Instructor: Laura Mulvany, M.A., CCC-SLP
Office: Swaid 214
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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: M 1:00-2:15 p.m.
Practicum Experience: TBD
Class location: Swaid 103
Credit Hour: 1

Prerequisites
Students must have been accepted into the graduate program for Communication Sciences and Disorders. Before beginning practicum, all students must provide documentation of the required immunizations, be certified in CPR for healthcare providers, submit a state and federal background check, and a Child Maltreatment check (without disqualifying findings). Students must also maintain professional liability insurance.

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.

Students are required to have ONE of the following:


Course description
This is the first of five clinical practicum courses. This graduate course is designed to introduce the knowledge and skills required for the diagnosis and treatment of individuals with 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 clients
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, receive documentation of skills on their KASA form, and progress to CSD 6290. Students that achieve a grade of “C” or below will not progress to CSD 6290 and will not receive clinical clock hours (even if previously approved) or document the standards on the KASA form. A student that does not demonstrate the required competencies may repeat the course the following semester pending their academic standing within the 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) 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(s) in their activities of daily life.
3. Formulate measurable long-term goals and behavioral objectives using evidence-based practice.
4. Communicate the purpose of therapy and the desired outcome of each therapy session
5. Accurately collect and record data from the therapy session that aligns with the session/semester objectives
6. Demonstrate the ability to accurately document therapy using the S.O.A.P. format
7. Maintain communication with the CE by meeting deadlines, implementing feedback, and seeking guidance when necessary.
8. Demonstrate the use of standardized and criterion referenced assessment methods
9. Demonstrate the ability to accurately administer, score, and interpret, speech and language screenings.
10. Accurately administer and score the results of comprehensive diagnostic instruments.
11. Effectively and efficiently collect intake information from clients and professionals and accurately report the information in the report.
12. Maintain chart organization and compliance with the HUSC policies.

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 Council for Academic Accreditation standards (listed by assignments) and the standards of the Council For Clinical Certification listed below:

**CFCC**

- **Standard IV-B** – knowledge of basic human communication including biological, neurological, acoustic, psychological, developmental, linguistic and cultural bases for normal and abnormal human development across the life span.
- **Standard IV-C** – knowledge of communication disorders and differences, including etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental and linguistic and cultural correlates for articulation, language, hearing, cognition and social aspects of communication.
- **Standard IV-D** - knowledge of 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 for articulation, language, hearing, cognition and social aspects of communication.
- **Standard IV-E** – knowledge of standards of ethical conduct
- **Standard III-F** – knowledge of processes used in research and the integration of research principles into evidence-based clinical practice
- **Standard III-G** – knowledge of contemporary professional issues
- **Standard V-A**–skill in oral and written communication sufficient for entry into professional practice
- **Standard V-B** – clinical experiences in evaluation, intervention, and interactions
- **Standard V-C** – clock hours of supervised clinical experience in the practice of speech-language pathology.
- **Standard V-E**—Developmentally appropriate supervision completed by individuals who hold the Certificate of Clinical Competence.

**Course Requirements**

1. Students will complete all class and practicum assignments.
2. Students will complete a clinical practicum experience that includes diagnostic and therapy experiences. All services will be conducted in the Harding University Speech Clinic (HUSC), or an affiliated site, under the direction of a state licensed and ASHA certified speech-language pathologist. Student clinicians will be assigned 1-4 clients and will be expected to plan, implement, and document the interactions for their client(s) throughout the semester. Specific requirements for the practicum will be outlined in class and in the HUSC handbook, but clinical educators may establish additional requirements.
3. Students will purchase professional liability insurance, and subscriptions to Calipso and ClinicNote (paid for in tuition).
4. Students must be certified in CPR and provide the documentation prior to beginning practicum.
5. Students must provide documentation of required immunizations and maintain these throughout the program. When available, students are required to provide documentation of a flu shot (at personal expense). When requested, students are required to participate in drug screenings and present drug-free results (at personal expense).
6. Students are required to complete Federal and State Background checks and a Child Maltreatment check (with no disqualifying findings) prior to beginning practicum.
7. Students will complete a Mandated Reporting course and provide a certificate of completion as well as HIPAA and OSHA training.
8. Students 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. 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.
10. Students must 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 a minor infraction of professionalism (see handbook for consequences).
11. 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 the sources listed above.
12. Students must gain a working knowledge of Canvas, Learning Space, Calipso, and ClinicNote software.
13. Students are required to attend the Dixie Branscum Supervisors dinner and the ArkSHA convention.
14. Student must demonstrate the clinical competencies of this course to progress to CSD 6290.

