Instructor: Laura Mulvany MA, CCC-SLP
Office: Swaid 203
Phone: 501-279-5291
Email: lmulvany@harding.edu
Class time: M 12:00-12:50 p.m.
Practicum Experience: TBD
Class location: Swaid 103
Credit Hour: 1
Office hours: 10+ hours per week as posted on my office door. Additional conferences are available by appointment.

Prerequisites
Students must have successfully completed CSD 1230, 1250, 2900, 3250, 3260, & 3810.

Students must have declared and been accepted into the CSD clinical track (3 semesters).

Required Materials

The Harding University Speech Clinic: Clinic Handbook
This document is available in digital form on the CSD website and on Canvas. All clinical forms are available in the handbook and in the clinician prep room. Forms are updated frequently and the use of the most current form (with proper formatting) is expected.

Students are required to have ONE of the following


Course description
This is the first of three courses in the clinical track. It is an introductory course designed to apply the knowledge and skills required for the diagnosis and treatment of a variety of communication disorders. This course includes weekly classroom instruction pertaining to the assessment and treatment of communicative disorders, clinical writing in CSD, professional conduct, and relevant professional issues. In addition to the classroom component, participants will complete a supervised clinical practicum awarding intervention experience with a client enrolled in services at the Harding University Speech Clinic (HUSC). To meet the clinical competencies required for the course, students must achieve a grade of an “A” or a “B” in this course. Students that meet the clinical competencies will acquire clinical clock hours towards the
400 required for licensure, and progress to CSD 386. Students that achieve a grade of “C” or below may receive course credit from the university, but they will not receive clinical clock hours (even if previously approved), or progress to CSD 386. A student that does not demonstrate the required competencies may repeat the course the following semester or transfer to the non-clinical major within the CSD department. A student who chooses to withdraw from practicum, who is removed from the clinical experience due to the inadequate completion of the requirements, or who is removed for major infractions of unprofessional conduct, will receive a grade of “F” and will not be awarded clinical competencies or clock hours for the semester. **This course adheres to university guidelines regarding workload requirements per credit hour.**

**Course objectives/competencies**

At the end of the semester, each participant should be able to integrate the acquired knowledge and skills into the beginning frameworks of clinical practice in the field of communication sciences and disorders. At the conclusion of this course, the students (with moderate guidance from the clinical educator CE) will be able to:

1. Identify the client’s disorder(s) being treated in therapy.
2. Identify the effect(s) of the client’s communication disorder in activities of daily life.
3. Communicate the purpose of therapy and the desired outcome of each therapy session.
4. Accurately collect and record data from the therapy session that aligns with the session/semester objectives.
5. Accurately document the subjective and objective portions of the session using the S.O.A.P. format.
6. Maintain communication with the CE by meeting deadlines, implementing feedback and seeking clarification when needed.
7. Maintain chart organization and attendance according to the HUSC policies.

**Relationship to ASHA Standards**

As delineated in the ASHA Standards for the Certificate of Clinical Competence ([www.asha.org](http://www.asha.org)), students must meet specific requirements in order to obtain licensure. The classroom instruction and the practicum experience are designed to aid in the development of the required knowledge and skills. Under the guidance and supervision of a licensed and certified speech-language pathologist, each student will be awarded unique opportunities and individualized instruction pertaining to the standards. While the completion of all of the standards is not feasible in this course, each student will receive exposure to components of the following standards:

**CAA**

3.1B: Students will acquire knowledge and skills that will contribute to their ability to function as an effective, well-educated, and competent clinical speech-language pathologist. Throughout the semester, each student will gain clinical hours (tx and dx) while working with individuals of various ages, cultures and diagnoses.

3.1.1B: Students will gain accountability regarding the expectation to practice in a manner that is consistent with the state of Arkansas, the ASHA code of ethics, the ASHA scope of practice, and the professional practice practices required by HIPAA and FERPA.
3.1.1B: Students will gain experience in expressive communication through required clinical documentation, meetings with CEs and clients/caregivers, conferences with other professionals and oral staffings.

