Instructor: Erin Keeling MS, CCC/SLP
Office: HSTC 205E
Office Phone: 936-468-3997
Credit Hours: 3

I. Course Description:
This course provides experience in providing clinical assistance in speech language pathology; review of clinical methods and techniques in speech language pathology; problem solving as it relates to present clients.

Prerequisites: Student must be currently enrolled in CSDS 4320 Clinical Intervention Methods.

CSDS 4330 “Clinical Experience” (3 credit hours) is required for all senior students in the Speech Language Pathology undergraduate program. This course focuses on roles and responsibilities of SLP-assistants in clinical management. Direct instruction is provided for one 75-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. In addition, students are assigned a minimum of 1.5 hours of clinic work per week. These students are paired with a graduate clinician and actively participate in the assigned therapy sessions. Students are encouraged to complete modules prior to lecture. In addition to the modules, course assignments include a job shadow of an SLP within the medical/school-based settings, client record reviews of each client’s file, a professional resume, along with multiple clinic documentation assignments. The instructor of record meets with each student a minimum of 20 minutes one time per semester to discuss clinical performance and assist the student in reflecting on their clinical experience. These activities average at a minimum 6 hours per week to prepare outside of classroom and clinical hours.

This course follows a hybrid format in which we will replace half of the time we would normally spend together with thoughtful exchanges online. In our face-to-face sessions, we will spend most of our time considering more difficult concepts and learning necessary skills. In-class and out-of-class requirements are as follows:

In-class time (1.25 hours weekly): We will have one 75-minute class each week in which we will practice documentation and analysis skills related to publics school SLP’s/Medical SLP’s. You will also complete brief quizzes and other assessments during the sessions.

In-class replacement time (1.25 hours weekly): Instead of listening to me lecture for 75 minutes each week, you will read, watch, and/or listen to content on your own time in preparation for our time together.
• Out-of-class time (~5 hours weekly): Outside of class, expect to complete additional readings, viewings, writing assignments, and assessments.

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

This course reflects the following core values of the Perkins 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 caring professionals committed to educating the public, properly diagnosing and effectively treating persons with communication and swallowing disorders across the lifespan, thereby improving their quality of life. To meet this mission, the program embraces cultural and linguistic diversity, emphasizes the importance of evidence-based practice, critical thinking skills, interdisciplinary collaboration, ethical principles and continued professional development throughout one’s career.

This course also supports the Core Objectives/Outcomes of the Texas Higher Education Coordinating Board.

• 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 Academic Accreditation (CAA) of the American Speech-Language Hearing Association (ASHA) found in the Knowledge and Skills Assessment document (KASA):

Standard III-B: The applicant must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.

Standard III-C: The applicant must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.

Standard III-D: The applicant must possess 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 of the disorders.

Standard III-E: The applicant must demonstrate knowledge of standards of ethical conduct. The applicant must demonstrate knowledge of, appreciation for, and ability to interpret the ASHA Code of Ethics.

Standard III-H: The applicant must demonstrate knowledge about certification, specialty recognition, licensure, and other relevant professional credentials. The applicant must demonstrate knowledge of state and federal regulations and policies related to the practice of speech language pathology and credentials for professional practice.

Standard IV-G: The applicant for certification must complete a program of study that includes supervised clinical experiences sufficient in breadth and depth to achieve the following skills outcomes (in addition to clinical experiences, skills may be demonstrated through successful performance on academic course work and examinations, independent projects, or other appropriate alternative methods).

PROGRAM LEARNING OUTCOMES (PLO): This course supports the Communication Sciences and Disorders Program Learning Outcomes (PLO) II, III, IV, and VI. These competencies are measured by successful completion of all course requirements, including examinations, group discussion and activities, written assignments, and quizzes:

I. **PROGRAM LEARNING OUTCOME:** The student will demonstrate knowledge of major anatomical structures in the communication process.

II. **PROGRAM LEARNING OUTCOME:** The student will demonstrate knowledge of physiological processes utilized in communication.

III. **PROGRAM LEARNING OUTCOME:** The student will recognize and articulate the foundational skills related to normal speech and language development.

IV. **PROGRAM LEARNING OUTCOME:** The student will demonstrate understanding of the process of assessing communication disorders.

V. **PROGRAM LEARNING OUTCOME:** The students will analyze, interpret, and synthesize evidence-based procedures in the treatment of communication disorders.

