

**CSD 385 & 386: Fall 2011**  
**8:00 - 8:50 a.m. MWF**  
**RC C 124**

### **Course Description**

Clinical Aspect II and III (1). Fall, Spring.

Supervised clinical practicum experience including assessment, remediation, and treatment of a variety of communication disorders. Two to three hours of clinical lab work and one hour of clinical staffing is required. Prerequisites: CSD 230, 250, 381, 325 or 326. Additionally, students must purchase professional liability insurance from Harding University. Fee: See course fee schedule.

*\*This course adheres to university guidelines regarding workload requirements per credit hour.\**

### **Required Materials**

- Shipley, K. G. & McAfee, J. G. (2008). *Assessment in speech-language pathology: A resource manual (4<sup>th</sup> Ed.)*. Clifton Park, NY: Thompson Delmar Learning.
- Roth, F. P., & Worthington, C.K. (2005). *Treatment resource manual for speech-language pathology (3rd Ed.)*. Albany, NY: Thompson Delmar Learning.
- American Psychological Association (2010). *Publication manual of the American Psychological Association (6th ed.)*. Washington, DC: Author.
- Harding University Speech Clinic: *Clinical Manual*  
This is available online and any new forms/information will distributed and discussed in class. Copies are also available in the clinic workroom.

### **Course Objectives**

This is an introductory undergraduate course that addresses knowledge and skills delineated in the ASHA Standards for the Certificate of Clinical Competence. This course contributes to meeting the requirements of the specific Standard(s) listed following each class objective, accordingly ([www.asha.org](http://www.asha.org)). Additionally, the CSD department completes a KASA form for each student in order to track individually acquired knowledge and skills as related to the Standards as progression toward obtaining licensure continues. Upon completion of this course the student will exhibit basic knowledge of the following objectives by achieving a passing grade on all exams and course projects. The student will demonstrate understanding of:

- Demonstrate the emerging skills necessary to plan and execute an assessment of clients with articulation and language disorders at varying severity levels while under the direction of a certified SLP (**ASHA Standard V-D, IV-E, IV-G**)
- Demonstrate the emerging skills necessary to plan and implement the treatment of clients with articulation and language disorders at varying severity levels while under the direction of a certified SLP (**ASHA Standard IV-C, IV-D, IV-E, IV-G**)

The Liberal Arts Program reflects the principles contained in the University mission statement and provides a foundation of study in all fields. The Department of Communication Sciences and Disorders curriculum incorporates several of these principles in each course offered. The principles included in CSD 385 and 386 are as follows: Spiritual, Moral, and Ethical Values; Critical Thinking; Individual & the Social Environment; Creative Spirit; Writing Skills; and Speaking Skills.

In order to avoid misunderstandings regarding course policies, the student is provided with this policy sheet that will be the guideline for the course unless altered at a later date by the instructor.

### **Course Policies**

- Punctual class attendance is expected. Roll will be checked at each class meeting. NO unexcused absences will be tolerated. Any absences must be approved before class in order to be excused, or proper medical documentation needs to be provided upon return to class. Any unexcused absences will result in a final grade lowered by one letter. As stated in the Student Handbook, excessive absences can result in being dropped from the course with the grade of "F".

- There will be only **one excused absence for clinical practicum**. Additional unexcused absences will result in a final grade lowered by one letter. The welfare of the clients being served is paramount.
- Students are expected to come to class prepared to participate in class discussions and activities. Students who miss class for any reason are responsible for all content.
- All cell phones and pagers must be turned off during class. Do not text or e-mail during class. The instructor reserves the right to mark a student absent if he or she is texting/e-mailing in class. Any texting or emailing during a quiz or test will be considered cheating, and a zero will be given for the assignment.
- Written work must be reasonably correct in mechanics (e.g. spelling, grammar, punctuation, etc.). Points will be deducted for inadequate work.
- All typed assignments must be double-spaced, using 12 point type size in Times or Times New Roman fonts.
- Submitting work taken directly from another source will be considered plagiarism, and no credit will be given on the assignment.
- All assignments must be submitted at the beginning of the class period on the designated day. No late work will be accepted.
- Students may be called on to answer questions and/or provide opinions during class discussion.
- If for any reason you need to video or audio record lectures or materials presented in this class, it should only be carried out with prior knowledge and approval from the instructor.
- Students are expected to follow the University policy regarding dress code, as well as, any additional dress requirements for clinic.
- Communication from the instructor or supervisor will be received often and primarily through Moodle or HU email. It is the student's responsibility to check these often for class and clinic information.

