Human Services and Educational Leadership
Speech Language Pathology
Clinical Practicum
SPHS 5364.601.202420
Spring 2024

<table>
<thead>
<tr>
<th>Instructor: Deena Petersen, M.S., CCC/SLP</th>
<th>Course Time &amp; Location: Monday; 5:00-5:50 pm via Zoom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office: HSTC 205A</td>
<td>Office Hours: M/W 8:15-9:00; T/R 9:30-10:15; 12:50-1:50</td>
</tr>
<tr>
<td>Office Phone: 468-1029</td>
<td>Credits: 3</td>
</tr>
<tr>
<td>Other Contact Information: 468-7109</td>
<td>Email: <a href="mailto:petersend@sfasu.edu">petersend@sfasu.edu</a></td>
</tr>
</tbody>
</table>

**Prerequisites:** GPA of at least 3.0 in graduate courses and a minimum grade of B in SPHS 5354.

**I. Course Description:**

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

**Credit Hour Statement:**

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

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

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’ll spend the majority of our time considering more difficult concepts and learning necessary skills. In-class and out-of-class requirements are as follows:

- **In-class time (50 min. weekly):** We will have one 50-minute class each week in which we will discuss and analyze skills related to supervision.
• In-class replacement time (50 min. weekly): Instead of listening to me lecture for 50 minutes each week, you will read, watch, and/or listen to content on your own time in preparation for our time together. You will also take quizzes during this time.
• 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 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
- To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

**Personal Responsibility**
- To include the ability to connect choices, actions and consequences to ethical decision-making

**Social Responsibility**
- To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

This course addresses the following standard(s) of the Council for Clinical Certification of the American Speech-Language-Hearing Association:

- **Standard I**: Degree
- **Standard II**: Education Program
- **Standard III**: Program of Study
- **Standard IV**: Knowledge of Outcomes
- **Standard V**: Skills Outcomes
- **Standard VI**: Assessment
- **Standard VII**: Speech-Language Pathology Clinical Fellow
- **Standard VIII**: Maintenance of Certification

**Standard IV: Knowledge of Outcomes**

**Standard IV-A**: The applicant must have demonstrated knowledge of the biological sciences, physical sciences, statistics, and the social/behavioral sciences.

**Standard IV-B**: The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.

**Standard IV-C**: The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas:
- Articulation
- Fluency
- Voice and resonance
- Receptive and expressive language
- Hearing, including the impact on speech and language
- Swallowing
- Cognitive aspects of communication
- Social aspects of communication
- Augmentative and alternative communication modalities

**Standard IV-D**: For each of the areas specified in Standard IV-C, the applicant must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.

**Standard IV-E**: The applicant must have demonstrated knowledge of standards of ethical conduct.
Standard IV-F: The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.

Standard IV-G: The applicant must have demonstrated knowledge of contemporary professional issues.

Standard IV-H: The applicant must have demonstrated knowledge of entry level and advanced certifications, licensure, and other relevant professional credentials, as well as local, state, and national regulations and policies relevant to professional practice.

Standard V: Skills Outcomes

Standard V-A: The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.

Standard V-B: The applicant for certification must have completed a program of study that includes experiences sufficient in breadth and depth to achieve the following skills outcomes:

1. Evaluation
   a. Conduct screening and prevention procedures (including prevention activities).
   b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals.
   c. Select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures.
   d. Adapt evaluation procedures to meet client/patient needs.
   e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.
   f. Complete administrative and reporting functions necessary to support evaluation.
   g. Refer clients/patients for appropriate services.

