Harding University
Department of Communication Sciences and Disorders
CSD 629-Clinical Practicum I
Spring 2019 Syllabus

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Prerequisites
Students must have successfully completed CSD 619.

Suggested Materials


The Harding University Speech Clinic: Clinical Handbook
This document is available in digital form on the CSD website and on Canvas. All clinical forms are available in the handbook, on canvas, as well as the HUSC office. Forms are updated frequently and the use of the most current form is expected.

Course description
This is the second of five graduate practicum courses designed to implement clinical knowledge and skills during the diagnostic and intervention process with clients of all ages that present with
various forms of communication disorders. This course includes classroom instruction pertaining to the assessment and treatment of communicative disorders with an emphasis on functional goals, data collection, data analysis, and intervention in CSD. This course will provide continued teaching in clinical writing, professional conduct, HIPAA regulations, adaptive assessment/intervention as it pertains to the ICF, and supervision. 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). Participants that achieve a grade of an “A” or a “B” in this course will acquire clinical clock hours towards the 400 required for licensure, may receive document competent skills on their KASA form, and progress to CSD 639. Participants that achieve a grade of “C” or below may receive course credit from the University, but will not be awarded clinical clock hours, may not document the standards on the KASA form, and may not progress to CSD 639. **This course adheres to the university guidelines regarding workload requirements per credit hour.**

**Course objectives/competencies**

At the end of the semester, each participant should be able to be able to integrate the acquired knowledge and skills into the frameworks of clinical practice for the field of communication sciences and disorders. In addition to the competencies gained in CSD 619, at the conclusion of this course the students will be able to:

1. Demonstrate the clinical knowledge and skills to identify a client’s delay/disorder and the effect(s) it has on communication.
2. Demonstrate the skills required to establish an EBP treatment plan with mild-moderate guidance from a certified SLP.
3. Formulate measurable long-term goals and behavioral objectives that align with the identified disorder and that coordinate with desired outcomes (ICF & Common Core). The student should be able to implement objectives with various forms of measurement (time, # of errors, self/caregiver report, % accuracy etc.).
4. Communicate the purpose of therapy and the desired outcome of each therapy session to the client/caregiver and on the session plan.
5. Plan and implement effective EBP treatment sessions for clients with communication disorders when provided with minimal-moderate instruction from a certified SLP.
6. Independently collect and record accurate data from each therapy session. Data collection should include descriptive terms (levels of cues, context required).
7. Initiate effective generalization activities for clients with communication disorders.
8. Accurately collect and report data to monitor the client’s generalization of skill outside of the therapy environment.
9. Accurately document the session using the S.O.A.P. format with min-mod assist from the SLP.
10. Implement a generalization packet for client/caregiver to stabilize skills and promote progress.
11. Collect and maintain chart documentation, demonstrate accurate chart organization, and collect/document attendance information according to the HUSC policies.
12. Demonstrate an emergence of the “soft skills” of the profession (records observations regarding the client’s response to cues, environment, therapy activities, method of treatment etc.)
13. Conduct diagnostic evaluations of clients with communication disorders at varying severity levels across the lifespan with min-mod direction from a certified SLP.
14. Demonstrate effective interviewing and counseling techniques for clients and/or caregivers of individuals with communicative disorders.
15. Accurately score assessment instruments and provide an interpretation of the results.
16. Provide an accurate diagnosis, make appropriate recommendations and referrals based on assessment data.
17. Demonstrate the use of professional communication skills for the written and oral report of diagnostic findings and intervention procedures.

**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 aid in the development of the required knowledge and skills. During the practicum experience, each student participates in unique opportunities and individualized instruction that promote their ability to meet the ASHA Standards for Clinical Competence. While the completion of all Standards is not feasible in this course, each student receives exposure to the following standards while under the guidance and supervision of an ASHA certified speech-language pathologist.

**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.

Course Requirements

1. Participants must complete all class and practicum assignments.

2. Participants are required to complete a clinical practicum experience in the Harding University Speech Clinic under the direction of a state licensed and ASHA certified speech-language pathologist. Each participant will be assigned 3-5 clients and will be expected to plan, implement, and document the necessary dx and tx for their clients throughout the semester. Class information and the HUSC handbook outlines the specific practicum requirements, but clinical educators may establish additional requirements.

3. Participants should read and abide by the policies and procedures outlined in the HUSC handbook, the CSD student handbook and the University handbook.

4. Each student will pay a course fee to purchase professional liability insurance from Harding University. (See course fee schedule for additional information)

5. Each student must be certified in CPR and provide the documentation prior to the beginning of practicum.

6. Each student must provide documentation of a current TB skin test, MMR, Hepatitis B vaccination and a current flu shot prior to beginning practicum. When requested, students are required to participate in drug screenings and present a drug-free results.

7. Students will also be required to have completed and passed a Federal and State Background check and a child maltreatment check without disqualifying results.

8. Students will complete ongoing training for Mandating Reporting, HIPAA and OSHA.

9. Students must demonstrate the clinical competencies for the course objectives by achieving a grade of “B” or above in the course. Students who do not meet the competencies will be required to repeat the course. These students may receive credit for the course on their transcript, but will not be awarded clock hours and will not progress to off-campus clinical rotations. A student who chooses to withdraw from practicum or that is removed from the clinical experience due to the inadequate completion of requirements or unprofessional conduct will not be awarded clinical competencies or clock hours for the semester.

