>
<tr>
<td>11/6</td>
<td>Early speech intervention</td>
<td></td>
</tr>
<tr>
<td>11/13</td>
<td>Early speech intervention</td>
<td></td>
</tr>
<tr>
<td>11/20</td>
<td>Thanksgiving break</td>
<td>No Class</td>
</tr>
<tr>
<td>11/27</td>
<td>Final examination</td>
<td>Final examination</td>
</tr>
<tr>
<td>12/4</td>
<td>Dead Week-no class</td>
<td>Play-based therapy project due</td>
</tr>
<tr>
<td>12/11</td>
<td>Finals Week-no class</td>
<td></td>
</tr>
</tbody>
</table>

VI. Readings (Required and recommended—including texts, websites, articles, etc.):

FEM Statement:
In this course you must purchase and activate the LiveText add-on, Field Experience Module (FEM), PRIOR to your first day of field experience/clinical teaching. Failure to purchase and activate the account and/or submit the required assignment(s) within the FEM system may result in course failure. FEM must be purchased from www.livetext.com for a fee of $18.00 for a multiple year subscription.

LiveText Statement:
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 College of Education electronically evaluate courses taken within the COE. 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 COE 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.

VIII. Student Ethics and Other Policy Information:

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.

Documentation must be provided for any absences. In such instances, it is the responsibility of the clinician to provide documentation as soon as possible. Do not wait for the supervisor/instructor to request such documents. One unexcused absence will result in 20 points being subtracted from your total grade and two unexcused absences will result in the failure of clinic. Late assignments will not be accepted unless permission is granted from instructor. If allowed to submit late work, 10% will be deducted from grade for each day it is 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, 468-3004/468-1004 (TDD) 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

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) 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 your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due 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 (see the Student Conduct Code, policy D-34.1). 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 prohibition 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 Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

Respect for Diversity
The Speech-Language Pathology program embraces a notion that students from all diverse backgrounds and perspectives be well served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

Additional Information:

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person’s potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.
In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

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 Martin at 936-468-1740 or snyderke1@sfasu.edu.

IX. Other Relevant Course Information:
Communication for this course will be done in class, through D2L, and email. Please check D2L and your SFASU email often to get announcements, print out handouts, check your grades, etc.
RESPONSIBILITIES FOR STUDENT CLINICIANS – FALL 2018

1. **Client File Review** - Due at initial supervisory conference.

2. **Lesson Plans** - Due at initial supervisory conference. Thereafter, lesson plans must be submitted to your supervisor at least 24 hours prior to the scheduled session and placed outside the therapy room window for observers.

3. **Speech Therapy Progress Graphs** – Graphs are due monthly and to be turned in with the hot pink monthly time sheets. You will record the clients’ percentages for targeted goals and the amount of actual therapy time and any other necessary information. Be concise, yet informative. You must have one graph per long-term goal. You will bring these forms to your supervisory conferences for review. If you or your client cancels, record the date & reason on each graph. Each month the graphs will be turned in, attached to the hot pink monthly time sheets.

4. **Treatment Plans** – Rough drafts are due by 5:00 pm, Friday, September 21 for clients beginning therapy the first week of clinic. If therapy begins after this, due dates will be assigned by your supervisor. Instructions for submission will be determined by each supervisor. Treatment plans shall be updated any time a goal is met or needs to be modified.

5. **EBP Article Review** – A review of all articles within the last 10 years on the treatment approach you wish to use with your client will be turned in at the time of your rough draft of your initial treatment plan. The review template you are to use can be accessed on our website. These reviews will be turned in no later than 5:00 pm, Friday, September 21.