2. Intervention
   a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. 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. These competencies are measured by successful completion of all course requirements, including examinations, group discussion and activities, written assignments, and quizzes:

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

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

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>ASHA CFCC Standard</th>
<th>Assignment</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conduct screening and prevention procedures, as appropriate to setting</td>
<td>V-B Evaluation: 1a</td>
<td>Clinical fieldwork; weekly supervisor meetings; clinical documentation</td>
<td>Self-reflection form; Minimum rating of 3 out of 4 on final evaluation from supervisor in CALIPSO</td>
</tr>
<tr>
<td>Task</td>
<td>V-B Evaluation</td>
<td>Expected Outcomes</td>
<td></td>
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<tr>
<td>Collect case history information and integrate information from relevant others</td>
<td>1b</td>
<td>Clinical fieldwork; weekly supervisor meetings; clinical documentation</td>
<td></td>
</tr>
<tr>
<td>Select and administer appropriate evaluation procedures including standardized and non-standardized assessments and instrumental procedures</td>
<td>1c</td>
<td>Clinical fieldwork; weekly supervisor meetings; clinical documentation</td>
<td></td>
</tr>
<tr>
<td>Adapt evaluation procedures to meet client needs</td>
<td>1d</td>
<td>Clinical fieldwork; weekly supervisor meetings; clinical documentation</td>
<td></td>
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<tr>
<td>Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention</td>
<td>1e</td>
<td>Clinical fieldwork; weekly supervisor meetings; clinical documentation</td>
<td></td>
</tr>
<tr>
<td>Complete administrative functions and documentation necessary to support evaluation and treatment</td>
<td>1f, 2f</td>
<td>Clinical fieldwork; weekly supervisor meetings; clinical documentation</td>
<td></td>
</tr>
<tr>
<td>Refer clients/patients for appropriate services</td>
<td>1g, 2g</td>
<td>Clinical fieldwork; weekly supervisor meetings; clinical documentation</td>
<td></td>
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<tr>
<td>Develop appropriate intervention plans with measureable and achievable goals that meet clients’/patients’ needs</td>
<td>2a</td>
<td>Clinical fieldwork; weekly supervisor meetings; clinical documentation</td>
<td></td>
</tr>
<tr>
<td>Implement intervention plan</td>
<td>2b</td>
<td>Clinical fieldwork; weekly supervisor meetings; clinical documentation</td>
<td></td>
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<tr>
<td>Select or develop and use appropriate materials/instrumentation for intervention</td>
<td>2c</td>
<td>Clinical fieldwork; weekly supervisor meetings; clinical documentation</td>
<td></td>
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<tr>
<td>Measure and evaluate clients’ performance and progress</td>
<td>2d</td>
<td>Clinical fieldwork; weekly supervisor meetings; clinical documentation</td>
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</tr>
<tr>
<td>Modify intervention plans, strategies, materials, etc. as appropriate to meet needs of client/patient</td>
<td>V-B Treatment: 2e</td>
<td>Clinical fieldwork; weekly supervisor meetings; clinical documentation</td>
<td>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 Interaction &amp; Personal Qualities: 3a</td>
<td>Clinical fieldwork; weekly supervisor meetings; clinical documentation</td>
<td>Self-reflection form; Minimum rating of 3 out of 4 on final evaluation from supervisor in CALIPSO</td>
</tr>
<tr>
<td>Collaborate with other professionals in case management, as appropriate</td>
<td>V-B Interaction &amp; Personal Qualities: 3b</td>
<td>Clinical fieldwork; weekly supervisor meetings; clinical documentation</td>
<td>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 Interaction &amp; Personal Qualities: 3c</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>Adhere to ASHA Code of Ethics and demonstrate professional behavior</td>
<td>IV-E, V-B Interaction &amp; Personal Qualities: 3d</td>
<td>Clinical fieldwork; weekly supervisor meetings; clinical documentation</td>
<td>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 Knowledge and Integration of Research</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>
</tbody>
</table>

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

**CLINIC ASSIGNMENTS**

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

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

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

**Clinical Activities:** Students will participate in direct clinical care including evaluation, treatment, prevention, screening, counseling, and other clinical activities as appropriate. Students should also participate in related activities such as team meetings and parent/family/caregiver meetings as appropriate. Level of supervision will depend on student’s clinical experience and site’s policies/regulations; however, supervision must be in real time and must never be less than 25% of the student's total contact with each client/patient. Supervision must take place periodically throughout the practicum experience.

