Stephen F. Austin State University
James I. Perkins College of Education
Department of Human Services and Educational Leadership
SPHS 5344 Clinical Practicum in Speech-Language Pathology:
Counseling and Interviewing Skills for the SLP
Summer I 2024

Program: SPHS  Course: 5344  Section: 621  Semester: 202430  Instructor: Petersen

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

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

Prerequisites: GPA of at least 3.0 in graduate studies

I. Course Description:

This course is a clinical practicum with a focus on counseling in speech-language pathology. An overview of theory and practice of counseling methods and techniques used by speech-language pathologists in a variety of settings with both adult and pediatric populations will be presented. Students will obtain a minimum of 20 direct clinical hours at a university approved practicum facility under the direct supervision of an ASHA certified Speech-Language Pathologist. The duration of the practicum experience will extend the duration of the term registered for the course.

Credit Hour Statement
SPHS 5344 “Clinical Practicum in Speech-Language Pathology: Counseling and Interviewing Skills for the SLP” (3 credit hours) is required for all second-year students in the Speech-Language Pathology graduate program during the summer term following their first year. Students receive instruction as well as a supervised clinical experience at the on-campus clinics or one of its affiliated locations. Direct instruction is provided for three 50-minute meetings per week for 5 weeks and includes a 2-hour final exam during which students will be assessed on their knowledge of counseling and interviewing skills needed in the field of SLP. Students have weekly reading assignments, quizzes, and mock case studies. In addition to the course assignments, students must obtain no less than 25 direct clinical clock hours at an off-campus placement that has an affiliation agreement on file with the university. Each students’ weekly time commitment for this course includes: five hours of observed client contact by practicum supervisor (minimum of 25% direct supervision for treatment and minimum of 50% direct supervision for evaluation per accreditation** guidelines), one-half hour of individual supervision meeting with faculty, and three 50-minute classes (13.5). These activities average at a minimum fourteen hours per week to prepare outside of classroom and clinical hours.

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

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

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

This course reflects the following core values of the College of Education:

The mission of the Perkins College of Education is to prepare competent, successful, caring and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice, and
continued professional and intellectual development in an interconnected global society. In the Perkins College of Education, we value and are committed to:

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision-making
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior
- Service that enriches the community.

This course also supports the mission of the Department of Human Services:

The Department of Human Services prepares undergraduates and graduate students for leadership and service roles in East Texas and the global community. The department is committed to incorporation of community-based, service-learning experiences within its educational programs to maximize the advancement of students’ personal and professional development.

This course also supports the mission of the Speech-Language Pathology Program.

The mission of the Speech-Language Pathology Program is to prepare knowledgeable professionals committed to enhancing the quality of life of persons with communication disorders. To meet this mission, the program emphasizes the importance of scientific study, critical thinking skills, interdisciplinary collaboration, ethical principles, the responsibility to educate the public about communication disorders, and the importance of continued professional development throughout one’s career.

This course also supports the Core Objectives/Outcomes of the THECB.

- Critical thinking skills
  - To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- Communication Skills
  - To include effective development, interpretation and expression of ideas through written, oral and visual communication
- Empirical and Quantitative Skills
  - To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
- Teamwork
  - To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- Personal Responsibility
  - To include the ability to connect choices, actions and consequences to ethical decision-making
- Social Responsibility
  - To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

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

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

**Standard IV: Knowledge of Outcomes**

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

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

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

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

**Standard IV-E:** The applicant must have demonstrated knowledge of standards of ethical conduct

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

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

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

**Standard V: Skills Outcomes**

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

**Standard V-B:** The applicant for certification must have completed a program of study that includes experiences sufficient in breadth and depth to achieve the following skills outcomes:
1. Evaluation
   a. Conduct screening and prevention procedures (including prevention activities).
b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals.
c. Select and administer appropriate evaluation procedures, such as behavioral observations, non-standardized and standardized tests, and instrumental procedures.
d. Adapt evaluation procedures to meet client/patient needs.
e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.
f. Complete administrative and reporting functions necessary to support evaluation.
g. Refer clients/patients for appropriate services.

