Program: SPH  Course: 564  Section: 626, 627  Semester: 202020  Instructor: Petersen

Instructor: Deena Petersen, M.S., CCC/SLP  Course Time & Location: see schedule
Office: HSTC 205A  Office Hours: M/W 8:15-9:15; T/R 10:00-10:45; 12:50-1:50
Office Phone: 468-1029  Credits: 3
Other Contact Information: 468-7109  Email: petersend@sfasu.edu

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

I. Course Description:

This course will introduce students to the supervisory process in speech-language pathology. Supervision methodology and guidelines pertaining to both state supervision and ASHA requirements will be presented. Various supervision styles and their effectiveness will be explored. Students will obtain a minimum of 75 direct clinical hours at a university approved practicum facility under the direct supervision of an ASHA certified Speech-Language Pathologist. The duration of the practicum experience will extend the duration of the semester registered for the course.

Credit Hour Statement:
SPH 564 “Clinical Practicum in Speech-Language Pathology: The Supervisory Process” (3 credit hours) is required for all second-year students in the Speech-Language Pathology graduate program during their final spring semester. Students receive instruction as well as a supervised clinical experience at an off-campus placement that has an affiliation agreement on file with the university. Typically, direct instruction is provided one 50-minute meeting per week for 15 weeks, and includes a 2-hour final exam during which students will be assessed on their knowledge of the supervisory process in the field of speech-language pathology. Students have five module assignments, are expected to take quizzes on each of the modules, and are required to make a major presentation on a topic of interest in the supervisory process. Each students’ weekly time commitment for this course includes: five hours of observed client contact by practicum supervisor (minimum of 25% direct supervision for treatment and minimum of 50% direct supervision for evaluation per accreditation** guidelines), one-half hour of individual supervision meeting with faculty, and one 50-minute class (6.5). Each semester, students must have one hour of faculty observed client contact twice per semester. These activities average at a minimum six hours per week to prepare outside of classroom and clinical hours.

**The Council of Academic Accreditation of the Speech-Language Hearing Association

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
  - To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- Communication Skills
  - To include effective development, interpretation and expression of ideas through written, oral and visual communication.
- Empirical and Quantitative Skills
  - To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
- Teamwork
  - 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
  - To include the ability to connect choices, actions and consequences to ethical decision-making
- Social Responsibility
  - 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.
   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. These competencies are measured by successful completion of all course requirements, including examinations, group discussion and activities, written assignments, and quizzes:

I. Students will recognize and articulate the foundational skills related to communication and its disorders.
II. Students will analyze, interpret, and synthesize clinical findings in the management of speech disorders
III. Students will analyze, interpret, and synthesize clinical findings in the management of language disorders
IV. Students will analyze, interpret, and synthesize clinical findings in the management of swallowing disorders.
V. Students will analyze, interpret, and synthesize clinical findings in the management of hearing disorders.
VI. Students will integrate research principles and processes in planning Capstone projects and in clinical practice.
VII. Students will communicate professionally and demonstrate comprehension of professional and ethical responsibilities of speech-language pathologists.

