SPHS 5314 Clinical Practicum in Speech-Language Pathology: Early Intervention Services
Fall 2021

Program: SPHS  Course: 5314  Section: 024  Semester: 202210  Instructor: Morton

Instructor: Diane Morton, M.A., CCC/SLP
Office: Human Services 205K
Office Phone: 936-468-5180
Other Contact Information: 936-468-7109
Course Time & Location: T 5:00-5:50; HSTC 322
Office Hours: Wed. 1:00 -2:00
(appointments also available by zoom)
Credits: 3
Email: karen.morton@sfasu.edu
speechieut@gmail.com

Prerequisites: Acceptance into the graduate SLP program and a minimum grade of B in SPHS 5303; 25 observation hours

I. Course Description:
This course is a clinical practicum with a focus on early intervention services (birth to three years). Emphasis is given to enrollment and clinical management in early childhood intervention, including strategies for goal attainment and family involvement. Special attention is given to usage of appropriate materials for the 0-3 population. Students will obtain a minimum of 35 direct clinical clock hours at the Stanley Center for Speech and Language Disorders on the SFASU campus and/or affiliated facilities including Nacogdoches Head Start, 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.

Course Delivery Mode: This class will meet in person at its regularly scheduled time of 5:00 on Tuesdays in HSTC 322.

Credit Hour Description:
SPHS 5314 “Clinical Practicum in Speech-Language Pathology: Early Intervention Services” (3 credit hours) is required for all first-year students in the Speech-Language Pathology graduate program during their first fall semester. Students receive instruction as well as a supervised clinical experience at the on-campus clinics or one of its affiliated locations. Direct instruction is provided for 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 clinical management within the medical setting. Students have weekly reading assignments and two projects related to early intervention services. In addition to the course assignments, students must obtain no less than 35 direct clinical clock hours at the on-campus clinics or one of its affiliated locations. Each students’ weekly time commitment for this course includes: three hours of faculty observed client contact (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, one-half hour of faculty directed professional report writing, and one 50-minute class (5.0) 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, non-standardized 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.

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>Task</td>
<td>Evaluation</td>
<td>Activities</td>
<td>Evaluation Criteria</td>
</tr>
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<tr>
<td>Collect case history information and integrate information from relevant others</td>
<td>V-B 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 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 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 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>Complete administrative functions and documentation necessary to support evaluation and treatment</td>
<td>V-B 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>V-B 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>V-B 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>V-B 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>V-B 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>V-B 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>V-B 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>V-B 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>
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<tr>
<td>Collaborate with other professionals in case management, as appropriate</td>
<td>V-B 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>
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</table>
### III. Course Assignments, Activities, Instructional Strategies, use of Technology:

**CLINIC ASSIGNMENTS:**

Students must obtain a minimum of 35 clinical clock hours (three hours per week) 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 no less than 25% for treatment of each client weekly. In addition, students who conduct evaluations will be directly supervised no less than 50% of the total time of client contact. Students are required to meet with their clinical supervisor(s) weekly. Clinical paperwork requirements and due dates are listed in the appendix: Student Clinician Responsibilities (provided the first day of class).

1. **Client File Review:** Prior to the initial therapy session, students will complete a client file review on assigned clients. Information related to recommended goals from previous treatment period and current evaluation results should be reviewed. These file reviews will be discussed with the supervisor at the initial supervisory conference. (OCSW = 30 min. per assigned client).

2. **Lesson Plans:** Students will submit individual lesson plans for each assigned client no less than 24 hours before each clinical session. Lesson plans should identify the treatment targets planned for the session and the procedures that will be used to address each target. (OCSW = 40 min. per week for each assigned client).

3. **Treatment Plans:** Students will submit individual treatment plans for each assigned client by 5:00 pm on the due date. Treatment plans should address clients’ current level of performance, proposed treatment goals, and intervention strategies proposed for use during the treatment period (current term). (OCSW = 60 min. per assigned client).

4. **Progress Reports:** Students will submit rough drafts of individual progress reports for each assigned client by 5:00 pm on the due date. Progress reports should address the techniques and procedures used to target treatment goals, the progress made (baseline and final data) on treatment goals, and recommendations for future therapy (including recommended goals). Students will update progress and make all required corrections to rough draft prior to submitting a final copy of the progress report. A final copy of progress reports must be filed in clients’ files by the final day of the semester. Failure to provide a final copy will result in your clinic grade being lowered a letter grade. (OCSW = 60 min. per assigned client for rough draft; 30 min. per assigned client for final draft).