2. Intervention
   a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process.
   b. Implement intervention plans (involve clients/patients and relevant others in the intervention process).
   c. Select or develop and use appropriate materials and instrumentation for prevention and intervention.
   d. Measure and evaluate clients'/patients' performance and progress.
   e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.
   f. Complete administrative and reporting functions necessary to support intervention.
   g. Identify and refer clients/patients for services as appropriate.

3. Interaction and Personal Qualities
   a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.
   b. Collaborate with other professionals in case management.
   c. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.
   d. Adhere to the ASHA Code of Ethics and behave professionally.

Standard V-C: The applicant for certification in speech-language pathology must complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five hours must be spent in clinical observation, and 375 hours must be spent in direct client/patient contact.

Standard V-D: At least 325 of the 400 clock hours must be completed while the applicant is engaged in graduate study in a program accredited in speech-language pathology by the Council on Academic Accreditation in Audiology and Speech-Language Pathology.

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

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

I. The students will apply knowledge of basic human communication and swallowing processes in order to select, administer, and interpret assessment measures appropriate to various types of communication disorders and differences.

II. The students will demonstrate the ability to use assessment data to develop differential diagnoses, prognostic statements, and recommendations.

III. The students will develop and implement culturally sensitive, age-appropriate intervention plans to be implemented in clinical settings.

IV. The students will integrate research principles and processes into evidence-based clinical practice.

V. The students will demonstrate the ability to provide effective counseling/education to clients, caregivers, and other professionals.

VI. The students will identify risk factors associated with various communication disorders and recommend prevention strategies.

VII. The students will demonstrate risk factors associated with various communication disorders and recommend prevention strategies.