VI. **PROGRAM LEARNING OUTCOME:** The students will demonstrate professional writing skills appropriate for clinical management.
STUDENT LEARNING OUTCOMES (SLO): At the end of the course, students will demonstrate, by performance on examinations, group discussions, and projects an understanding of the following:

1. The student will demonstrate knowledge of clinical policies and procedures while assisting with therapy at Stanley Center for Speech and Language disorders evidenced through a clinical performance rating with no less than 80 out of 100 points possible.

2. The student will exhibit professional writing skills sufficient for entry into the field of speech-language pathology by achieving a minimum of 35 points or above on 3 out of 4 SOAP notes and 80 out of 100 points on professional resume.

3. The student will demonstrate experiential knowledge of behavior management techniques for a variety of age levels and disorders as evidenced by obtaining a minimum of 80 of a possible 100 points on the clinical performance rating scale.

4. The student will demonstrate knowledge of a variety of therapeutic approaches as applied in program planning for speech and language disorders as evidenced by obtaining a minimum of 70% accuracy on exams.

5. The student will demonstrate knowledge in assessment of language and articulation by assisting in an evaluation with a graduate clinician within the Stanley Center for Speech and Language disorders as evidenced by obtaining a minimum of 70% accuracy on exams.

6. The student will demonstrate knowledge in intervention strategies for speech and language disorders by designing a lesson plan for a client targeting specific language needs and a plan for therapy to best meet the needs of the client by obtaining a minimum of 20 out of 25 points on the lesson plan.

7. The student will gain an adequate understanding of the diversity of disorders and employment settings found in the field of speech-language pathology by shadowing a Speech Language Pathologist, participating in discussion with guest speakers in both the medical and school-based settings, and by obtaining a minimum of 70% on job shadow project.

8. The student will demonstrate knowledge of Licensure Requirements for an SLP-Assistant set forth by the Texas State Board of Examiners for Speech Language Pathology in accordance with ASHA guidelines as evidenced by obtaining a minimum of 70% on exams in addition to participation of the Texas Speech Language and Hearing Associations SLP-Assistant Modules by participating in a minimum of 5 out of 6 modules.

9. The student will demonstrate knowledge of ASHA’s Code of Ethics as evidenced by obtaining a minimum of 70% accuracy on final exam.

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

Clinical Assignments
Each student will have a minimum of 2-3 therapy assignments per week. Each therapy assignment is typically 2 days a week (Monday/Wednesday or Tuesday/Thursday) and lasts 25-60 minutes. Failure of the student to be able to accept this minimum assignment because of school or work schedule will result in the student dropping the class and taking it the following semester. The student is expected to attend face to face if the patient comes to the clinic. If the patient is participating in Teletherapy, the student is expected to have access to wifi and a computer to complete the therapy session. The student will be under the direct supervision of both a SLP graduate clinician and a Texas licensed, ASHA certified SLP for all assignments/therapy sessions.

Individual Student Meetings
Each student will meet with Clinical Instructor for a 20-minute zoom and/or in person interview regarding assisting experience one time over the course of the semester. This meeting serves as a reflection of clinical experience and questions or concerns the student might have regarding his/her clinical experience and future plans.

Name Badge
All assistants are required to wear a name badge during all therapy sessions and any time you are “working” in the Speech and Hearing Clinic. These may be obtained in the U.C. The cost is $7.00 and they will bill you.

TB Test
All assistants are required to have proof of TB testing before therapy participation begins. The student must keep documentation and a copy provided to the instructor as soon as completed. The University health clinic on campus is no...
longer completing TB tests. Therefore, it is up to the student to complete the TB test on his/her own time. This must be completed prior to the first day of clinic. Failure to do so will result in an absence.

Assignments:
1. **Client Records Review: (100 points)**
   Review each client’s clinical records in their file. Review the last treatment plan, progress report, and evaluation report. Write a summary for each client. Include the following titles for each section:
   a. Client’s first name only
   b. Date of birth
   c. Pertinent case history information (locate on initial evaluation)
   d. Date of most recent evaluation
   e. Name of assessments given and results
   f. Diagnosis
   g. Current long term & short-term goals (locate goals on latest progress report)
   Each student must type and submit to drop box on assigned due date.

   Student Learning Outcome Addressed: The student will demonstrate knowledge of clinical policies and procedures while assisting with therapy at Stanley Center for Speech and Language disorders evidenced through a clinical performance rating with no less than 80 out of 100 points possible.

