Stephen F. Austin State University
James I. Perkins College of Education
Department of Human Services
SPHS 5344 Clinical Practicum in Speech-Language Pathology:
Counseling and Interviewing Skills for the SLP
Summer I 2023

Program: SPHS  Course: 5344  Section: 621  Semester: 202303  Instructor: Petersen

Instructor: Deena Petersen
Office: 205A
Office Phone: 936-468-1029

Course Time & Location: Thursday; 6:00-6:50 via Zoom
Meeting
Office Hours: T/TH: 8:15-9:15
Credits: 3
Email: petersend@sfasu.edu

Prerequisites: GPA of at least 3.0 in graduate studies

I. Course Description:

This course is a clinical practicum with a focus on counseling in speech-language pathology. An overview of theory and practice of counseling methods and techniques used by speech-language pathologists in a variety of settings with both adult and pediatric populations will be presented. Students will obtain a minimum of 20 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 term registered for the course.

Credit Hour Statement
SPHS 5344 “Clinical Practicum in Speech-Language Pathology: Counseling and Interviewing Skills for the SLP” (3 credit hours) is required for all second-year students in the Speech-Language Pathology graduate program during the summer term following their first year. 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 three 50-minute meetings per week for 5 weeks and includes a 2-hour final exam during which students will be assessed on their knowledge of counseling and interviewing skills needed in the field of SLP. Students have weekly reading assignments, quizzes, and mock case studies. In addition to the course assignments, students must obtain no less than 25 direct clinical clock hours at an off-campus placement that has an affiliation agreement on file with the university. 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 three 50-minute classes (13.5) These activities average at a minimum fourteen hours per week to prepare outside of classroom and clinical hours.

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

This course follows a hybrid format in which you will attend <50% of the time face to face and the rest via Zoom or out of class assignment.

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 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.

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

**Standard V-F:** Supervised practicum must include experience with client/patient populations across the life span and from culturally/linguistically diverse backgrounds. Practicum must include experience with client/patient populations with various types and severities of communication and/or related disorders, differences, and disabilities.
Program Learning Outcomes: This course supports the Speech-Language Pathology and Audiology Program Learning Outcomes (PLOs) I, II, VI, and VII. These competencies are measured by successful completion of all course requirements, including examinations, group discussion and activities, written assignments, and quizzes:

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

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

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>ASHA CFCC Standard</th>
<th>Assignment</th>
<th>Assessment</th>
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</thead>
<tbody>
<tr>
<td>Conduct screening and prevention procedures, as appropriate to setting</td>
<td>V-B Evaluation: 1a</td>
<td>Clinical fieldwork; weekly supervisor meetings; clinical documentation</td>
<td>Self-reflection form; Minimum rating of 3 out of 4 on final evaluation from supervisor in CALIPSO</td>
</tr>
<tr>
<td>Collect case history information and integrate information from relevant others</td>
<td>V-B Evaluation: 1b</td>
<td>Clinical fieldwork; weekly supervisor meetings; clinical documentation</td>
<td>Self-reflection form; Minimum rating of 3 out of 4 on final evaluation from supervisor in CALIPSO</td>
</tr>
<tr>
<td>Select and administer appropriate evaluation procedures including standardized and non-standardized assessments and instrumental procedures</td>
<td>V-B Evaluation: 1c</td>
<td>Clinical fieldwork; weekly supervisor meetings; clinical documentation</td>
<td>Self-reflection form; Minimum rating of 3 out of 4 on final evaluation from supervisor in CALIPSO</td>
</tr>
<tr>
<td>Adapt evaluation procedures to meet client needs</td>
<td>V-B Evaluation: 1d</td>
<td>Clinical fieldwork; weekly supervisor meetings; clinical documentation</td>
<td>Self-reflection form; Minimum rating of 3 out of 4 on final evaluation from supervisor in CALIPSO</td>
</tr>
<tr>
<td>Interpret, integrate, and synthesize all 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>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>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 Evaluation &amp; Treatment: 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</td>
<td>V-B Treatment: 2a</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>Assignment Code</td>
<td>CLINIC ASSIGNMENTS</td>
<td>Clinical Fieldwork</td>
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<tr>
<td>Implement intervention plan</td>
<td>V-B Treatment: 2b</td>
<td></td>
<td>Clinical fieldwork</td>
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<tr>
<td>Select or develop and use appropriate materials/instrumentation for intervention</td>
<td>V-B Treatment: 2c</td>
<td></td>
<td>Clinical fieldwork</td>
</tr>
<tr>
<td>Measure and evaluate clients' performance and progress</td>
<td>V-B Treatment: 2d</td>
<td></td>
<td>Clinical fieldwork</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></td>
<td>Clinical fieldwork</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></td>
<td>Clinical fieldwork</td>
</tr>
<tr>
<td>Collaborate with other professionals in case management, as appropriate</td>
<td>V-B Interaction &amp; Personal Qualities: 3b</td>
<td></td>
<td>Clinical fieldwork</td>
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<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></td>
<td>Clinical fieldwork</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></td>
<td>Clinical fieldwork</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></td>
<td>Clinical fieldwork</td>
</tr>
</tbody>
</table>