5. **SOAP Notes:** Students will document performance of each client at the conclusion of therapy sessions in SOAP format. The written SOAP note must be filed in the client’s working file in the file room no later than noon on Friday of each week. (OCSW = 30 min per assigned client per week)

6. **Evidence Based Practice (EBP) Protocol:** Students will complete and EBP protocol for each assigned client. Students will research an intervention approach specific to their assigned clients’ communication disorders. A thorough review of the literature (journal articles) will be required in order to determine the evidence behind the intervention approach. Students will review no less than five articles on their given intervention approach within the last 10 years and complete the EBP protocol given in class. This assignment will introduce the students to effectively reviewing the literature to determine the effectiveness of intervention strategies. (OCSW = 2.5 hours per EBP protocol).
7. **Video review of treatment session:** Students are required to watch three of their treatment sessions throughout the term (beginning, midterm, and final). Students will watch a video of one of their sessions prior to writing their clinic reflection. (OCSW = 45 min. per video)

8. **Clinic Reflection:** Students will complete three written self-reflections over the term (beginning, midterm, and final). Students should reflect on the assigned questions demonstrating their knowledge of clinical skills and weaknesses, their progress toward their clinical goals, and what they have learned throughout their clinical experience. (OCSW = 30 min. per reflection)

**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 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>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
<td>3.84 – 4.0</td>
<td>4.0</td>
</tr>
<tr>
<td>A</td>
<td>93-96</td>
<td>3.68 – 3.83</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>3.5 – 3.67</td>
<td>3.67</td>
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<tr>
<td>B+</td>
<td>87-89</td>
<td>3.34 – 3.49</td>
<td>3.33</td>
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<tr>
<td>B</td>
<td>83-86</td>
<td>3.18 – 3.33</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>3.0 – 3.17</td>
<td>2.67</td>
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<tr>
<td>C+</td>
<td>77-79</td>
<td>2.75- 2.99</td>
<td>2.33</td>
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<tr>
<td>C</td>
<td>70-76</td>
<td>2.5 – 2.74</td>
<td>2.0</td>
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<tr>
<td>D</td>
<td>60-69</td>
<td>2.0 – 2.49</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
<td>0 – 1.99</td>
<td>0.0</td>
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</tbody>
</table>

**TOTAL POSSIBLE POINTS**

**Example for Grading:**

<table>
<thead>
<tr>
<th>Percentage from Course Assignments 40%</th>
<th>Example: Earned points/Total possible points</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Exam: 100 points</td>
<td>406/440=90%</td>
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<tr>
<td>Two Projects: 100 points each for a total of 200 points</td>
<td>GP = 3.67 x .45 = 1.65</td>
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<tr>
<td>Five quizzes: 20 points each for a total of 100 points</td>
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<tr>
<td>Two Reflections: 20 points each for a total of 40 points</td>
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<tr>
<td>CALIPSO Final Evaluation Score 60%</td>
<td>Example: 3.68 CALIPSO Skill Rating</td>
</tr>
<tr>
<td></td>
<td>GP = 3.68 x .45 = 1.66</td>
</tr>
</tbody>
</table>

**V. Tentative Course Outline/Calendar:**

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 (8-24)</td>
<td><strong>Course:</strong> Introduction/Syllabus</td>
<td><strong>Practicum:</strong> minimum of 3 clock hours of treatment</td>
</tr>
<tr>
<td>Week</td>
<td>Course:</td>
<td>Practicum:</td>
</tr>
<tr>
<td>------------</td>
<td>---------------------------------------------</td>
<td>-------------------------------------</td>
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<tr>
<td>Week 2 (8-31)</td>
<td>Overview of ECI-guest speaker</td>
<td>minimum of 3 clock hours of treatment</td>
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<tr>
<td>Week 3 (9-7)</td>
<td>ECI Enrollment and comprehensive assessment</td>
<td>minimum of 3 clock hours of treatment</td>
</tr>
<tr>
<td>Week 4 (9-14)</td>
<td>Formulation of IFSP &amp; goals</td>
<td>minimum of 3 clock hours of treatment</td>
</tr>
<tr>
<td>Week 5 (9-21)</td>
<td>Formulation of IFSP &amp; goals; discuss IFSP/goal project</td>
<td>minimum of 3 clock hours of treatment</td>
</tr>
<tr>
<td>Week 6 (9-28)</td>
<td>ECI Speech/Language evaluations</td>
<td>minimum of 3 clock hours of treatment</td>
</tr>
<tr>
<td>Week 7 (10-5)</td>
<td>Speech/language evaluations</td>
<td>minimum of 3 clock hours of treatment</td>
</tr>
<tr>
<td>Week 8 (10-12)</td>
<td>Early language intervention</td>
<td>minimum of 3 clock hours of treatment</td>
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<tr>
<td>Week 9 (10-19)</td>
<td>Early language intervention</td>
<td>minimum of 3 clock hours of treatment</td>
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<tr>
<td>Week 10 (10-26)</td>
<td>Early language intervention</td>
<td>minimum of 3 clock hours of treatment</td>
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<tr>
<td>Week 11 (11-2)</td>
<td>Global development in early intervention – ECI PT guest speaker</td>
<td>minimum of 3 clock hours of treatment</td>
</tr>
<tr>
<td>Week 12 (11-9)</td>
<td>Pediatric Dysphagia/Feeding Difficulties and therapy techniques</td>
<td>minimum of 3 clock hours of treatment</td>
</tr>
</tbody>
</table>