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; Minimum of 90% on the case studies.</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 information to develop diagnoses and make appropriate recommendations for intervention</td>
<td>V-B Evaluation: 1e</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>Task</td>
<td>Context</td>
<td>Minimum requirement</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Complete administrative functions and documentation necessary to support evaluation and treatment</td>
<td>V-B Evaluation &amp; Treatment: 1f, 2f</td>
<td>Clinical fieldwork; weekly supervisor meetings; clinical documentation</td>
<td></td>
</tr>
<tr>
<td>Refer clients/patients for appropriate services</td>
<td>V-B Evaluation &amp; Treatment: 1g, 2g</td>
<td>Clinical fieldwork; weekly supervisor meetings; clinical documentation</td>
<td></td>
</tr>
<tr>
<td>Develop appropriate intervention plans with measurable and achievable goals that meet clients’/patients’ needs</td>
<td>V-B Treatment: 2a</td>
<td>Clinical fieldwork; weekly supervisor meetings; clinical documentation</td>
<td></td>
</tr>
<tr>
<td>Implement intervention plan</td>
<td>V-B Treatment: 2b</td>
<td>Clinical fieldwork; weekly supervisor meetings; clinical documentation</td>
<td></td>
</tr>
<tr>
<td>Select or develop and use appropriate materials/instrumentation for intervention</td>
<td>V-B Treatment: 2c</td>
<td>Clinical fieldwork; weekly supervisor meetings; clinical documentation</td>
<td></td>
</tr>
<tr>
<td>Measure and evaluate clients’ performance and progress</td>
<td>V-B Treatment: 2d</td>
<td>Clinical fieldwork; weekly supervisor meetings; clinical documentation</td>
<td></td>
</tr>
<tr>
<td>Modify intervention plans, strategies, materials, etc. as appropriate to meet needs of client/patient</td>
<td>V-B Treatment: 2e</td>
<td>Clinical fieldwork; weekly supervisor meetings; clinical documentation</td>
<td></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>V-B Interaction &amp; Personal Qualities: 3a</td>
<td>Clinical fieldwork; weekly supervisor meetings; clinical documentation</td>
<td></td>
</tr>
<tr>
<td>Collaborate with other professionals in case management, as appropriate</td>
<td>V-B Interaction &amp; Personal Qualities: 3b</td>
<td>Clinical fieldwork; weekly supervisor meetings; clinical documentation</td>
<td></td>
</tr>
<tr>
<td>Provide counseling regarding communication and swallowing disorders to client, family, and caregivers</td>
<td>V-B Interaction &amp; Personal Qualities: 3c</td>
<td>Clinical fieldwork; weekly supervisor meetings; clinical documentation</td>
<td></td>
</tr>
<tr>
<td>Adhere to ASHA Code of Ethics and demonstrate professional behavior</td>
<td>IV-E, V-B Interaction &amp; Personal Qualities: 3d</td>
<td>Clinical fieldwork; weekly supervisor meetings; clinical documentation</td>
<td></td>
</tr>
<tr>
<td>Demonstrate integration of research principles into evidence-based clinical practice</td>
<td>IV-F Knowledge and Integration of Research</td>
<td>Clinical fieldwork; weekly supervisor meetings; clinical documentation</td>
<td></td>
</tr>
</tbody>
</table>

Minimum of 90% on the case studies.
III. Course Assignments, Activities, Instructional Strategies, use of Technology:

CLINIC ASSIGNMENTS

Supervisory Meetings: At the beginning of placement, all students will meet with their clinical educator (CE) to discuss practicum and supervisor/supervisee expectations. Students will provide their externship CE with a Clinical Affiliation Student Worksheet (see SFASU Clinical Manual) and Supervisory Needs Assessment. The student, externship CE, and the SFASU Liaison (if applicable) will also complete the Practicum Agreement and Information form which will outline schedule for the practicum, expectations, contact information, etc.

Students will meet with their instructor of record once per week for 15-minute supervisory meetings. In addition, the student will meet with their instructor of record at mid-term and at the end of the semester for 30-minute meetings to discuss current progress on hours obtained as well as supervisor evaluations. Students will participate in planning/debriefing sessions with their CE, as often as appropriate. These sessions will be scheduled directly by the CE with the students, and may occur at the practicum site, at SFASU, or an alternative site agreed upon. Feedback will be specific and provided both verbally and written, as requested or warranted. Students and CEs will also schedule a midterm and final evaluation meeting.

Documentation: At the discretion of the CE, students may be requested to complete a daily or weekly session plan. Students are to submit plans to their CE, according to the CE’s instructions to allow time for review of the session plan and provide feedback as needed. Clinical documentation (e.g., treatment/progress notes, evaluations, discharge summaries, etc.) will be completed based on the site’s clinical documentation policies and procedures and as instructed by the CE.