#### **Course Requirements**

- Clinical Practicum Lab: Providing speech therapy is the primary objective of this class and lab. Clinical and class assignments will be made to teach necessary concepts and skills for clinical practicum. The clinical supervisor will provide a mid-term clinical evaluation and a final clinical evaluation. The form used for these evaluations is attached to the syllabus.
- Lesson Plans and SOAP Notes: Planning treatment and documenting data are a vital component of clinical practicum. Evaluation of clinical writing and reporting skills will be conducted by your supervisor using the attached form.
- Initial Therapy Conference: A meeting will be scheduled with the assigned supervisor to plan the initial therapy session. A checklist will be provided to the student and completed by the supervisor evaluating preparation and presentation at this meeting. This checklist is attached to the syllabus.
- Therapy Reports: An initial and final therapy report is required for each client every semester treatment is received. The clinical supervisor will evaluate the student's writing skills using the appropriate form.
- Clinical Hours Paperwork: Complete documentation should be submitted using appropriate forms by the designated time.
- Video Analysis: Clinicians are required to video one session of therapy throughout the course of the semester and complete a self-analysis form as it is reviewed. The form for this procedure can be found in your clinic manual.
- Midterm Self-Assessment: Following midterm evaluations, clinicians will perform a self-assessment on the status of each client. The form for this procedure can be found in your clinic manual.
- Writing Assignments: A series of writing activities will be conducted during class. There will be a total of 12 assignments worth 200 points. Students must be present on the day of the assignments in order to receive credit for them.
- Staffing Exercises: Each clinician will be required to present information regarding their client on two separate occasions- after initiating therapy and before concluding therapy. A rubric with further information regarding this assignment will be distributed.

***\*\*\*Failure to complete ALL course requirements will result in the student's failure of the course and subsequent loss of academic credit and clinical clock hours completed during the semester.\*\*\****

Final grades will be based on the percentage of the total points accumulated.

Clinical Practicum Lab	500 points	<b>A</b>	<b>100 – 90%</b>
Lesson Plans/SOAP Notes	100 points	<b>B</b>	<b>89 – 80%</b>
Initial Therapy Conference	100 points	<b>C</b>	<b>79 – 70%</b>
Initial Therapy Report	125 points	<b>D</b>	<b>69 – 60%</b>
Final Therapy Report	100 points	<b>F</b>	<b>Below 60%</b>
Clinical Hours Paperwork	75 points		
Self- Assessment	50 points		
Video Analysis	50 points		
Staffing Exercises	200 points		
Writing Assignments	200 points		
<b>Total</b>	<b>1500 points</b>		

### **Students With Disabilities Statement**

It is the policy for Harding University to accommodate students with disabilities, pursuant to federal and state law. Therefore, any student with a *documented disability* condition (e.g. physical, learning, or psychological) who needs to arrange reasonable accommodations, must contact the instructor and the Disabilities Office at the *beginning* of each semester. (If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Disabilities Office *as soon as possible* in order to get academic accommodations in place for the remainder of the semester.) The Disabilities Office is located in Room 102 of the Lee Academic Center, telephone, (501) 279-4019.

### **Academic Integrity Statement**

Cheating in all its forms is inconsistent with Christian faith and practice and will result in sanctions up to and including dismissal from the class with a failing grade. Students who share assignments with students taking the course in a subsequent semester may be subject to having an academic integrity sanction added to their college record.

### **Assessment Statement**

Harding University, since its charter in 1924, has been strongly committed to providing the best resources and environment for the teaching-learning process. The board, administration, faculty and staff are wholeheartedly committed to full compliance with all criteria of the Higher Learning Commission of the North Central Association of Colleges and Schools.

The university values continuous, rigorous assessment at every level for its potential to improve student learning and achievement and for its centrality in fulfilling the stated mission of Harding. Thus, a comprehensive assessment program has been developed that includes both the Academic units and Administrative and Educational Support units. Specifically, all academic units will be assessed in reference to the following Expanded Statement of Institutional Purpose: **The University provides programs that enable students to acquire essential knowledge, skills, and dispositions in their academic disciplines for successful careers, advanced studies, and servant leadership.**

### **Instructor**

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\*\* Office hours are posted on my door  
\*\* E-mail is the preferred method of contact