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

**CLINIC ASSIGNMENTS:**
Students must obtain no less than 25 clinical clock hours (five hours per week) throughout the summer term 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 no less than 25% for treatment of each client. 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. Each student is assigned on average three-four clients per summer term. Clinical paperwork due dates are listed in the 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**: 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**: 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. **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)

5. **Video review of treatment session**: Students are required to watch two of their treatment sessions throughout the term (beginning and final). Students will watch a video of one of their sessions prior to their clinic reflection. (OCSW = 45 min. per video)

6. **Clinic Reflection**: Students will complete two oral self-reflections over the term (beginning 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:**

**Mock Counseling Session Summaries**: Mock Interview 1 will be a baseline session. You will be divided into groups of two (one group will have three) and you will write about your counseling skills in your Mock Interview Summary. A Counseling Skills Checklist will be provided after you have completed Mock Interview 1, so that you can watch your session and comment about the skills on the Checklist. Mock Interview 2-4, you will be divided into groups of 3 people (one group of two). One person will be the observer, which will fill out the Counseling Session Checklist during the mock interview on the person in the role of the SLP, one person the SLP, and one person the client. You will rotate roles during each mock session so each person will experience each role. Each person will review the recorded session (Record using Zoom) where he/she is the SLP and fill out the Counseling Session Checklist before getting the feedback from your peer. If your group has only two people, each person will fill out the Counseling Skills Checklist on the other person when watching the recorded mock interview. Each session you will write a self-evaluation summary of your counseling skills as the SLP. Make sure you comment about all the counseling skills that were assessed on the Counseling Skills Checklist for that mock interview (do not comment about skills that have not been addressed yet). More counseling skills will be added each mock interview. How did your skills improve? What areas do you still need to work on? What have you learned about using counseling skills in the field of speech language pathology? (Summary 1; 50 points; Summaries 2-4; 100 points each). (OCSW = 60 min./session)

**Weekly Assignments**: Each module will have an assignment that will be posted in D2L. Each module may require readings of posted journal articles, ASHA documents, and viewing of videos in order to complete the assignment. Assignments should be submitted to Dropbox in D2L by specified due dates at 11:59 pm. (50 points each) (OCSW = 12.5 hours per module)

**Final Exam** - 100 points

**IV. Evaluation and Assessments (Grading):**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Mock Counseling Session Summary 1</td>
<td>50</td>
</tr>
<tr>
<td>Mock Counseling Session Summaries 2-4</td>
<td>300 (100 points each)</td>
</tr>
<tr>
<td>Weekly Assignments</td>
<td>250 (50 points each)</td>
</tr>
<tr>
<td>Clinic Reflections</td>
<td>20/40 (20 points each)</td>
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</tbody>
</table>
Total: 620/640 (Distance will only have one clinic reflection during Summer 1)