2. **SOAP Notes (4 will be graded- 50 points each):**
   **DUE EVERY SUNDAY BY MIDNIGHT THROUGH BRIGHT SPACE DROPBOX**
   You will type weekly SOAP Notes all clients to report that week’s performance. You will complete 2 notes to cover the entire week’s performance. An electronic format is located under Clinic Forms on our SFA speech pathology program’s website or can be found on Brightspace under forms. Four SOAP notes will be graded at random during the semester. Each SOAP note that is graded is worth a possible 50 points. SOAP notes are due each Friday by noon to Bright Space drop box.

   Student Learning Outcome addressed: The student will exhibit professional writing skills sufficient for entry into the field of speech-language pathology by achieving a minimum of 35 points or above on 3 out of 4 SOAP notes.

3. **Progress Graphs (graphs for each client are worth 50 points- 2 sets of client graphs will be graded for a total of 100 points)** Record data on a progress graph for one client during the semester. You will provide one graph for each of the client’s long-term goals. Turn in data sheets corresponding to the dates on the graph each month. The graph template is on the speech language pathology website [www.sfasu.edu/humanservices/69.asp](http://www.sfasu.edu/humanservices/69.asp) under “forms” or can be in Bright Space under forms.

4. **Resume (50 Points):**
   Each student will prepare a professional resume with Career Services. Each student will need to create a Jobs4jacks account prior to scheduling a meeting with Career Services to review resume draft. Please note that creating a resume is a lengthy process and must be started at the beginning of the semester to comply with meeting times for Career Services. Upon completion and final draft of resume, you will receive a cover letter stating that your resume is complete. You must attach this cover letter on top of final resume to receive full credit for this assignment. Failure to complete resume by due date will result in a 25-point deduction. Please note that you do not have to go in person to complete this project. You may communicate with this office online.

   Student Learning Outcome addressed: The student will exhibit professional writing skills sufficient for entry into the field of speech-language pathology by achieving a minimum of 35 points or above on 3 out of 4 SOAP notes and 80 out of 100 points on professional resume.
5. **Modules (Participation is required):** Texas Speech and Hearing modules 1 through 7 will be reviewed throughout the course on set dates. Your attendance will be required to receive credit as participating during class. Failure to comply with attendance for Modules will result in 5 points deducted from final grade for each module missed.

- Module 1 - Roles and Responsibilities for SLP Assistants
- Module 2 - Roles and Responsibilities for SLP Supervisors
- Module 3 - Clinical Considerations
- Module 4 - Therapy Planning
- Module 5 - Treating Speech Sound Disorders
- Module 6 - Language Intervention
- Module 7 - Fluency

Student Learning Outcome addressed: The student will demonstrate knowledge of Licensure Requirements for an SLP-Assistant set forth by the Texas State Board of Examiners for Speech Language Pathology in accordance with ASHA guidelines as evidenced by obtaining a minimum of 70% on exams in addition to participation of the Texas Speech Language and Hearing Associations SLP-Assistant Modules by participating in a minimum of 5 out of 6 modules.

**Participation:** Successful class interactions depend on prepared and present communicators! You are expected to attend each class and participate in all class discussions and activities. This includes actively listening, asking and answering questions, expressing your opinion, and contributing to written reflections throughout class and for outside of class assignments. Diversions due to cell phones, visiting, on a website not related to class, or working on day planners, are not considered appropriate and will be addressed as observed. Cell phones are to be turned on “silent” mode during class. Texting during class (reading, composing, or sending messages) is NOT accepted and will be addressed as observed. If you are attending class via Zoom, expectations are the same. You are also expected to keep your video camera on at all times, be in a setting without distractions, and be present during the whole class time just like you would be face to face.

6. **Lesson Plans (25 points):**
   (STUDENTS LEAD THERAPY THE WEEK OF APRIL 8)
   One lesson plan from the week you lead will be turned in for a grade.

   Each student will prepare a lesson plan for the client’s he/she assists with during therapy. Each student will be required to implement and provide therapy for 1 assigned client conducting two therapy sessions for client the week of April 8. Two lesson plans for the client will be turned in to graduate clinician prior to implementing therapy (48 hours prior to session). The assistant will also prepare and print a lesson plan to the supervisor for each session prior to start of therapy session. The student will select one lesson plan to turn in to Ms. Keeling for a grade possibility of 25 points.

   Student Learning Outcome addressed: The student will demonstrate knowledge in intervention strategies for speech and language disorders by designing a lesson plan for a client targeting specific language needs and a plan for therapy to best meet the needs of the client by obtaining a minimum of 20 out of 25 points on the lesson plan.