3.1.1B: Students will gain experience in finding and using Evidenced-Based Practice patterns to guide their treatment techniques and will demonstrate clinical reasoning skills as they analyze client performance as compared to the expected outcome.

3.1.1B: Students will demonstrate concern for individuals by displaying compassion and empathy and by educating the client/caregiver in a culturally sensitive manner.

3.1.1B: Students will demonstrate an emergence of their professional duty by engaging in self-assessment and peer-supervision, demonstrating appropriate interactions with their clinical educator, and complying with the policies of the HUSC.

3.1.2B: Students will demonstrate continued growth in their knowledge and skill of normal and abnormal human communication.

3.1.3B: Students will gain experience in the prevention and identification of communication disorders in the areas of articulation, language, hearing, and social aspects of communication.

3.1.4B: Students will gain knowledge and skill in the evaluation of communication disorders and differences.

3.1.5B: Students will gain knowledge and skill in the intervention of communication and swallowing disorders.

3.1.6B: Students will gain knowledge and skill applicable to professional practice.

CFCC

Standard IV-B- The student will demonstrate knowledge of basic human communication including the appropriate biological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant will demonstrate an emergent ability to integrate information pertaining to normal and abnormal human development in the pediatric population.

Standard IV-C- The student will demonstrate knowledge of communication disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the areas of articulation, language, hearing, orofacial myology, and social aspects of communication.

Standard IV-D- The student will demonstrate knowledge of the principles and methods of prevention, assessment, and intervention for people with communication disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.

Standard IV-E- The student will demonstrate knowledge of standards of ethical conduct.

Standard IV-G- The student will demonstrate knowledge of professional issues that affect speech-language pathology including aspects of professional practice, academic program accreditation standards, ASHA practice policies and guidelines, and reimbursement procedures.

Standard V-A- The student will demonstrate skills in oral and written or other forms of communication.

Standard V-C- The student will complete approximately 12 of the required 400 clock hours of supervised clinical experience in the practice of speech-language pathology.

Standard V-E- The student will be supervised 50-100% of each session by individuals who hold the Certificate of Clinical Competence in the appropriate profession.

Course Requirements

1. Students are expected to complete all class and practicum assignments.
2. Students are expected to plan, implement, and document dx and tx interactions for their client. Specific requirements for the practicum will be outlined in class and in the HUSC handbook, but clinical educators may establish additional requirements as deemed necessary for the client being served.

3. Students must pay a course fee to purchase professional liability insurance and to subscribe to the Clinic Note software. (See course fee schedule for additional information)

4. Students must complete a 2-step screening for TB and remain current on the required immunizations during all three clinical courses. Students must provide the documentation prior to beginning practicum.

5. Students are required to complete Federal and State Background checks and a Child Maltreatment check with no disqualifying findings prior to beginning practicum.

6. Students will complete a Mandated Reporting course and provide a certificate of completion.

7. Students will complete HIPAA and OSHA training.

8. Participants will read and abide by the policies and procedures outlined in the HUSC Clinic Handbook, the CSD Student Handbook, and the University Handbook.

9. Students will submit written work that is reasonably correct in mechanics (e.g. spelling, grammar, punctuation, etc.). Points will be deducted for inadequate work.

10. Students are allowed (encouraged) to use the HU writing lab to assist with class writing assignments. Any clinical assignments MUST adhere to the 18-markers of HIPAA de-identification prior to submission to the writing lab.

11. Students will participate in class discussions. This course is intended to be a practical application course and class discussion will be expected. Off-task behaviors during class (texting, surfing, talking, sleeping etc.) or limited participation may result in the final grade for the course being lowered by one letter grade.

12. Students must communicate regularly with the course instructor, the clinical educator, the HUSC staff, the client, and any designated teachers/caregivers. Students are expected to check their HU e-mail, Canvas course page, and clinic mailbox daily. Students are expected to respond to all correspondence in a timely manner (within 24 hours) and will be held responsible for all of the information disbursed through these sources.

