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
  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, 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.
   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:

1. Students will recognize and articulate the foundational skills related to communication and its disorders.
2. Students will analyze, interpret, and synthesize clinical findings in the management of speech disorders.
3. Students will analyze, interpret, and synthesize clinical findings in the management of language disorders.
4. Students will analyze, interpret, and synthesize clinical findings in the management of swallowing disorders.
5. Students will analyze, interpret, and synthesize clinical findings in the management of hearing disorders.
6. Students will integrate research principles and processes in planning Capstone projects and 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</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</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</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</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</td>
<td>V-B</td>
<td>Clinical fieldwork; weekly supervisor meetings;</td>
<td>Self-reflection form; Minimum rating of 3 out of 4</td>
</tr>
<tr>
<td>Activity</td>
<td>Level</td>
<td>Requirement</td>
<td>Evaluation</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
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<td>---------------------------------------------------------------------------</td>
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<tr>
<td>appropriate recommendations for intervention</td>
<td></td>
<td>clinical documentation</td>
<td>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</td>
<td>Evaluation &amp; Treatment: 1f, 2f</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</td>
<td>Evaluation &amp; Treatment: 1g, 2g</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 measurable and achievable goals that meet clients'/patients' needs</td>
<td>V-B</td>
<td>Treatment: 2a</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</td>
<td>Treatment: 2b</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</td>
<td>Treatment: 2c</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</td>
<td>Treatment: 2d</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</td>
<td>Treatment: 2e</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</td>
<td>Interaction &amp; Personal Qualities: 3a</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>V-B</td>
<td>Interaction &amp; Personal Qualities: 3b</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>V-B</td>
<td>Interaction &amp; Personal Qualities: 3c</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>IV-E, V-B</td>
<td>Interaction &amp; Personal Qualities: 3d</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>IV-F</td>
<td>Knowledge and Integration of Research</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 (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% of 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 2020 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>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>3.34 − 3.49</td>
<td>3.33</td>
</tr>
<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>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>2.75-2.99</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>70-76</td>
<td>2.5 − 2.74</td>
<td>2.0</td>
</tr>
<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>
</tr>
</tbody>
</table>

TOTAL POSSIBLE POINTS
Example for Grading:
Example: Earned points/Total possible points

<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>
</tr>
<tr>
<td>Two Projects: 100 points each for a total of 200 points</td>
<td>GP = 3.67 x .45 = 1.65</td>
</tr>
<tr>
<td>Five quizzes: 20 points each for a total of 100 points</td>
<td>Two Reflections: 20 points each for a total of 40 points</td>
</tr>
<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 (8-29)</td>
<td>Course: Introduction/Syllabus</td>
<td>Syllabus</td>
</tr>
<tr>
<td></td>
<td>Practicum: minimum of 3 clock hours of treatment</td>
<td></td>
</tr>
<tr>
<td>Week 2 (9-5)</td>
<td>Course: ECI Enrollment and comprehensive assessment</td>
<td>Read Ch. 3 Make YOUR Words Matter</td>
</tr>
<tr>
<td></td>
<td>Practicum: minimum of 3 clock hours of treatment</td>
<td></td>
</tr>
<tr>
<td>Week 3 (9-12)</td>
<td>Course: ECI Enrollment and comprehensive assessment</td>
<td>Read Ch. 4 Help Young Children Attend</td>
</tr>
<tr>
<td></td>
<td>Practicum: minimum of 3 clock hours of treatment</td>
<td></td>
</tr>
<tr>
<td>Week 4 (9-19)</td>
<td>Course: Formulation of IFSP &amp; goals</td>
<td>Read Ch. 5 Design Effective Treatment Plans</td>
</tr>
<tr>
<td></td>
<td>Practicum: minimum of 3 clock hours of treatment</td>
<td></td>
</tr>
<tr>
<td>Week 5 (9-26)</td>
<td>Course: Formulation of IFSP &amp; goals; discuss IFSP/goal project</td>
<td>Goal Writing Exercise</td>
</tr>
<tr>
<td></td>
<td>Practicum: minimum of 3 clock hours of treatment</td>
<td>Read Ch. 6 Social &amp; Pragmatic Skills</td>
</tr>
<tr>
<td>Week 6 (10-3)</td>
<td>Course: Speech/language evaluations</td>
<td>Read Ch. 7 Early Cognitive Skills</td>
</tr>
<tr>
<td></td>
<td>Practicum: minimum of 3 clock hours of treatment</td>
<td>Teachmetotalk.com/videos “Pretend Play with Late Talking Toddlers”</td>
</tr>
<tr>
<td>Week 7 (10-10)</td>
<td>Course: Speech/language evaluations</td>
<td>Read Ch. 8 Receptive Language Skills</td>
</tr>
</tbody>
</table>
|               |                             | Teachmetotalk.com/videos “Speech
SPH 5314.020
Fall 2023

Course: Early language intervention
Practicum: minimum of 3 clock hours of treatment

Week 8 (10-17)
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 9 (10-24)
Course: Early language intervention
Practicum: minimum of 3 clock hours of treatment
Read Ch. 10 Planning Effective Sessions
Teachmetotalk.com/videos “Farm Animals! Therapy Tip” & “Bubbles! Therapy Tip”
Quiz over choices video

Week 10 (10-31)
Course: Early language intervention
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 11 (11-7)
Course: Pediatric Dysphagia/Feeding Difficulties and therapy techniques- SLP guest speaker
Practicum: minimum of 3 clock hours of treatment
Quiz over social games and books video
Simucase project due – 2 parts
1. Simucase Grade/Report
2. Goals & Strategies

Week 12 (11-14)
Course: Physical development in early intervention – PT guest speaker
Practicum: minimum of 3 clock hours of treatment

Week 13 (11-21)
Thanksgiving Break

Week 14 (11-28)
Course: review for final exam
Practicum: minimum of 3 clock hours of treatment
Complete Supervisor Evaluation in Calipso & Course evaluation in MySFA

Week 15 (12-5)
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 Policy:

Class Attendance and Excused Absence:

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.

University Attendance Policy: Policy 6.7

Academic Accommodation for Students with Disabilities: Policy 6.1

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/.

Academic Integrity: Policy 4.1

The Code of Student Conduct & Academic Integrity: Policy 10.4

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy. Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation.

Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.
If an academic integrity case has been opened for one of the four above listed violations, you will be subject to a grade of 0 for the assignment, test, or quiz the violation is filed on.

Course Grades (Including WH), Policy 5.5

Final Course Grade Appeals by Students, Policy 6.3

Appeal Procedure Relating to the Provision of accommodations for students with Disabilities, Policy 6.6

Resources:
Student Wellness and Wellbeing
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
The Dean of Students Office (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

SFA Human Services Counseling Clinic Human Services, Room 202 www.sfasu.edu/humanservices/139.asp
936.468.104

The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
· Health Services
· Counseling Services
· Student Outreach and Support
· Food Pantry
· Wellness Coaching
· Alcohol and Other Drug Education
www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

Crisis Resources:
· Burke 24-hour crisis line: 1.800.392.8343
· National Suicide Crisis Prevention: 9-8-8
· Suicide Prevention Lifeline: 1.800.273.TALK (8255)
· johCrisis Text Line: Text HELLO to 741-741

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