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

- 1st reflection due February 4th by 11:59 p.m.
- 2nd reflection due March 3rd by 11:59 p.m. (1st 7 week placement), April 28th (14 week placement).

These reflections should be submitted in Dropbox in Brightspace using Video Note. A rubric will be used to score each reflection (see Brightspace). Videos should not be over 10 minutes. **Students will receive a score of 0 for any late submissions, no exceptions.**

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

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

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

**COURSE ASSIGNMENTS:**

1. **MODULE ASSIGNMENTS:** You will be required to complete assignments related to each module. Specific instructions will be provided in BrightSpace.
2. **MODULE QUIZZES:** You will take a quiz in Brightspace after completing each module. (Due dates are noted in schedule)
3. **WEB PLATFORM**- Throughout the semester you will add information to a web-based platform for future use when you are a supervisor. This will be shared with the instructor at the end of the semester. **DUE by 4/28 at 11:59 p.m.**
4. **RESEARCH ASSIGNMENT**- You will search the literature on one topic related to supervision. Topics may include (you may pick a topic other than one listed with instructor approval):
   - Supervisory Feedback- type of feedback, efficacy of feedback, etc.
b. Tele-supervision  
c. Ethics: Dual Relationships & Vicarious Liability  
d. Reflective Practice & Supervision  
e. Evidenced Based Training for Supervisors  
f. Supervision & Conflict Resolution  
g. Supervision & Multicultural Issues (related to supervisor-supervisee)  
h. Generational mindsets and how they affect supervision  
i. Analysis of data; using scientific method during observation
You will locate and read at least 3 articles related to your topic and provide a detailed summary outline of each article. Provide the reference with each outline. Then write a paragraph on how the information on the topic will help you as a future supervisor. You need to combine information learned from all articles to write the paragraph using APA format. **DUE by 4/30 at 11:59 pm.**

5. PARTICIPATION: You will be required to participate in six discussion posts. A total of 60 points may be obtained for participating in the discussion posts. You must post your response to each module discussion and respond to at least two peers’ post. Your post is due the 1st week of the module and your response to two peers is due the 2nd week of the module.

IV. Evaluation and Assessments (Grading):

Your clinical performance grade will be based on the quality and timely completion of all clinical paperwork, your use of available resources, and level of responsibility and effectiveness/appropriateness within the therapy session. An unexcused absence, tardiness, failure to carry out clinical responsibilities, inappropriateness or unpreparedness within the therapy session, etc. can lead to an undesirable clinical performance grade. Your supervisor will determine competency at mid-term and end-of-term, using CALIPSO, based on the 2014 Standards for the Certificate of Clinical Competence in Speech-Language Pathology. Your clinical performance grade is 60% of your overall grade in the class. The grade you receive in lecture is worth 40% of your overall grade in the class. Your overall point value will determine your letter grade as described in the table.

**SFASU Grade Criteria:**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Grade Range</th>
<th>Skill Rating</th>
<th>Grade Points</th>
<th>Reflection Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
<td>3.84 – 4.0</td>
<td>4.0</td>
<td>18 – 20</td>
</tr>
<tr>
<td>A</td>
<td>93-96</td>
<td>3.68 – 3.83</td>
<td>4.0</td>
<td>16 – 17.9</td>
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<tr>
<td>A-</td>
<td>90-92</td>
<td>3.5 – 3.67</td>
<td>3.67</td>
<td>14 – 15.9</td>
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<tr>
<td>B+</td>
<td>87-89</td>
<td>3.34 – 3.49</td>
<td>3.33</td>
<td>12 – 13.9</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>3.18 – 3.33</td>
<td>3.00</td>
<td>10 – 11.9</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>3.0 – 3.17</td>
<td>2.67</td>
<td>8 – 9.9</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>2.75- 2.99</td>
<td>2.33</td>
<td>6 – 7.9</td>
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<tr>
<td>C</td>
<td>70-76</td>
<td>2.5 – 2.74</td>
<td>2.0</td>
<td>4 – 5.9</td>
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<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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</table>