Clinical Activities: Students will participate in direct clinical care including evaluation, treatment, prevention, screening, counseling, and other clinical activities as appropriate. Students should also participate in related activities such as team meetings and parent/family/caregiver meetings as appropriate. Level of supervision will depend on student’s clinical experience and site’s policies/regulations; however supervision must be in real time and must never be less than 25% of the student’s total contact with each client/patient. Supervision must take place periodically throughout the practicum experience. The instructor of record will supervise a minimum of one session at 30 minutes per semester, providing verbal and written feedback to the student.

Assignments: Students must complete two video self-reflections over the course of the clinical experience, addressing the self-reflection questions provided. Reflections will be submitted at the beginning and end of the semester.

- 1st reflection is to be submitted by the end of week 2 of the individual student’s clinical placement.
- 2nd reflection is to be submitted on the Friday your clinical placement ends.

These reflections should be shared with the on-site CE and signed after review prior to submission. A rubric will be used to score each reflection (see Brightspace). Students will receive a score of 0 for any late submissions, no exceptions.

Clock Hours: It is required that students submit earned clinical clock hours in CALIPSO on a weekly basis. Students who fail to do so are at risk of clock hours not being approved. Students must obtain a minimum of 75 clinical clock hours at the practicum facility by the end of the current term. Failure to obtain the minimum clock hours will result in a ‘W’ for the semester.

Attendance: Students are to abide by the SFASU SLP course attendance policy. Please review the attendance policy on the program website www.sfasu.edu/humanservices/330.asp. Students are to communicate absences for any reason to both their on-site CE and SFASU faculty liaison via email. Documentation (e.g., doctor’s note) for the absence must be provided to both the on-site CE and SFASU faculty liaison via email by the next scheduled practicum day. Students may not modify their clinical schedules for any reason. All modifications must be approved by the SFASU Externship Coordinator.

Professionalism: Students are to abide by all on-site policies regarding professionalism. If a site does not have a specified policy, students are to abide by all policies regarding professionalism as stated in the SFASU SLP Clinical Manual which includes dress code, arrival, email etiquette, cell phone use, etc.

COURSE ASSIGNMENTS:

1. MODULE ASSIGNMENTS: You will be required to complete assignments related to each model every 2 weeks. Specific instructions will be provided D2L.

2. MODULE QUIZZES: You will take a quiz in D2L after completing each module. (Due dates are noted in schedule)
3. **PARTICIPANT WORKBOOK:** You will complete a participant workbook throughout the modules that should be completed and submitted to Dropbox by March 23, 2020 at 11:59 pm.

4. **RESEARCH:** You will search the literature on one topic related to supervision. Topics include:
   a. Supervisory Feedback - type of feedback, efficacy of feedback, etc.
   b. Tele-supervision
   c. Ethics: Dual Relationships & Vicarious Liability
   d. Reflective Practice & Supervision
   e. Evidenced Based Training for Supervisors
   f. Supervision & Conflict Resolution
   g. Supervision & Multicultural Issues (related to supervisor-supervisee)
   
   You must use at least 4 articles in your research. You will synthesize the information in the articles and present the information to provide support in the topic area. You may discuss similarities/differences between the articles, a common theme among the articles, how you would use the information in the supervisory process. You may need to reference literature from other fields such as psychology, counseling, or education. Include references for articles. This is not an annotated bibliography. You must present a cohesive review of the literature. Your paper should be no more than 5 pages in length (APA format) excluding the references and title page. **DUE 4/28/2020 by 11:59 pm.**

5. **PRESENTATION:** You will lead a class session and discussion in a group of three. You will develop a PowerPoint presentation which will help guide the discussion. You should send the articles referenced one week before your assigned presentation to the instructors of the course, so that they can be uploaded to D2L. All students should familiarize themselves with the material before class in order to participate in the discussion. Your group will be responsible for leading a 20-minute chat and developing questions, which you may pose to the class.

6. **PARTICIPATION:** You will be required to participate in five discussion posts during the first half of the semester. A total of 25 points may be obtained for participating in the discussion posts. You must post your response to each module discussion and respond to a peer. Please post your response early during the timeframe for each module so that other students will have opportunity to respond. The remaining 35 points will come from the 7 online course lectures that will be led by your peers. You should read articles prior to each class period and be prepared to discuss when questions are posed by the group leaders for that week.

