I. Course Description:
Individual study of clinical management in speech-language pathology under the direction of a faculty member. One credit semester hour. Conference between the student and faculty are required during the semester. Approval from the faculty member directing the study and the department chair or school director is required.

Credit Hour Description:

SPHS 5175 “Advanced Special Problems: Independent Study in Clinical Management” (1 credit hour) is an independent study that offers students an individualized educational experience in clinical management of communication disorders in children. Students receive instruction as well as individual weekly meetings with the faculty of record. Direct instruction is provided through online modules for 6 weeks and includes a 4-hour final exam during which students will be assessed on their knowledge of the clinical management of communication disorders in children through a case study format. Students have weekly reading assignments, module questions, and meetings with faculty members. These activities average at a minimum 6 hours per week to prepare outside of classroom and clinical hours.

Course Delivery Modality:

This course is a hybrid course and will be delivered online and live streaming via ZOOM. Instructional content will be made available on Brightspace, through recorded lectures, and scheduled ZOOM meetings.

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

A. Intended Learning Outcomes/Goals/Objectives
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 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 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:

<table>
<thead>
<tr>
<th>Standard I: Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard II: Education Program</td>
</tr>
<tr>
<td>Standard III: Program of Study</td>
</tr>
<tr>
<td><strong>Standard IV:</strong> Knowledge of Outcomes</td>
</tr>
<tr>
<td>Standard V: Skills Outcomes</td>
</tr>
<tr>
<td>Standard VI: Assessment</td>
</tr>
<tr>
<td>Standard VII: Speech-Language Pathology Clinical Fellow</td>
</tr>
<tr>
<td>Standard VIII: Maintenance of Certification</td>
</tr>
</tbody>
</table>

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.

**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. 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 (Dysphagia).

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.

**Student Learning Outcomes:**

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>ASHA CFCC Standard</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conduct screening and prevention procedures, as appropriate to setting</td>
<td>V-B Evaluation: 1a</td>
<td>Clinical case reports; completion of assigned module</td>
</tr>
<tr>
<td>Collect case history information and integrate information from relevant others</td>
<td>V-B Evaluation: 1b</td>
<td>Clinical case reports; completion of assigned module</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 case reports; completion of assigned module</td>
</tr>
<tr>
<td>Adapt evaluation procedures to meet client needs</td>
<td>V-B Evaluation: 1d</td>
<td>Clinical case reports; completion of assigned module</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 case reports; completion of assigned module</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 case reports; completion of assigned module</td>
</tr>
<tr>
<td>Refer clients/patients for appropriate services</td>
<td>V-B Evaluation &amp; Treatment: 1g, 2g</td>
<td>Clinical case reports; completion of assigned module</td>
</tr>
<tr>
<td>Develop appropriate intervention plans with measureable and achievable goals that meet clients'/patients' needs</td>
<td>V-B Treatment: 2a</td>
<td>Clinical case reports; completion of assigned module</td>
</tr>
<tr>
<td>Implement intervention plan</td>
<td>V-B Treatment: 2b</td>
<td>Clinical case reports; completion of assigned module</td>
</tr>
<tr>
<td>Select or develop and use appropriate materials/instrumentation for intervention</td>
<td>V-B Treatment: 2c</td>
<td>Clinical case reports; completion of assigned module</td>
</tr>
<tr>
<td>Measure and evaluate clients' performance and progress</td>
<td>V-B Treatment: 2d</td>
<td>Clinical case reports; completion of assigned module</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>Clinical case reports; completion of assigned module</td>
</tr>
<tr>
<td>Communicate effectively (recognizing the needs, values, preferred mode of communication, and</td>
<td>V-B</td>
<td>Clinical case reports; completion of assigned module</td>
</tr>
</tbody>
</table>
SPHS 5175

<table>
<thead>
<tr>
<th>Cultural/linguistic background of the client, family, and caregivers with client, family, and team</th>
<th>Interaction &amp; Personal Qualities: 3a</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborate with other professionals in case management, as appropriate</td>
<td>V-B Interaction &amp; Personal Qualities: 3b</td>
<td>Clinical case reports; completion of assigned module</td>
</tr>
<tr>
<td>Provide counseling regarding communication and swallowing disorders to client, family, and caregivers</td>
<td>V-B Interaction &amp; Personal Qualities: 3b</td>
<td>Clinical case reports; completion of assigned module</td>
</tr>
<tr>
<td>Adhere to ASHA Code of Ethics and demonstrate professional behavior</td>
<td>IV-E, V-B Interaction &amp; Personal Qualities: 3c</td>
<td>Clinical case reports; completion of assigned module</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 case reports; completion of assigned module</td>
</tr>
</tbody>
</table>

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

1. **Weekly Questions/Answers and Online Participation [5% each, 60% total]:**

   Each week, students will prepare for class by studying and reviewing the assigned topics in the topical outline (see Section 5). Students will generate study questions, following the criteria listed below. The Thursday of each week, each student will upload their prepared study questions to Brightspace by 11:59 pm that day. I will then share a set of questions with each student. You will answer each question from a peer and submit it to Brightspace by Sunday at 11:59 PM. Students will come to their weekly meetings with faculty prepared with the questions they answered.