**TOTAL POSSIBLE POINTS**

Example for Grading:

<table>
<thead>
<tr>
<th>Average of Course Assignments 40%</th>
<th>92% course average</th>
</tr>
</thead>
<tbody>
<tr>
<td>GP = 3.67 x .40 = 1.47</td>
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<table>
<thead>
<tr>
<th>CALIPSO Final Evaluation Score 60%</th>
<th>3.68 CALIPSO Skill Rating</th>
</tr>
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<tbody>
<tr>
<td>GP = 3.68 x .60 = 2.21</td>
<td></td>
</tr>
</tbody>
</table>
SPHS 5364
Petersen Spring 2024

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

**LATE POLICY:** If you turn in work late, it may be turned in 1 day late with a 50% deduction. No late work will be accepted after that.

**TOTAL POSSIBLE POINTS –Course Assignments**

<table>
<thead>
<tr>
<th>Module Assignments</th>
<th>50 points/each (except Module 5, 25 points) (Total – 325 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module quizzes</td>
<td>20 points/each (Total- 120 points)</td>
</tr>
<tr>
<td>Web Based Platform</td>
<td>50 points</td>
</tr>
<tr>
<td>Research Assignment</td>
<td>50 points</td>
</tr>
<tr>
<td>Participation</td>
<td>60 points</td>
</tr>
<tr>
<td>Reflection 1</td>
<td>20 points</td>
</tr>
<tr>
<td>Reflection 2</td>
<td>20 points</td>
</tr>
</tbody>
</table>