13. Students must gain a working knowledge of Canvas, Learning Space, Calipso, and Clinic Note software.

14. Updating entries in the CSD Portfolio is a course requirement for every class in the CSD department. In order to receive credit for this course, the student must complete the required assignments.

Course grading
The final grade for this course will be determined by the grades achieved on class and clinical assignments. Class assignments are due at the beginning of class. To prepare students for the process of documentation/billing, practicum assignments are due on Saturdays by 8:00 pm. Class or practicum assignments that are not received at these times will be considered late. Late work will be assigned a grade of “zero,” but students are required to complete all practicum assignments to receive credit for the course, pass the competencies, and accrue clock hours. If minor infractions of the clinic handbook occur (OSHA, attendance, dress code etc.), the student’s practicum grade will be reduced in increments for each infraction (1=5%, 2=10% etc.). Major violations (HIPAA, ethics) will result in a grade deduction, academic sanctions, and/or dismissal.
from the program, dismissal from the University and/or legal action taken against them. Using a weighted scale, the final grade for the course will be determined by the percentage of points achieved out of the total points possible for the semester. The following scale will be used: 
A=90-100%, B=80-89%, C=70-79%, D=60-69%, F=0-59%

The course grade will be formed by the following weights:
Clinical Practicum Lab 85%
Class Assignments 10%
Final Exam (check-out) 5%

**Course Assignments**
Class projects, assignments & homework  
Clinic Handbook Quiz (on Canvas)  
Clinic Tour  
*Clinical Practicum Lab  
Chart Review Questions (submit to CE on Canvas)  
*Initial Therapy Conference (with CE  
OSHA and HIPAA Quiz  
*Lesson Plans and SOAP Notes (on Clinic Note)  
*Documentation of Clock Hours (on Calipso)  
File Audits  
First Video Review and Personal Goals (to CD)  
*Treatment Plan—Rough Draft  
*Treatment Plan—Final Draft  
TP final draft printed, filed in chart and presented to client  
*Mid-Term Conference (if needed  
Second Video Review and goal reflection (to CD)  
Present clinic closing info to client/caregiver  
*Sem. Summary OR Discharge Report—Rough draft  
*Sem. Summary OR Discharge Report—Final Draft  
Sem. Summary—in file & ready for distribution  
*Final Therapy Meetings (if needed  
Notebook Check (paper/digital)  
Final Exam—Clinic Check-Out with CD (Inst Room)  

**Due Dates**
Ongoing  
Aug 23  
Aug 23  
Sept 9-Nov 20  
Aug 31  
Sept 2-6 by appt  
Sept 14  
Saturdays by 8:00p.m.  
Saturdays at 8:00p.m  
Beg Sept 13  
Sept 21  
Sept 20  
Oct 4  
Oct 11  
Oct 15-19  
Nov 9  
Nov 18-Nov 22  
Nov 15  
Dec 6  
Dec 6  
Dec 2-6  
Clinic Check-Out  
M/T of Finals Wk  