VIII. The students will apply standards of ethical conduct and professional behavior to clinical practice.

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

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>ASHA CFCC Standard</th>
<th>Assignment</th>
<th>Assessment</th>
</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>Collect case history information and integrate information from relevant others</td>
<td>V-B Evaluation: 1b</td>
<td>Clinical fieldwork; weekly supervisor meetings; clinical documentation</td>
<td>Self-reflection form; Minimum rating of 3 out of 4 on final evaluation from supervisor in CALIPSO</td>
</tr>
<tr>
<td>Select and administer appropriate evaluation procedures including standardized and non-standardized assessments and instrumental procedures</td>
<td>V-B Evaluation: 1c</td>
<td>Clinical fieldwork; weekly supervisor meetings; clinical documentation</td>
<td>Self-reflection form; Minimum rating of 3 out of 4 on final evaluation from supervisor in CALIPSO</td>
</tr>
<tr>
<td>Adapt evaluation procedures to meet client needs</td>
<td>V-B Evaluation: 1d</td>
<td>Clinical fieldwork; weekly supervisor meetings; clinical documentation</td>
<td>Self-reflection form; Minimum rating of 3 out of 4 on final evaluation from supervisor in CALIPSO</td>
</tr>
<tr>
<td>Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention</td>
<td>V-B Evaluation: 1e</td>
<td>Clinical fieldwork; weekly supervisor meetings; clinical documentation</td>
<td>Self-reflection form; Minimum rating of 3 out of 4 on final evaluation from supervisor in CALIPSO</td>
</tr>
<tr>
<td>Complete administrative functions and documentation necessary to support evaluation and treatment</td>
<td>V-B Evaluation &amp; Treatment: 1f, 2f</td>
<td>Clinical fieldwork; weekly supervisor meetings; clinical documentation</td>
<td>Self-reflection form; Minimum rating of 3 out of 4 on final evaluation from supervisor in CALIPSO</td>
</tr>
<tr>
<td>Refer clients/patients for appropriate services</td>
<td>V-B Evaluation &amp; Treatment: 1g, 2g</td>
<td>Clinical fieldwork; weekly supervisor meetings; clinical documentation</td>
<td>Self-reflection form; Minimum rating of 3 out of 4 on final evaluation from supervisor in CALIPSO</td>
</tr>
<tr>
<td>Develop appropriate intervention plans with measurable and achievable goals that meet</td>
<td>V-B Treatment: 2a</td>
<td>Clinical fieldwork; weekly supervisor meetings;</td>
<td>Self-reflection form; Minimum rating of 3 out of 4</td>
</tr>
<tr>
<td>Activity</td>
<td>Level</td>
<td>Clinical Fieldwork</td>
<td>Evaluation Method</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
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<tr>
<td>Implement intervention plan</td>
<td>V-B</td>
<td>Treatment: 2b</td>
<td>Clinical fieldwork; weekly supervisor meetings; clinical documentation</td>
</tr>
<tr>
<td>Select or develop and use appropriate materials/instrumentation for intervention</td>
<td>V-B</td>
<td>Treatment: 2c</td>
<td>Clinical fieldwork; weekly supervisor meetings; clinical documentation</td>
</tr>
<tr>
<td>Measure and evaluate clients' performance and progress</td>
<td>V-B</td>
<td>Treatment: 2d</td>
<td>Clinical fieldwork; weekly supervisor meetings; clinical documentation</td>
</tr>
<tr>
<td>Modify intervention plans, strategies, materials, etc. as appropriate</td>
<td>V-B</td>
<td>Treatment: 2e</td>
<td>Clinical fieldwork; weekly supervisor meetings; clinical documentation</td>
</tr>
<tr>
<td>Communicate effectively (recognizing the needs, values, preferred mode</td>
<td>V-B</td>
<td>Interaction &amp;</td>
<td>Clinical fieldwork; weekly supervisor meetings; clinical documentation</td>
</tr>
<tr>
<td>of communication, and cultural/linguistic background of the client,</td>
<td></td>
<td>Personal Qualities</td>
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<tr>
<td>family, caregivers) with client, family, and team</td>
<td></td>
<td>3a</td>
<td></td>
</tr>
<tr>
<td>Collaborate with other professionals in case management, as appropriate</td>
<td>V-B</td>
<td>Interaction &amp;</td>
<td>Clinical fieldwork; weekly supervisor meetings; clinical documentation</td>
</tr>
<tr>
<td>Provide counseling regarding communication and swallowing disorders to</td>
<td>V-B</td>
<td>Interaction &amp;</td>
<td>Clinical fieldwork; weekly supervisor meetings; clinical documentation</td>
</tr>
<tr>
<td>client, family, and caregivers</td>
<td></td>
<td>Personal Qualities</td>
<td></td>
</tr>
<tr>
<td>Adhere to ASHA Code of Ethics and demonstrate professional behavior</td>
<td>IV-E, V-B</td>
<td>Interaction &amp;</td>
<td>Clinical fieldwork; weekly supervisor meetings; clinical documentation</td>
</tr>
<tr>
<td>Demonstrate integration of research principles into evidence-based</td>
<td>IV-F</td>
<td>Knowledge and</td>
<td>Clinical fieldwork; weekly supervisor meetings; clinical documentation</td>
</tr>
<tr>
<td>clinical practice</td>
<td></td>
<td>Integration of</td>
<td></td>
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<tr>
<td>Research</td>
<td></td>
<td>Research</td>
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</tbody>
</table>

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

**CLINIC ASSIGNMENTS:**

Students must obtain no less than 25 clinical clock hours (five hours per week) throughout the summer term at the Stanley Center for Speech and Language Disorders and/or its affiliated locations by the end of the current term. Failure to do so will result in a ‘WH’ for the course. Students will be directly supervised by a licensed, certified speech-language pathologist no less than 25% for treatment of each client. In addition, students who conduct evaluations will be directly supervised no less than 50% of the total time of client contact. Students are required to meet with their clinical supervisor(s) weekly. Each student is assigned on average three-four clients per summer term. Clinical paperwork due dates are listed in the Student Clinician Responsibilities (provided the first day of class).

1. **Client File Review:** Prior to the initial therapy session, students will complete a client file review on assigned clients. Information related to recommended goals from previous treatment period and current evaluation results
should be reviewed. These file reviews will be discussed with the supervisor at the initial supervisory conference.
(OCSW = 30 min. per assigned client).

2. **Lesson Plans:** Lesson plans should identify the treatment targets planned for the session and the procedures that will be used to address each target. (OCSW = 40 min. per week for each assigned client.