**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 70%
Diagnostic Lab 20%
Class Assignments 5%
Final Exam (check-out) 5%

Course Assignments
- Class projects, assignments & homework
- Screening (DX) Competencies
- Clinic Tour
- Dixie Branscum Supervisor’s Dinner -- Cone Chapel
- *Clinical Practicum
- *Diagnostic Clinic Practicum
- Chart Review Questions
- *Initial Therapy Conference (with CE)
- *Lesson Plans and SOAP Notes (on ClinicNote)
- *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 copied, filed in chart and presented to client
- ArkSHA Convention
- IPE Event (6-8 p.m.)
- *Mid-Term Conference (if needed)
- Second Video Review and goal reflection
- Present clinic closing info and Generalization Packet
- *Sem. Summary OR Discharge Report—Rough draft
- *Sem. Summary OR Discharge Report—Final Draft
- *Final Therapy Meetings (if needed)
- Sem. Summary—ready for distribution
- Final Exam---Clinic Check-Out with CD

Due Dates
- Ongoing
- Aug 21, 30, Sept 13
- Aug 23
- Aug 27
- Sept 9-Nov 19
- Sept 16-Nov 13
- Aug 31
- Sept 2-6 by appt
- Saturdays at 8:00 p.m.
- Saturdays at 8:00 p.m
- Beg Sept 13
- Sept 21
- Sept 20
- Oct 4
- Oct 11
- Oct 2-4
- Oct 21
- Oct 14-18
- Nov 9
- Nov 11-Nov 19
- Nov 15
- Dec 6
- Dec 2-6
- Dec 6
- 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 documented in Calipso.

Course Organization

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
<th>Standard</th>
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<tbody>
<tr>
<td><strong>Week 1:</strong></td>
<td>Syllabus, Canvas, ClinicNote, Handbook procedures and policies, DX</td>
<td>Clinic Tour, Prepare for competencies.</td>
<td>3.1.1B</td>
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<td>August 19</td>
<td>Principles</td>
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<td>Date</td>
<td>Event</td>
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<td>Aug 19</td>
<td>Review of psychometrics &amp; standardized assessments.</td>
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<td>Aug 21</td>
<td>Screening Competencies</td>
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<td></td>
<td>Review of psychometrics &amp; standardized assessments.</td>
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<td>Demonstrate PLS-5 &amp; CELF-5 Screening</td>
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<td>instruments</td>
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<td>Written DX competency for PLS-5 and CELF-5 Screening Instruments</td>
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<td>Develop group screening activities</td>
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<td>Week 2: Client Assignments, HIPAA, ITC &amp; Chart Review, Intake forms &amp;</td>
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<td>Chart organization, LP</td>
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<td>Aug 27</td>
<td>Supervisor’s Dinner</td>
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<td>Aug 30–</td>
<td>HA Screenings – PreK</td>
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<td>8:15-11:00</td>
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<td>Self-Reflection on Screenings (Canvas)</td>
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<td>Schedule ITC with CE and prepare for meeting--complete chart review</td>
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<td>questions (Canvas), gather/complete client intake forms, make LP (ClinicNote)</td>
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<td>Week 3: Flow of therapy, Lesson Plan (LP), Soap notes (SN), goal</td>
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<td>writing baselines &amp; data collection (Guest Speaker)</td>
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<td>ITC Meetings</td>
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<td>PECS Training</td>
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<td>Week 4: Sept. 9</td>
<td>THERAPY BEGINS SOAP NOTES, Client goals &amp; Obj.</td>
<td>Soap Note (SN), LP in ClinicNote, Clock Hours (CH) in Calipso</td>
<td>III-G, IV-E, V-A</td>
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<td>Week 5: Sept. 16</td>
<td>DX CLINIC BEGINS Discuss Video Review</td>
<td>Conduct Video Review &amp; establish personal goal—will go on LP when approved</td>
<td>IV-B, IV-C, IV-D, V-A, V-B, V-C, V-E</td>
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<td>Week 7: Sept 30</td>
<td>Intro to billing and group project SimuCase Introduction Pre-brief of Case</td>
<td>SN, LP, &amp; CH Billing Project Complete Case Oral pres. of TP to client/caregiver</td>
<td>III-F, IV-B, IV-C, IV-D, V-A, V-B, V-C, V-E</td>
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<td>October 2-4</td>
<td>ARKSHA W-F</td>
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<td>Week 8: October 7</td>
<td>SimuCase De-brief, Pre-brief</td>
<td>SN, LP, CH-- Complete Case</td>
<td>III-G, IV-B, IV-C, IV-D, V-A, V-B, V-C, V-E</td>
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<td>Week 12: November 4</td>
<td>SimuCase De-brief</td>
<td>SN, LP, CH</td>
<td>IV-B, IV-C, IV-D, V-A, V-B, V-C, V-E</td>
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<td>Semester Summary/Discharge</td>
<td>SS/DR report</td>
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<td>Report Introduction</td>
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<td>2&lt;sup&gt;nd&lt;/sup&gt; Video Review</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; video review &amp; goal reflection</td>
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<td>Faculty at ASHA W-Sun</td>
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<td>November 20-23</td>
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<td>Faculty at ASHA W-Sun</td>
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<td>Week 15: November 25</td>
<td>NO CLASS — THANKSGIVING BREAK</td>
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<td>Prepare for final</td>
<td>Discuss progress, recommendations &amp; intentions with client/caregiver</td>
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<td>Week 17: Exam Week (TBD by appt)</td>
<td>Present generalization packet to client/caregiver</td>
<td>Chart organization</td>
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<tr>
<td>FINAL EXAM--Clinic Check-Out</td>
<td>CE conf. if needed</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. 3+ tardies to class will result in an unexcused absence. Tardiness to the practicum experience will be recorded as an unexcused absence.
2. Students are allowed one unexcused absence from class 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) will result in the final grade for the course being lowered by one letter per incident.
3. 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.
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 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”.
6. 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.
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, 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.

**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
For clinical practicum, 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 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 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.