7. **Clinical Performance Rating (100 pts)**
   Each student will receive a clinical performance rating grade completed by graduate clinicians and supervising SLP. Clinical performance rating will be based on the quality of therapy, punctuality, preparedness, relating to parents and client, constructive criticism, professionalism, written paperwork, professionalism through email and phone calls, professional dress, and understanding roles and responsibilities of an assistant within the therapy session. You will receive a rating from each graduate clinician that you assist throughout the semester and all ratings will be averaged at the end of the semester. A copy of clinical performance rating can be located under forms in Brightspace. Upon
completion of therapy sessions implemented by the Assistant; the graduate clinician will provide feedback to the assistant on each session as well as review clinical performance rating at the end of the semester with the student.

Student Learning Outcomes addressed: The student will demonstrate knowledge of clinical policies and procedures while assisting with therapy at Stanley Center for Speech and Language disorders evidenced through a clinical performance rating with no less than 80 out of 100 points possible.

8. **Participation (25 pts)**
   Successful class interactions depend on prepared and present communicators! You are expected to attend each class and participate in all class discussions and activities. This includes actively listening, asking, and answering questions, expressing your opinion, and contributing to written reflections throughout class and for outside of class assignments. Diversions due to cell phones, visiting, on a website not related to class, or working on day planners, are not considered appropriate and will be addressed as observed. Cell phones are to be turned on “silent” mode during class. Texting during class (reading, composing, or sending messages) is NOT accepted and will be addressed as observed. If you attend class via Zoom, expectations are the same. You are also expected to keep your video camera on at all times, be in a setting without distractions, and be present during the whole class time just like you would be face to face.

IV. **Evaluation and Assessments (Grading):**
Your clinical performance grade will be based on the quality and timely completion of all required 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 within therapy session, etc. can lead to an undesirable clinical performance grade. Participation in class discussions, communication with your graduate clinician regarding his/her expectations from you, helpfulness, carrying out all expected responsibilities and a willingness to learn can positively influence your clinical performance grade.

You will also have a comprehensive final exam for this course. Final exam material will cover all objectives discussed in class. The final exam is worth a possibility of 100 points.

Rubrics for each assignment can be accessed under the course tab by selecting rubrics in Brightspace.

Student Learning Outcomes addressed as part of Final Exam include:
The student will demonstrate knowledge of a variety of therapeutic approaches as applied in program planning for speech and language disorders as evidenced by obtaining a minimum of 70% accuracy on exams. The student will demonstrate knowledge in assessment of language and articulation by assisting in an evaluation with a graduate clinician within the Stanley Center for Speech and Language disorders as evidenced by obtaining a minimum of 70% accuracy on exams.

Late policy: A late report or project can influence your project grade 5 points each day it is past due.

**Important note:** The instructor for this course does not round up to the nearest letter grade.

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<tr>
<th>Assignment</th>
<th>Points possible</th>
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<tr>
<td>Client Records Review</td>
<td>100 pts</td>
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<tr>
<td>Progress Graph</td>
<td>50 pts</td>
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<td>Resume</td>
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<td>SOAP Note 1</td>
<td>50 pts</td>
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<td>SOAP Note 2</td>
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<td>SOAP Note 3</td>
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CSDS 4330 Clinical Experience Spring 2024


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<th>CSDS 4330 Clinical Experience Spring 2024</th>
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<tr>
<td><strong>SOAP Note 4</strong></td>
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<td><strong>Lesson Plans</strong></td>
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<tr>
<td><strong>Clinical Performance Rating</strong></td>
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<td><strong>Participation</strong></td>
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<td><strong>Final Exam</strong></td>
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<td><strong>Total Possible Points</strong></td>
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A 89.5-100%
B 79.5 - 89.4%
C 69.5 - 79.4%
D 59.5 - 69.4%
F 59.4% and below

V. Tentative Course Outline/ Calendar:

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATES</th>
<th>TOPICS</th>
<th>PREPERATION FOR Face to Face</th>
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</table>
| 1    | 1/24  | • Introduction/Review Syllabus  

  • Explanation of course structure |

  • Review syllabus

  • Clinical Assignments given on this date |
| 2    | 1/31  | • SLP Assistants Roles and Responsibilities  

  • Data Collection Activities  

  • Guest Speaker on Resume Project |

  • Find different ways to keep data participate in the discussion post |
| 4    | 2/14  | • Review of SOAP notes  

  • Intro to Behavioral Considerations |

  • Complete SOAP quiz prior to class

  • CLIENT RECORD REVIEW DUE 11:00AM |
| 5    | 2/21  | • Clinical Considerations  

  CLASS will be online due to TSHA  

  • Answer discussion post targeting Clinical Considerations |
| 6    | 2/28  | • Goal Writing for Therapy  