3. **Treatment Plans:** Treatment plans should address clients' current level of performance, proposed treatment goals, and intervention strategies proposed for use during the treatment period (current term). (OCSW = 60 min. per assigned client).

4. **SOAP Notes:** Students will document performance of each client at the conclusion of therapy sessions in SOAP format. The written SOAP note must be filed in the client’s working file in the file room no later than noon on Friday of each week. (OCSW = 30 min per assigned client per week)

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

6. **Clinic Reflection:** Students will complete two oral self-reflections over the term (beginning and final). Students should reflect on the assigned questions demonstrating their knowledge of clinical skills and weaknesses, their progress toward their clinical goals, and what they have learned throughout their clinical experience. (OCSW = 30 min. per reflection)

**COURSE ASSIGNMENTS:**

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

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

**Final Exam-** 100 points

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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mock Counseling Session Summary 1</td>
<td>50</td>
</tr>
<tr>
<td>Mock Counseling Session Summaries 2-4</td>
<td>300 (100 points each)</td>
</tr>
<tr>
<td>Weekly Assignments</td>
<td>250 (50 points each)</td>
</tr>
<tr>
<td>Clinic Reflections</td>
<td>40 (20 points each)</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>640</strong></td>
</tr>
</tbody>
</table>
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Your clinical performance grade will be based on the quality and timely completion of all clinical paperwork, your use of available resources, and level of responsibility and effectiveness/appropriateness within the therapy session. An unexcused absence, tardiness, failure to carry out clinical responsibilities, inappropriateness or unpreparedness within the therapy session, etc. can lead to an undesirable clinical performance grade. Your supervisor will determine competency at end-of-term, using CALIPSO, based on the 2020 Standards for the Certificate of Clinical Competence in Speech-Language Pathology. Your clinical performance grade is 60% of your overall grade in the class. The grade you receive in lecture is worth 40% of your overall grade in the class. Your overall point value will determine your letter grade as described in the table.

SFASU Grade Criteria:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Grade Range</th>
<th>Skill Rating</th>
<th>Grade Points</th>
<th>Reflection Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
<td>3.84 – 4.0</td>
<td>4.0</td>
<td>18 – 20</td>
</tr>
<tr>
<td>A</td>
<td>93-96</td>
<td>3.68 – 3.83</td>
<td>4.0</td>
<td>16 – 17.9</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>3.5 – 3.67</td>
<td>3.67</td>
<td>14 – 15.9</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>3.34 – 3.49</td>
<td>3.33</td>
<td>12 – 13.9</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>3.18 – 3.33</td>
<td>3.00</td>
<td>10 – 11.9</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>3.0 – 3.17</td>
<td>2.67</td>
<td>8 – 9.9</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>2.75 – 2.99</td>
<td>2.33</td>
<td>6 – 7.9</td>
</tr>
<tr>
<td>C</td>
<td>70-76</td>
<td>2.5 – 2.74</td>
<td>2.0</td>
<td>4 – 5.9</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
<td>2.0 – 2.49</td>
<td>1.0</td>
<td>2 – 3.9</td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
<td>0 – 1.99</td>
<td>0.0</td>
<td>0 – 1.9</td>
</tr>
</tbody>
</table>

TOTAL POSSIBLE POINTS

Example for Grading:

<table>
<thead>
<tr>
<th>Percentage from Course Assignments 40%</th>
<th>Earned points/Total possible points</th>
<th>GP = 3.67 x .40 = 1.47</th>
</tr>
</thead>
</table>

