Harding University  
Department of Communication Sciences and Disorders  
CSD 3860-Continued Fundamentals of Clinical Practicum Fall 2019 Syllabus

Instructor: Laura Mulvany, M.A., CCC-SLP  
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Campus box: 10872  
Office hours: 10+ hours per week as posted on my office door. Additional conferences are available by appointment.

Class time: W 12:00-12:50 a.m.  
Practicum Experience: TBD  
Class location: Swaid 103  
Credit Hour: 1

Prerequisites
Students must have successfully completed CSD 1230, 1250, 2900, 3250, 3260, 3810, & 3850.

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 materials room. Forms are updated frequently and the use of the most current form (with proper formatting) is expected

It is recommended that students have ONE of the following:  


Course description
This is the second of three courses in the clinical track. It is an undergraduate course designed to further the student’s knowledge and skills for the diagnosing and treating individuals with 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 3860. 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 4210. 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 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. Implement objectives that align with the session/semester objectives that include variations in measurement, and descriptive terms (levels of cues, context required).
5. Accurately document the session using the S.O.A.P. format.
6. Implement a generalization packet for client/caregiver to stabilize skills and promote progress.
7. Maintain communication with the CE by meeting deadlines and seeking guidance when necessary.
8. Maintain chart organization and attendance according to the HUSC policies.
9. Demonstrate the ability to use EBP by researching and presenting a written rationale for the client’s treatment plan.
10. Demonstrate the ability to provide prevention education in an oral presentation.

Relationship to ASHA Standards:
As delineated in the ASHA Standards for the Certificate of Clinical Competence (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:
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 and swallowing.
3.1.3B: Students will gain experience in the prevention and identification of communication and swallowing disorders.
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 the 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. (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 a Federal and State Background checks and a Child Maltreatment check with no disqualifying findings prior to beginning practicum.  
6. Participants should read and abide by the policies and procedures outlined in the HUSC Clinic Handbook, the CSD Student Handbook, and the University Handbook.  
7. Students will submit written work that is reasonably correct in mechanics (e.g. spelling, grammar, punctuation, etc.). Points will be deducted for inadequate work.  
8. Students are allowed (encouraged) to use the HU writing lab to assist with class writing assignments. All clinical writing assignments MUST adhere to the 18-markers of HIPAA de-identification prior to submission to the writing lab.  
9. 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.  
10. 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.  
11. Students must gain a working knowledge of Canvas, Learning Space, Calipso, and Clinic Note software.  
12. 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.  
13. Students are required to attend the Dixie Branscum Supervisors dinner

### Course grading
The final grade for this course will be determined by the grades achieved on class and clinical assignments (graded by CE). Class assignments are due at the beginning of class. To prepare students for the process of documentation/billing, practicum assignments are due on Saturdays at 8:00p.m. 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
Clinical Handbook Quiz (on Canvas)
Dixie Branscum Supervisor’s Dinner --Cone Chapel
*Clinical Practicum Lab
Chart Review Questions (submit to CE on Canvas)
IPE Event
*Initial Therapy Conference (with CE)
*Lesson Plans and SOAP Notes (on ClinicNote)
*Documentation of Clock Hours (on Calipso)

Due Dates
Ongoing
Aug. 28
Aug. 27
Sept 9-Nov 20
Aug 31
Oct 14
Sept 2-6 by appt
Saturdays at 8:00p.m.
Saturdays at 8:00p.m
Beg Sept 13
Sept 21
Sept 21
Oct 4
Oct 11
Oct 2-16
Oct 15-19
Nov 9
Nov 12-Nov 29
Nov 16
Dec 6
Clinic Check-Out
Dec2-6
Clinic Check-Out
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.*

**Course Organization**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Week 1:</td>
<td>Syllabus, Clinician Schedules, Canvas, Learning Space, ClinicNote,</td>
<td>Clinic Handbook Review ITC Prep (questions, forms, observation, LP)</td>
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<tr>
<td>Aug. 21</td>
<td>Calipso, HUSC Handbook &amp; Policy, TB skin test &amp; CPR documentation</td>
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<tr>
<td>Week 2:</td>
<td>Supervisor’s Dinner</td>
<td>ITC meeting prep (chart review, client forms, lesson plan)</td>
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<tr>
<td>Aug. 27</td>
<td>Client Assignments, ITC &amp; Chart Review, Intake forms and chart</td>
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<tr>
<td>Aug. 28</td>
<td>organization</td>
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<tr>
<td>Week 3:</td>
<td>HIPAA and OSHA Review Learning Space</td>
<td>Soap Note (SN), LP &amp; Clock Hours (CH).</td>
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<td>Sept. 4</td>
<td>Baselines, data collection, probe data</td>
<td>Organize chart</td>
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<td>Week 4:</td>
<td>TX Begins EBP Intro-- ASHA Practice Portal and TP</td>
<td>Work on TP</td>
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<td>Sept. 11</td>
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<td>Video Review &amp; personal goals</td>
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<td>Week 5:</td>
<td>Intro to Prevention Project</td>
<td>Organize Chart</td>
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<td>Sept. 18</td>
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<td>Week 6:</td>
<td>NO CLASS- MEET WITH CE</td>
<td>SN, LP, &amp; CH</td>
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<td>Sept. 25</td>
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<td>Work on TP</td>
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<td>Week 7:</td>
<td>Presentations</td>
<td>SN, LP and CH...</td>
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<td>Oct. 2</td>
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<td>Work on TP, &amp; Presentations</td>
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<td>Week</td>
<td>Date</td>
<td>Activities</td>
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<td>Oct 2-4</td>
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<td>Faculty at ArkSHA on W-F</td>
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<td>Week 8:</td>
<td>Oct. 9</td>
<td>Presentations</td>
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<tr>
<td>Week 9:</td>
<td>Oct. 16</td>
<td>Presentations</td>
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<tr>
<td>Week 10:</td>
<td>Oct. 23</td>
<td>NO Class – Meet with CE</td>
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<td>Review mid-term grade</td>
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<td>Week 11:</td>
<td>Oct. 30</td>
<td>Semester Summary/ Discharge Introduction</td>
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<td>Week 12:</td>
<td>Nov. 6</td>
<td>Bring de-identified SS/DS for peer review</td>
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<td>2nd Video Review</td>
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<td>Week 13:</td>
<td>Nov. 13</td>
<td>Clinic wrap-up, generalization packet</td>
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<td>CSD 4210 Update—Tim Chance</td>
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<td>Week 14:</td>
<td>Nov. 20</td>
<td>NO CLASS</td>
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<td>ASHA Convention</td>
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<td>Week 15:</td>
<td>Nov. 27</td>
<td>NO CLASS – Thanksgiving Break</td>
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<td>Week 16:</td>
<td>Dec. 4</td>
<td>Clinic wrap-up</td>
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<td>CE Evaluations</td>
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<td>Prepare for final</td>
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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. Punctual attendance to class and practicum is expected. 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. Repeated tardiness to class will result in an unexcused absence. Tardiness to the practicum experience will be recorded as an unexcused absence.

2. 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”.

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. 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.

5. 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.

6. 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.

7. Failure to provide the documentation for an excused absence will result in an unexcused absence.

8. 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.

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 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 3860 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.