*The items listed in italics are directly related to the clinical practicum portion of the class. These assignments will be conducted under the supervision of the Clinical Educator who will assign the earned grade. Mid-term and Final scores for practicum performance will be completed by the CE and will be documented in Calipso.*
<table>
<thead>
<tr>
<th>Course Organization</th>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Week 1:</td>
<td>Syllabus, Clinician Schedules, Canvas, Learning Space, ClinicNote, HUSC Handbook &amp; Policies</td>
<td>Clinic Tour, Clinic Handbook Quiz</td>
</tr>
<tr>
<td></td>
<td>Aug 19</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Week 2:</td>
<td>Client Assignments, ITC &amp; Chart Review, Intake forms and chart organization, Calipso</td>
<td>ITC Preparation (Chart review, client forms, LP)</td>
</tr>
<tr>
<td></td>
<td>Aug 26</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
|                     | Week 3:    | HIPAA---OSHA Training  
Flow of Therapy, Lesson plan (LP), goal writing, baselines & data collection SOAP notes  
IPE Event | ITC meetings, Lesson Plan, Organize chart, Begin TP.                                    |
|                     | Sept. 2    |                                                                             |                                                                             |
|                     | Week 4:    | Therapy Begins  
Treatment Plan introduction  
Client Goals & Objectives | Soap Note (SN), LP & Clock Hours (CH).  
Video review & measurable goals  
Organize Chart  
RD of TP for class |
|                     | Sept. 9    |                                                                             |                                                                             |
|                     | Week 5:    | TP—Peer Review (Bring de-identified copy of TP to class). | SN, LP & CH. TP |
|                     | Sept. 16   |                                                                             |                                                                             |
|                     | Week 6:    | NO CLASS – MEET WITH CE  
Mandated Reporting Training | SN, LP, CH & TP Due  
Watch video and print certificate |
|                     | Sept. 23   |                                                                             |                                                                             |
|                     | Week 7:    | Clinic Rubric/Soft Skills | SN, LP and CH  
Oral pres. of TP to client/caregiver |
|                     | Sept 30    |                                                                             |                                                                             |
|                     | Oct 2-4    | ARKSHA |                                                                             |                                                                             |
|                     | Week 8:    |                                                                             |                                                                             |
|                     | Oct. 7     |                                                                             |                                                                             |
|                     |           |                                                                             |                                                                             |
| Week 9:  
Oct. 14 | Role of SLP in client/caregiver education | SN, LP, CH |
| Week 10:  
Oct. 21 | NO CLASS – MEET WITH CE | SN, LP, CH |
| Week 11:  
Oct. 28 | Semester Summary/ Discharge Introduction | SN, LP, CH |
| Week 12:  
Nov. 4 | | SN, LP, CH Prepare SS/DR report for class |
| Week 13:  
Nov. 11 | Bring de-identified copy of SS/DS to class | SN, LP, CH SS/DS Due 2nd Video Review Prepare for end of term Discuss end of semester with client/caregiver |
| Week 14:  
Nov. 18 | Last Week of Clinic Clinic wrap-up CE evaluations Clinician Letters Schedules for 386 Faculty at ASHA 20-22 – Clinic Closed | SN, LP, CH SS/DS report |
| Week 15:  
Nov. 25 | NO CLASS – Thanksgiving Break | SN, LP, CH & SS/DS End of term procedures Discuss end of semester with client/caregiver |
| Week 16:  
Dec. 2 | Discuss Clinic Check out | SN, SS/DS report Chart organization & Clinic Check-out prep Final CE conf. if needed |
This schedule is a tentative outline of the semester and is subject to change at the discretion of the instructor.

Class attendance
To maximize learning for you and others, attendance, participation, and professionalism are imperative. As such, punctual class attendance, active listening, and course discussion will be expected. For the benefit of all students, the following guidelines have been implemented:

1. For class, one unexcused absence will be allowed during the semester. Additional absences must be excused through the HU Student Health Services, by a physician, or through the course instructor prior to the absence. Excessive unexcused absences in class (more than one class period) may result in the final grade for the course being lowered by one letter per incident. Students who miss class (excused or unexcused) are responsible for the content presented. In class assignments conducted on the day of the absence may not be made up.

2. Punctual attendance to class and practicum is expected. Repeated tardiness to class will result in an unexcused absence. Tardiness to the practicum experience will be recorded as an unexcused absence.

3. Students with excused absence from the practicum experience (approved by CE or clinic director) are REQUIRED to provide a substitute clinician and will be expected to provide the corresponding lesson plan and therapy materials.

4. Assignments are due on the date posted, regardless of class attendance. For an excused absence, a written or e-mailed excuse should be provided in advance, when possible, or on the date that you return to class after an absence.

5. The instructor of the course and the clinical educators reserve the right to excuse absences when provided with appropriate documentation or when a reasonable request was received prior to the absence.