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

1.47 + 2.21 = 3.68 GP

Student would earn an A for the course

V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Class 1</td>
<td><strong>Course: Module 1;</strong> Introduction; Course Overview; Mock Interview 1 Counseling related to Communication Disorders <strong>Practicum:</strong> minimum 4 clock hours of treatment and/or diagnostics <strong>Class Meeting:</strong> Tuesday, 6/4; 3:00 p.m.</td>
<td>Syllabus Counseling in Communication Disorders (Kendall, 2000)</td>
</tr>
<tr>
<td>Class 2</td>
<td><strong>Course: ASHA Scope of Practice</strong></td>
<td>ASHA Scope of Practice in Counseling; Types of</td>
<td><strong>Course: Mock Interview 1 &amp; Mock Interview Summary</strong></td>
</tr>
</tbody>
</table>
| Class 3 | **Course**: Counseling theories | Luterman (Ch.1 & 2) | **Course**: Module 1: Watch four videos posted in D2L on counseling models  
**Module 1 Assignments & Mock Interview Summary 1**  
**Due 6/9; 11:59 pm**  
**Practicum**: Weekly Supervisor Meeting |
|---|---|---|---|
| **Course**: Module 2: Defense mechanisms/coping strategies; **Practicum**: minimum 4 clock hours of treatment and/or diagnostics | Luterman (Ch. 4) | **Course**: Module 2; watch TedTalk video on miscommunication  
Mock Interview 2 |
| **Course**: Mock Interview 2 | Luterman (Ch. 6) | **Course**: Counseling skills checklist and counseling reflection  
**Module 2 Assignment & Mock Interview 2 Summary**  
**Due 6/16; 11:59 pm**  
**Practicum**: Weekly Supervisor Meeting: Clinic Self Reflection 1 **DUE 6/16; 11:59 pm** |
| **Course**: Module 3: Counseling responses; Open vs. closed ended questions  
**Practicum**: minimum 4 clock hours of treatment and/or diagnostics | Closed Questions, Specific Questions, and Probing Questions (Vaardighed, 2008); Luterman p. 91-100. | **Course**: Module 3; watch Gloria Files video  
Mock Interview 3 |
| **Course**: Mock Interview 3  
**Class meeting**: Thursday, 6/20 at 3:00 p.m. |  | **Course**: Counseling skills checklist and counseling reflection  
**Module 3: Assignment & Mock Interview 3 Summary**  
**Due 6/23;11:59 pm**  
**Practicum**: Weekly supervisor meeting |
<p>| <strong>Course</strong>: Module 4: | | <strong>Course</strong>: Module 4; watch |</p>
<table>
<thead>
<tr>
<th>Class 1</th>
<th>Reflective Listening Practicum: minimum 4 clock hours of treatment and/or diagnostics</th>
<th>lecture and videos on listening skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 2</td>
<td>Course: Paraphrasing/summarizing Paraphrasing handout; Summarizing and Evaluating (Vaardighed, 2008)</td>
<td></td>
</tr>
<tr>
<td>Class 3</td>
<td>Course: Multicultural issues in counseling Luterman (ch.8 &amp; p.180); Kendall, 2000 p. 102</td>
<td>Course: Module 4 Module 4 Assignment Due 6/30; 11:59 pm Practicum: Weekly supervisor meeting; Clinic Self Reflection 2 DUE 6/30; 11:59 p.m.</td>
</tr>
<tr>
<td>Week 5</td>
<td>Course: Module 5: Mock Interview 4 Practicum: minimum 4 clock hours of treatment and/or diagnostics</td>
<td>Course: Counseling skills checklist and counseling reflection Mock Interview 4</td>
</tr>
<tr>
<td>Class 1</td>
<td>Course: Sharing bad news; Counseling Mistakes; Taking care of self Class Meeting: Tuesday, 7/2 at 3:00 p.m.</td>
<td>Course: Module 6; student course evaluation Module 5 Assignment &amp; Mock Interview Summary 4 Due 7/5; 12:00 p.m. (noon) Practicum: Weekly supervisor meeting;</td>
</tr>
<tr>
<td>Class 2</td>
<td></td>
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<tr>
<td>Class 3</td>
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</tbody>
</table>

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

Required:

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

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

VIII. Student Ethics and Other Policy:

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: You will be responsible for signing in each class through Microsoft Office Forms for the first 12 class days, which will be posted in D2L. If you are in a SFA organization/team that requires periodic reporting of attendance, you must continue to sign in each class period throughout the semester. If you miss a class, it is your responsibility to obtain handouts and class notes from your peers. If you miss class during an exam or other assignment that a grade was given, you are responsible for providing written documentation for an excused absence upon return, so that you may make up the grade. For all make-ups, you are responsible for scheduling the make-up within one week of the missed class.

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
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.

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 SFA.

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 through Brightspace; https://d2l.sfasu.edu. Please check Brightspace 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.