   Questions to prepare on assigned topics, will follow the following format:

   - **3 factual questions**—Example: Which layer of the vocal folds would you likely find vocal nodules?
   - **2 short answer questions**—Example: Describe the symptoms a client may experience with damage to the pharyngeal branch of the vagus nerve.
   - **1 short essay questions**—Example: Describe a treatment approach that would be appropriate when treating a child with a phonological disorder of fronting.

2. **Weekly meeting with faculty:** At the conclusion of each module, you will meet with a faculty member to discuss your answers to the questions and discuss your performance on Mock Comprehensive Exam questions. During this time, you should indicate any questions that still exist so that discussion can take place and help resolve any confusion.

3. **Comprehensive Exam Retake:** You will be given two case studies on an assigned date (see calendar). You are to select one of those case studies and answer the questions provided. Your answers should reflect a thorough understanding of clinical management in communication and swallowing disorders.

IV. Evaluation and Assessments (Grading):

<table>
<thead>
<tr>
<th>Weekly Questions/Answers</th>
<th>10 points each (40 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Faculty Meetings</td>
<td>5 points each (20 points)</td>
</tr>
<tr>
<td>Weekly Comprehensive Exam Questions</td>
<td>20 points each (80 points)</td>
</tr>
<tr>
<td>Comprehensive Exam</td>
<td>pass/fail</td>
</tr>
<tr>
<td>Total Points</td>
<td>140 points</td>
</tr>
</tbody>
</table>

V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPICS</th>
<th>READINGS</th>
<th>DUE DATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to Course/Review Syllabus / Speech Sound Disorders</td>
<td>Praxis Book (Ch. 5, 9 (pp. 359-378))</td>
<td>June 9 @ 11:59 pm</td>
</tr>
<tr>
<td></td>
<td>Language Based Disorders (Childhood/Neurogenic)</td>
<td>Praxis Book (Ch.3, 4, 8, 11)</td>
<td>June 16 @ 11:59 pm</td>
</tr>
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<tr>
<td>2</td>
<td>Voice/ Fluency Disorders</td>
<td>Praxis Book (Ch. 6, 7, 10)</td>
<td>June 23 @ 11:59 pm</td>
</tr>
<tr>
<td>3</td>
<td>Swallowing disorders</td>
<td>Praxis Book (Ch. 9 (pp. 380-387))</td>
<td>June 30 @ 11:59 pm</td>
</tr>
<tr>
<td>4</td>
<td>Comprehensive Exam</td>
<td>Review on writing case studies (Ch. 13)</td>
<td>Exam July 5; 8:30 am – 12:30 pm</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

VI. Readings:
Required Text:

VII. Course Evaluations:
Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: (1) Course and program improvement, planning, and accreditation; (2) Instruction evaluation purposes; and (3) Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

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](https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences).
Code of Student Conduct and Academic Integrity

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 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.

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/.

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

IX. Resources

On-campus Resources:

The Dean of Students Office
www.sfasu.edu/deanofstudents
Rusk Building, 3rd floor lobby
936-468-7249
dos@sfasu.edu

SFASU Counseling Services
www.sfasu.edu/counselingservices
Health and Wellness Hub (corner of E. College and Raguet)
936-468-2401

SFASU Human Services Counseling Clinic
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
• National Suicide Crisis Prevention: 9-8-8
• Suicide Prevention Lifeline 1(800) 273-TALK (8255)
• Crisis Text Line: Text HELLO to 741-741

X. Additional Information:
Restriction of Audio or Visual Recording, Reproduction, and Distribution of Online Content in Courses (Adapted from the University of Denver). At Stephen F. Austin State University, we value and strive to protect the intellectual property of our faculty. We also value and strive to safeguard the privacy of all our students. To this end, students may not record, reproduce, screenshot, photograph, or distribute any video, audio, or visual content from a course without the express written permission of the faculty of record. This restriction includes but is not limited to:
SPHS 5175

- Pre-recorded and live lectures
- Live discussions
- Discussion boards
- Simulations
- Posted course materials
- Faculty feedback forms
- Visual materials that accompany lectures/discussions, such as slides
- Virtual whiteboard notes/equations, etc.

If we engage in online learning as an academic community, it is imperative to be respectful of your peers and instructor(s). Keep in mind that if any student is identifiable in an online class recording, this may constitute a violation of the educational record protections provided under the Federal Educational Rights and Privacy Act (FERPA).

Students who violate this policy may be reported to the Dean of Students Office and subject to both legal sanctions for violations of copyright law and disciplinary action.

Certification/Licensing Requirements in Texas

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 PRAXIS exam (additional information available at https://www.ets.org/praxis/site/test-takers/register.html). YOU must provide legal documentation to be allowed to take this mandated examination that is related to ASHA certification. 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 Jennifer Fry at 936-468-1092 or Jennifer.Fry@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. All responses to emails and phone calls will be made within 48 hours, Monday through Friday, from the date of initial contact. If contact is made on the weekend, a response will be delivered on the Monday following the initial contact.