**TOTAL:** 645 Points

V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 1/23</td>
<td><strong>Zoom Meeting</strong></td>
<td>Review Syllabus</td>
</tr>
<tr>
<td></td>
<td><strong>Course: Module 1</strong></td>
<td>Complete Learn &amp; Apply in Module 1</td>
</tr>
<tr>
<td></td>
<td>Supervision Roles &amp;</td>
<td>Discussion Module 1</td>
</tr>
<tr>
<td></td>
<td>Responsibilities;</td>
<td>Due 1/28 by 11:59 pm</td>
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<tr>
<td></td>
<td>Practicum: minimum 5</td>
<td></td>
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<tr>
<td></td>
<td>clock hours of treatment</td>
<td></td>
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<tr>
<td></td>
<td>and/or diagnostics</td>
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<tr>
<td>Week 2 1/30</td>
<td><strong>Course: Module 1</strong></td>
<td>Complete Reflect &amp; Assess in Module 1</td>
</tr>
<tr>
<td></td>
<td>Supervision Roles &amp;</td>
<td>Module 1 Quiz</td>
</tr>
<tr>
<td></td>
<td>Responsibilities;</td>
<td>Discussion Module 1</td>
</tr>
<tr>
<td></td>
<td>Practicum: minimum 5</td>
<td>response</td>
</tr>
<tr>
<td></td>
<td>clock hours of treatment</td>
<td>Module 1 assignments</td>
</tr>
<tr>
<td></td>
<td>and/or diagnostics</td>
<td>Due: 2/4 by 11:59 pm</td>
</tr>
<tr>
<td>Week 3 2/6</td>
<td><strong>Course: Module 2</strong></td>
<td>Complete Learn &amp; Apply in Module 2</td>
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<td></td>
<td>Clinical Supervision</td>
<td>Discussion Module 2</td>
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<td></td>
<td>Process; Practicum:</td>
<td>Due 2/11 by 11:59 pm</td>
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<td></td>
<td>minimum 5 clock hours of</td>
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<td></td>
<td>treatment and/or</td>
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<td></td>
<td>diagnostics</td>
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<tr>
<td>Week 4 2/13</td>
<td><strong>Course: Module 2</strong></td>
<td>Complete Reflect &amp; Assess in Module 2</td>
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<td></td>
<td>Clinical Supervision</td>
<td>Discussion Module 2</td>
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<tr>
<td></td>
<td>Process; Practicum:</td>
<td>response</td>
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<tr>
<td></td>
<td>minimum 5 clock hours of</td>
<td>Module 2 Quiz</td>
</tr>
<tr>
<td></td>
<td>treatment and/or</td>
<td>Module 2 assignments</td>
</tr>
<tr>
<td></td>
<td>diagnostics</td>
<td>Due: 2/18 by 11:59 pm</td>
</tr>
</tbody>
</table>
| Week 5 2/20 | **Course:** Module 3  
Supervisor/Supervisee Relationship;  
**Practicum:** minimum 5 clock hours of treatment and/or diagnostics | Complete Learn & Apply in Module 3  
Discussion Module 3  
Due 2/25 by 11:59 pm |
| Week 6 2/27 | **Course:** Module 3  
Supervisor/Supervisee Relationship;  
**Practicum:** minimum 5 clock hours of treatment and/or diagnostics | Complete Reflect & Assess in Module 3  
Discussion Module 3 response  
Module 3 Quiz  
Module 3 assignments  
Due: 3/3 by 11:59 pm |
| Week 7 3/5 | **Course:** Module 4  
Expectations;  
**Practicum:** minimum 5 clock hours of treatment and/or diagnostics | Complete Learn & Apply in Module 4  
Discussion Module 4  
Due 3/10 by 11:59 pm |
| Week 8 3/10-3/16 | Spring Break | |
| Week 9 3/19 | **Course:** Module 4  
Expectations;  
**Practicum:** minimum 5 clock hours of treatment and/or diagnostics | Complete Reflect & Assess in Module 4  
Discussion Module 4 response  
Module 4 Quiz  
Module 4 assignments  
Due: 3/24 by 11:59 pm |
| Week 10 3/26 | **Zoom Meeting**  
**Course:** Module 5  
Establishing Goals;  
**Practicum:** minimum 5 clock hours of treatment and/or diagnostics | Complete Learn & Apply in Module 5  
Module 5 assignments  
Due: 3/31 by 11:59 pm |
| Week 11 4/2 | **Course:** Module 6  
Education and Practice;  
**Practicum:** minimum 5 clock hours of treatment and/or diagnostics | Complete Learn & Apply in Module 6  
Discussion Module 6  
Due 4/7 by 11:59 pm |
| Week 12 4/9 | **Course:** Module 6  
Education and Practice;  
**Practicum:** minimum 5 clock hours of treatment and/or diagnostics | Complete Reflect & Assess in Module 6  
Discussion Module 6 response  
Module 6 Quiz  
Module 6 assignments  
Due: 4/14 by 11:59 pm |
| Week 13 4/16 | **Course:** Module 7 | Complete Learn & Apply in Module 7 |
### VI. Readings (Required and recommended—including texts, websites, articles, etc.):


### VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses (the teaching itself and the content/assignments) 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 (full-time and part-time) annual evaluation processes, 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 Perkins 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 summarized data will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Policy:

**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:** 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.

**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.

Withheld Grades Semester Grades Policy (HOP 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.

Academic Accommodation for 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/.

Other SFA Policy Information: Handbook of Operating Procedures (HOP)

IX. Resources

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.

**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

**X. Additional Information Specific to Licensing**

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

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.

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
- 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.

For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

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

If you have difficulty accessing Brightspace, contact Student Support – 498-1919.

For a quicker response to emails, please email me at petersend@sfasu.edu instead of through Brightspace. I will respond to emails/phone calls within 24-48 hours, Mon.-Fri.