  • Hands on Language Activities  

  • TSHA Module 6 |

  • Language Intervention

  • Brainstorm an activity that could be used for articulation therapy. |
| 7    | 3/6   | • Goal Writing for Therapy  

  • Hands on Articulation Activities  

  • TSHA Module 5 |

  • Articulation Intervention

  • Brainstorm an activity that could be used for articulation therapy. |
| 8    | 3/13  | **SPRING BREAK** |
| 9    | 3/20  | • Intro to Progress Graphs  

  Progress Graphs Activities |

  • Have access to goals/objectives and Progress Graph Template |
| 10   | 3/27  | • Chapter 10-Brightspeak  

  • Enhancing your Therapy Performance |

  • Review Chapter 10 posted in Brightspace.

  • Completed activity with assigned partner. |
| 11   | 4/3   | • TSHA Module 4  

  • Intro to Lesson Plans  

  • Therapy Planning |

  • Download lesson plan template.  

  • PROGRESS GRAPHS DUE BY 11:00 AM |
12 | 4/10 | • Interviewing and Professionalism  
• Review of Lesson Plans | • See discussion post and read article regarding interviewing assigned in Brightspace  
• Graded Lesson Plan due to dropbox by 11:59PM on 4/14 |
13 | 4/17 | • Supervision  
• ARD’s and SLP-Assistant | • Look up Supervision requirements for SLP-Assistant |
14 | 4/24 | • Licensure Paperwork  
• ASHA Licensure | • Access documents on TDLR  
• RESUME DUE BY 11:00AM |
15 | 5/1 | • GUEST SPEAKER PANEL | • PROGRESS GRAPHS DUE BY 11:00 AM  
• CLINICIAN RATING SCALE DUE 11AM |
16 | 5/8 | • FINAL EXAM | • Formulate questions you might have for each setting and submit to Brightspace prior to class |

VI. Readings:

Recommended Text:


VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. 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 PCOE 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. In addition to the electronic course evaluation, I welcome your comments, feedback and suggestions throughout the duration of the course.

VIII. Student Ethics and Other Policy Information

**Institutional Absences (HOP 04-110)**

An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.
Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences.

Attendance Policy for this course:

Attendance in therapy and class is mandatory and is considered “excused” only in cases of family emergency, student illness, or participation in approved university sponsored events. Documentation must be provided within 3 days of the missed class or clinic for the absence to be excused. In such instances, it is the responsibility of the student to provide documentation as soon as possible. If you do not provide documentation, the absence will be considered unexcused. It is your responsibility to notify your graduate clinician and the instructor of the course if you will be absent for a therapy session. One unexcused absence in therapy or class will result in lowering of your final grade 5 points, two unexcused absences in therapy or class will result in dropping a letter grade on your final average, three unexcused absences will result in failure of the course. Attendance will be taken at 11:00. If you are late to class, notify the instructor after class that you were present but late.

The Code of Student Conduct and Academic Integrity (HOP 04-106) 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. For additional information, go to [https://www.sfasu.edu/docs/hops/04-106.pdf](https://www.sfasu.edu/docs/hops/04-106.pdf).

### Withheld Grades, Semester Grades Policy (HOP policy 02-206)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework 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. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to [https://www.sfasu.edu/docs/hops/02-206.pdf](https://www.sfasu.edu/docs/hops/02-206.pdf).

### Students with Disabilities

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 promptly may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

### Student Wellness and Well-Being

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.

### Other important course-related policies:

Other SFA policy information is found in the **Handbook of Operating Procedures (HOP)**

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

- **SFASU Counseling Services**
  - [www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)
  - 3rd Floor Rusk Building
  - 936-468-2401

- **SFASU Human Services Counseling Clinic**
  - [www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)
  - Human Services Room 202
  - 936-468-1041

- **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
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741.

Additional Information:

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

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.
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/). 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 936-468-1740 or snyderke1@sfasu.edu.

**IX. Relevant Course Information:**

Prepare for classes by reading chapters assigned and reviewing materials/assessments to be discussed. Lack of preparation will be apparent to the instructor and will be factored into your Clinical Performance grade.

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

All responses to emails and phone calls will be made within 48 hours from the date of the initial contact. Please note that the instructor will not answer emails after 4:00 on Friday’s through Monday morning at 8:00AM.

If you have difficulty accessing Brightspace, contact Student Support 936-468-1919

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