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 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. 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>
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<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>
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<tr>
<td>F</td>
<td>0-59</td>
<td>0 – 1.99</td>
<td>0.0</td>
<td>0 – 1.9</td>
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### TOTAL POSSIBLE POINTS

Example for Grading:

- **Percentage from Course Assignments 40%**
  - Earned points/Total possible points
    - 681/740 = 92%
    - GP = 3.67 x .40 = 1.47

- **CALIPSO Final Evaluation Score 60%**
  - 3.68 CALIPSO Skill Rating
    - GP = 3.68 x .60 = 2.21

- **Total:** 1.47 + 2.21 = 3.68 GP

  Student would earn an A for the course

### V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Course: Module 1; Introduction; Course Overview; Mock Interview 1 Counseling related to Communication Disorders <strong>Practicum:</strong> minimum 4 clock hours of treatment and/or diagnostics <strong>Required Zoom meeting,</strong></td>
<td>Syllabus</td>
<td>Course: Mock Interview 1- Mock Interview Summary due</td>
</tr>
<tr>
<td>Class 1</td>
<td></td>
<td>Counseling in Communication Disorders (Kendall, 2000)</td>
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<tr>
<td>Week</td>
<td>Class 1</td>
<td>Class 2</td>
<td>Class 3</td>
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<tr>
<td>Week 3</td>
<td>Class 1</td>
<td>Class 2</td>
<td>Class 3</td>
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**Tuesday, 5/30; 6:00 p.m.**

Class 2  
Course: ASHA Scope of Practice ASHA Scope of Practice in Counseling; Types of Counseling; Luterman (ch.5)

Class 3  
Course: Counseling theories Luterman (ch.1 & 2)

Class 3  
Course: Module 1: Watch four videos posted in D2L on counseling models Module 1 Assignments & Mock Interview Summary 1 Due Practicum: Weekly Supervisor Meeting
### Week 4

| Class 1 | **Course:** Module 4: Reflective Listening  
**Practicum:** minimum 4 clock hours of treatment and/or diagnostics | **Course:** Module 4; watch lecture and videos on listening skills |
| Class 2 | **Course:** Paraphrasing/summarizing | Paraphrasing handout; Summarizing and Evaluating (Vaardighed, 2008) |
| Class 3 | **Course:** Multicultural issues in counseling  
**Required Zoom meeting 6:00 p.m.**  
**Guest Speaker** | Luterman (ch.8 & p.180); Kendall, 2000 p. 102  
**Course:** Module 4 Assignment Due  
**Practicum:** Weekly supervisor meeting; Clinic Self Reflection 2 (Residential) DUE 6/26 |

### Week 5

| Class 1 | **Course:** Module 5: Mock Interview 4  
**Practicum:** minimum 4 clock hours of treatment and/or diagnostics | **Course:** Counseling skills checklist and counseling reflection  
**Mock Interview 4** |
| Class 2 | **Course:** Sharing bad news; Counseling Mistakes; Taking care of self  
**Required Zoom Meeting 6:00 p.m.** | Luterman (p.88-91 (Counseling Caveats), 100-102 (Locus of Control), 109-111, 177-178 (Professional Burnout), & assigned article (to be read before class on 6/30)  
**Course:** Module 6; student course evaluation  
**Module 5 Assignment & Mock Interview Summary 4 Due**  
**Practicum:** Weekly supervisor meeting; |
| Class 3 |  |

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

- Robertson, S. (2004). I used to have a handle on life, but it broke! Practical strategies for managing time and stress. The ASHA Leader, 9, 13-37.

### 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 (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

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

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of
another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

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

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

Withheld Grades: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

If a student has been found guilty of academic dishonesty, a grade of “WP” or “WH” may be changed to “WF” at the discretion of the faculty member. In the case of a grade change to “WF”, the course will not count towards the six course drop limit since the student is incurring an academic penalty.

Student Code of Conduct: Policy 10.4
Disruptive Behavior--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. 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.

Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.


SFASU values students’ mental health and the role it plays in academic 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.

On-campus Resources:
SFASU Counseling Services
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.

Additional Information:

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

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

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

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

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you
apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

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

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

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

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