6. **Progress Report** – Rough drafts for all clients are due by 5:00 p.m., Friday, October 19th. Instructions for submission will be determined by each supervisor. When the mid-term progress report has been approved, you will save for use for final progress report. The final progress report is due Friday, November 30th by noon. At this time you will enter your final percentages on all goals, make your recommendation for the next reporting period, and write your goals for the next reporting period. When all corrections have been made, submit 2 original reports on letterhead for signatures. ALL REPORTS MUST BE COMPLETED AND SIGNED BY ALL PARTIES BEFORE LEAVING FOR THE SEMESTER BREAK!!! YOUR CLINIC GRADE WILL BE LOWERED ONE LETTER GRADE IF YOU LEAVE PAPERWORK INCOMPLETE!!! ALL PAPERWORK MUST BE SIGNED AND IN FINAL FORM BY 4:00 P.M. ON THURSDAY, DECEMBER 13th.

7. **Daily Record Sheet** – Clinicians must record each session. These will not be turned in but should be taken to your weekly supervisor meeting to reference.

8. **Monthly Time Sheet(Pink Sheets)** – Clinicians must record therapy and evaluation dates and times for
each therapy session. You will check your times & dates against your Progress Graphs. These must be turned in on the first Friday following the last working day of each month. You will submit November and December hours on the same Monthly Time Sheet. Please turn in a separate log for each supervisor. Dates are as follows:

October 5th (Sept. log)  November 2nd (Oct. log)  December 7th (Nov. & Dec. log)

8. CALIPSO hour submission – Clinicians must submit their therapy and evaluation dates and times for each therapy session. These hours must be submitted by the first Friday following the last working day of each month. You will submit November and December together. Dates are as follows:

October 5th (Sept. log)  November 2nd (Oct. log)  December 7th (Nov. & Dec. log)

9. SL Evaluation Summary – Due within three working days from date of testing. The final copy is due within two weeks of the date of the evaluation except by permission of the clinic supervisor. For each day that it is late, 10% of the final clinic grade will be deducted.

*****CLINICIANS ARE TO MAKE COPIES OF ALL MATERIALS BEFORE THEY ARE PLACED IN SUPERVISOR’S BOXES*****

ADDITIONAL PROCEDURES:

Conferences – Regular weekly conferences must be set up with each supervisor. Be respectful of the supervisor’s schedule and the appointments of fellow students that follow you. The clinician must bring the following to all supervisory conferences:
1. SOAP Note file (Yellow)
2. Proposed lesson plans
3. Data record sheets
4. Written questions to discuss with supervisor

Final Conferences – week of December 10th. Students are required to meet with ONLY ONE of their supervisors. Sign-up procedures will be posted on supervisor’s doors. The procedure for preparation is as follows:
1. Ask Whitney for your chart
2. Gather all hot pink monthly therapy logs and supervisor evaluation forms from this semester from each supervisor.
3. Organize your blue clinic folder according to the instructions provided in the clinic manual.
4. After your conference, return your clinic folder to Whitney for filing.
5. YOU MUST GET ALL SIGNATURES on paperwork BEFORE LEAVING FOR THE SEMESTER BREAK.

***CLINICIANS ARE TO MAKE COPIES OF ALL MATERIALS BEFORE SUBMITTING!!!

Student Clinician Name Tags – All student clinicians at the SFA Clinic, Headstart, and other off-campus sites as appropriate, must wear a nametag. They must be worn during all therapy and diagnostic sessions. Name tags are photo I.D.’s and are made in the U.C. They are approximately $8.00 and the University will bill you for this amount.

TB Test
All students must have results of TB test on file in clinic office. (Renewed yearly.) Make several copies of documentation.

Resubmit Policy – If Lesson Plans, Treatment Plans, or Progress Notes need to be revised, they must be resubmitted within 24 hours.

ALL PAPERWORK – (SUMMARIES, REPORTS,LOGS, ETC.) MUST BE IN COMPLETED FINAL FORM NO LATER THAN Thursday, December 13th. THIS INCLUDES REVISIONS, COPIES, AND SIGNATURES. STUDENTS MAY NOT
LEAVE CAMPUS UNTIL ALL PAPERWORK IS COMPLETE. FAILURE TO DO SO WILL RESULT IN A DROP IN LETTER GRADE.