- **Course:** Overview of ECI-guest speaker
- **Practicum:** minimum of 3 clock hours of treatment
- **Read:** Ch. 3 Make YOUR Words Matter
- **Week 2:** Course: Overview of ECI-guest speaker. Practicum: minimum of 3 clock hours of treatment. Read Ch. 3 Make YOUR Words Matter.
- **Week 3:** Course: ECI Enrollment and comprehensive assessment. Practicum: minimum of 3 clock hours of treatment. Read Ch. 4 Help Young Children Attend.
- **Week 4:** Course: Formulation of IFSP & goals. Practicum: minimum of 3 clock hours of treatment. Read Ch. 5 Design Effective Treatment Plans.
- **Week 5:** Course: Formulation of IFSP & goals; discuss IFSP/goal project. Practicum: minimum of 3 clock hours of treatment. Goal Writing Exercise. Read Ch. 6 Social & Pragmatic Skills.
- **Week 6:** ECI Speech/Language evaluations. Practicum: minimum of 3 clock hours of treatment. IFSP - project Due.
- **Week 7:** Course: Speech/language evaluations. Practicum: minimum of 3 clock hours of treatment. Read Ch. 7 Early Cognitive Skills. Teachmetotalk.com/videos “Pretend Play with Late Talking Toddlers”.
- **Week 8:** Course: Early language intervention. Practicum: minimum of 3 clock hours of treatment. Read Ch. 8 Receptive Language Skills. Teachmetotalk.com/videos “Speech Therapy with Ball Toys”. Quiz over pretend play video.
- **Week 9:** Course: Early language intervention. Practicum: minimum of 3 clock hours of treatment. Read Ch. 9 Expressive Language Skills. Teachmetotalk.com/videos “Child Won’t Talk! Try Choices”. Quiz over ball toy video.
- **Week 11:** Course: Global development in early intervention – ECI PT guest speaker. Practicum: minimum of 3 clock hours of treatment. Read Ch. 11 Putting It All Together. Teachmetotalk.com/videos “Speech Therapy with Social Games” & “Books in Speech Therapy with Toddlers”. Quiz over farm animals/bubbles video.
Week 13 (11-16)  | Course: Guest speaker – ECI OT  
Practicum: minimum of 3 clock hours of treatment

Week 14 (11-23) | Thanksgiving Break

Week 15 (11-30) | Course: review for final exam  
Practicum: minimum of 3 clock hours of treatment  
Complete Supervisor Evaluation on Calipso  
& Course evaluation in MySFA

Week 16 (12-7) | FINAL EXAM (BrightSpace D2L)

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

Required Text:

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/](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**

Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. Bystanders, if their presence incites or adds to the disruption, as well as more active participants in the disruptive activity, may be in violation of this policy as well. Engaging in physical violence of any nature against any person. This includes fighting, assaulting; battering; using a knife, gun, or other weapon; or acting in a manner that threatens or endangers the physical health or safety of any person or causes a reasonable apprehension of such harm.

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 at SFA.

SFASU values student’s mental health and the role it plays in academics and overall student success. SFA provides a variety of resources to support student’s mental health and wellness. Many of these resources are free and all of them are confidential.

[www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)
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.

Stephen F. Austin State University Non-Discrimination Statement
Stephen F. Austin State University strives to provide an educational and work environment that affirms the rights and dignity of each individual. It is the policy of the university, in accordance with federal and state law, to prohibit unlawful discrimination on the basis of race, color, religion, national origin, sex, age, disability, genetic information, citizenship, and veteran status. Unlawful discrimination based on sex includes discrimination defined as sexual harassment. Additionally, Stephen F. Austin State University prohibits discrimination on the basis of sexual orientation, gender identity, and gender expression. Stephen F. Austin State University is committed to the principles of Equal Employment Opportunity (EEO) law.

SFA's Nondiscrimination policy (2.11) and Title IX policy (2.13) outline the university's commitment and details the procedures used to investigate complaints. It is the responsibility of the university president to ensure that SFA and all its constituencies comply with the provisions of this policy and with all federal and state laws, executive orders and regulations regarding non-discrimination. Discrimination complaints and/or questions concerning university discrimination complaint procedures may be directed to the following designated officials:

Employment Discrimination Issues
Director of Human Resources (e-mail)
Austin Building, Suite 201
P.O. Box 13039, Nacogdoches, TX 75962-3039
(936) 468-2304

Title IX Discrimination Issues, including Sexual Harassment
Title IX Coordinator (e-mail)
McKibben Education Building, Room 304
P.O. Box 13074, Nacogdoches, TX 75962-3032
(936) 468-8292
Detailed contact information for the Deputy Title IX Coordinators for Employees, Students, Third-Parties and Athletics can be found at www.sfasu.edu/Lumberjacks-Care/

Student Disability Discrimination Issues
Americans with Disabilities Act Compliance Officer/Director of Disability Services (e-mail)
Human Services Building, Room 325
P.O. Box 6130, Nacogdoches, TX 75962-6130
(936) 468-3004

Options Outside the University
Students may file complaints under Title IX with the Office for Civil Rights, U.S. Department of Education. Faculty and staff members may file complaints under Title IX with the Office for Civil Rights, U.S. Department of Education in certain circumstances, or under Title VII of the Civil Rights Act of 1964, with the U.S. Equal Employment Opportunity Commission.
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.