6. The Code of Ethics delineates that the welfare of the client is paramount; therefore, unexcused absences during the clinical practicum portion will not be allowed. Students that present with an unexcused absence from clinical practicum may be dropped from the course and assigned a grade of an “F.”

Dress Code
All members of the Harding community are expected to maintain standards of modesty and decency in dress appropriate to the Christian lifestyle and consistent with professional employment expectations. For these reasons, students are expected to adhere to an established dress code. During class, students are expected to adhere to the dress code policies established within the HU student handbook. The HUSC clinic dress code, outlined in the HUSC handbook, is expected for all clinical activities.
**Time Management Expectations**
For every course credit hour, the typical student should expect to spend at least three clock hours per week of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, problem solving, reviewing, organizing notes, preparing for upcoming quizzes/exams, developing and completing projects, and other activities that enhance learning. For this one-hour course, a student should expect to spend three hours per week preparing for therapy, completing documentation, forming evidenced-based practice, completing homework assignments and engaging in the study required to successfully meet the course objectives.

**Technology**
Laptops/tablets may be used during class for the purpose of note taking only (proof may be required). Laptops/tablets may not be used for surfing the web, instant messaging (IM’s), texting, e-mail or participation on social media sites. The use of cell phones or other audio/video equipment during class is prohibited. The instructor reserves the right to mark a student absent if he/she is observed to be using a cell phone or if a computer/tablet is used for anything other than indicated above. Any use of electronics during a graded assessment will be considered cheating and a zero will be entered for the assignment. All of the information presented in class, regardless of the medium used, is considered the intellectual property of the instructor. As such, audio and/or video.

**Liberal Arts**
The Liberal Arts program reflects the principles contained in the University mission statement and provides a foundation for study in major and minor fields. The Liberal Arts principles incorporated in the CSD 385 curriculum include:

- Spiritual, Moral and Ethical Values
- Communication and Critical Thinking
- The Individual and the Social Environment
- Oral and Written Communication Skills
- The Creative Spirit

**Academic Integrity Policy**
Honesty and integrity are characteristics that should describe each one of us as servants of Jesus Christ. As your instructor, I pledge that I will strive for honesty and integrity in how I handle the content of this course and in how I interact with each of you. I ask that you join me in pledging to do the same.

Academic dishonesty will result in penalties up to and including dismissal from the class with a failing grade and will be reported to the Associate Provost. All instances of dishonesty will be handled according to the procedures delineated in the Harding University catalog.

**Students with disabilities**
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 219 of the Student
Center and may be reached at (501) 279-4019.

For the clinical practicum track, all students are expected to possess the essential skills required
by the department of communication sciences and disorders. Each student is expected to be
familiar with this document (available in the handbook) and must ensure that he/she is capable of
demonstrating/maintaining the required skills.

Assessment
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.

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 the Administrative and Educational Support (AES) 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.

Personal Mission Statement
It is our goal to inspire you with a passion for our field and the tools to integrate faith and
learning in your daily life as a student and in the professional career that you have selected. It is
our prayer that through class discussions and outside assignments, your knowledge and ability to
strengthen relationships and to incorporate Christian values into the profession will be learned.
The professions of speech-language pathology and audiology require a sincere interest in helping
people become effective communicators. In addition to academic coursework and clinical
experience, qualities such as unyielding personal ethics, sensitivity, patience, resourcefulness,
tact, and perseverance are essential components of a skilled therapist. I hope that you will
discover these qualities within yourself and that you will be able to improve them in each of your
clients. As we journey through this semester and we encounter the many mysteries and the
complexities of the human mind, body and personality. I pray that you will join with me to
“clothe yourselves with compassion, kindness, humility, gentleness, and patience. Bear with
each other and forgive whatever grievances you may have against one another. Forgive as the
Lord forgave you. And over all these virtues, put on love, which binds them all together in
perfect unity. And whatever you do, whether in word or deed, do it all in the name of the Lord
Jesus, giving thanks to God the Father through him.”

Colossians 3:12-14; 17