**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 60% of your overall grade in the class. The grade you receive in lecture is worth 40% of your overall grade in the class. 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>
</tbody>
</table>
TOTAL POSSIBLE POINTS
Example for Grading:

<table>
<thead>
<tr>
<th>Average of Course Assignments 40%</th>
<th>92% course average</th>
</tr>
</thead>
<tbody>
<tr>
<td>GP = 3.67 x 0.4 = 1.47</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CALIPSO Final Evaluation Score 60%</th>
<th>3.68 CALIPSO Skill Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>GP = 3.68 x 0.60 = 2.21</td>
<td></td>
</tr>
</tbody>
</table>

1.47 + 2.21 = 3.68
Student would earn an A for the course

TOTAL POSSIBLE POINTS –Course Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points (Total)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Assignments</td>
<td>10 points/each (50 points)</td>
</tr>
<tr>
<td>Module quizzes</td>
<td>20 points/each (100 points)</td>
</tr>
<tr>
<td>Participant Workbook</td>
<td>100 points</td>
</tr>
<tr>
<td>Research</td>
<td>100 points</td>
</tr>
<tr>
<td>Presentation</td>
<td>50 points</td>
</tr>
<tr>
<td>Participation</td>
<td>60 points</td>
</tr>
</tbody>
</table>

TOTAL: 460 Points

V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction; Course Overview; Externship Requirements; Importance of Clinical Education</td>
<td>Orientation Module; Module 1 Foundations Workbook Question 1 Discussion 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Module 1 Quiz</td>
</tr>
<tr>
<td>Week 2 &amp; 3</td>
<td>Roles &amp; Responsibilities in the Clinical Education Process</td>
<td>Module 2 Foundations Workbook Questions 2, 3, 4 Discussion 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Module 2 Quiz</td>
</tr>
<tr>
<td>Week 4 &amp; 5</td>
<td>Knowledge &amp; Skills for Effective Clinical Education</td>
<td>Module 3 Foundations Workbook Questions 5, 6, 7 Discussion 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Module 3 Quiz</td>
</tr>
<tr>
<td>Week 6 &amp; 7</td>
<td>Methods of Clinical Education</td>
<td>Module 4 Foundations Workbook Question 8 Discussion 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Module 4 Quiz</td>
</tr>
<tr>
<td>Week 8</td>
<td>Spring Break Evidenced Based Principles in Clinical Education</td>
<td>Module 5 Foundations Workbook Questions 9 &amp; 10 Discussion 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Review articles for 3/26 presentation before class</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Module 5 Quiz</td>
</tr>
<tr>
<td>Week</td>
<td>Activity</td>
<td>Activity Details</td>
</tr>
<tr>
<td>--------</td>
<td>--------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Week 9</td>
<td>Supervisory Feedback presentation</td>
<td>Review articles for presentation before class</td>
</tr>
<tr>
<td>Week 10</td>
<td>Telesupervision presentation</td>
<td>Review articles for presentation before class</td>
</tr>
<tr>
<td>Week 11</td>
<td>Ethics: Dual Relationships &amp; Vicarious Liability presentation</td>
<td>Review articles for presentation before class</td>
</tr>
<tr>
<td>Week 12</td>
<td>Reflective Practice &amp; Supervision presentation</td>
<td>Review articles for presentation before class</td>
</tr>
<tr>
<td>Week 13</td>
<td>Supervision &amp; Conflict Resolution presentation</td>
<td>Review articles for presentation before class</td>
</tr>
<tr>
<td></td>
<td><strong>Research Paper DUE by 11:59 pm</strong></td>
<td></td>
</tr>
<tr>
<td>Week 14</td>
<td>Supervision &amp; Multicultural Issues (related to supervisor-supervisee)</td>
<td></td>
</tr>
</tbody>
</table>

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

**Required:**


### 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/disabilitieservices/.

**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.

IX. Other Relevant Course Information:

Communication for this course will be done in class, through Brightspace, and email. Please check Brightspace and your SFASU email often to get announcements, print out handouts, check your grades, etc.