10. All written work must be correct in mechanics (e.g. spelling, grammar, punctuation, etc.) Grades will be reduced for inadequate work and multiple revisions.

11. Students are allowed (encouraged) to use the HU writing lab to assist with writing assignments. All clinical writing assignments MUST adhere to HIPAA guidelines by having ALL 18 of the identifying markers removed.

12. Students are expected to actively engage in class discussions and activities. This course is 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.

13. Students are expected to check their HU e-mail, Canvas course page, and clinic mailbox daily. Students should respond to all correspondence in a timely manner (within 24 hours) and will be held responsible for all of the information presented through these sources.
13. Membership in NSSLHA is required. Additionally, students are required to attend the interprofessional education events (ex: movie night, IPE screenings, Richard Walker conference) that are scheduled during the semester.

**Course grading**

Class assignments are due at the beginning of class on the expected due date. To prepare students for the process of documentation/billing, practicum assignments are due on **Fridays at 3:00p.m.** Class or practicum assignments that are not received at these times will be considered late. Late work (for class) will be accepted for partial credit for up to three days (36 hrs.) past the date due. Class assignments that are turned in late will not receive more than half credit and work will not be accepted after three days. At that point, a grade of zero will be entered. Practicum assignments will be accepted for partial credit for up to three days (36 hrs.) past the due date. Practicum assignments that are submitted late will not receive credit, but all practicum assignments must be completed to final draft form in order to complete the class, pass the competencies, and accrue clock hours. If infractions of the clinic handbook occur (breach of professionalism, HIPAA, OSHA, attendance, dress code etc.), your practicum grade will be reduced in increments for each infraction (1=5%, 2=10% etc.). 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%

Course grades will be determined from the Calipso 4-point scale. Class assignments and clinical practicum requirements will be graded in Calipso, where students will receive a score from 1-4. Scores are weighted based on the student’s experience level and will be converted to a percentage/letter grade.

**Course Assignments**

<table>
<thead>
<tr>
<th>Course Assignments</th>
<th>Due Dates</th>
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<tbody>
<tr>
<td>Class projects, assignments, readings &amp; homework</td>
<td>Ongoing</td>
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<tr>
<td>Clinical Practicum</td>
<td>Feb 4-April 25</td>
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<tr>
<td>Diagnostic Practicum</td>
<td>Feb 11-April 18</td>
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<tr>
<td>Chart Review Questions on Canvas and &amp; RD of LP on Talk Trac</td>
<td>Jan 25</td>
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<tr>
<td>Initial Therapy conference (with CE) and final LP</td>
<td>Jan 28-Feb 1</td>
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<tr>
<td>Lesson Plans and SOAP Notes (on Talk Trac)</td>
<td>Fridays at 3:00pm</td>
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<tr>
<td>Calipso Documentation of Clock Hours</td>
<td>Fridays at 3:00pm</td>
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<tr>
<td>File Audit</td>
<td>Week of March 4</td>
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<tr>
<td>First video review and personal goals in Canvas &amp; on LP</td>
<td>Feb 22</td>
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<tr>
<td>Treatment Plan—Rough Draft</td>
<td>Feb 15</td>
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<tr>
<td>Treatment Plan—Final Draft (on Canvas &amp; in chart)</td>
<td>March 1</td>
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<tr>
<td>TP Final Draft presented to client</td>
<td>March 4-7</td>
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<tr>
<td>Second video review and goal reflection</td>
<td>April 19</td>
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<tr>
<td>Present clinic closing info and generalization packet to client</td>
<td>April 22-25</td>
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<tr>
<td>Sem. Summary OR Discharge Report—Rough Draft</td>
<td>April 19</td>
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<tr>
<td>Sem. Summary—in file &amp; ready for distribution</td>
<td>Clinic Check-Out</td>
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<tr>
<td>Final Exam---Clinic Check-Out by appt</td>
<td>May 6/7</td>
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<td>Course Organization</td>
<td>Date</td>
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<tr>
<td>Week 1: January 14</td>
<td>January 14</td>
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<td>Week 2: January 21</td>
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<td>Week 3: Feb 1</td>
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<td>Week 4: February 4</td>
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<td>Week 5: February 11</td>
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<td>Week 6: February 18</td>
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<td>Week 7: February 25</td>
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<td>Week 8: March 4</td>
<td>March 4</td>
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<tr>
<td>Week 9: March 11</td>
<td><strong>SPRING BREAK—NO CLASSES</strong></td>
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| Week 10: March 18 | No class, meet with CE | Soap Note, Lesson Plan & Clock hours  
review mid-term evals | 3.1.1B, 3.1.2B, 3.1.3B, 3.1.4B, 3.1.5B, 3.1.6B |
| Week 11: March 25 | Debates | Soap Note, Lesson Plan & Clock hours | 3.1.1B, 3.1.2B, 3.1.3B, 3.1.4B, 3.1.5B, 3.1.6B |
| Week 12: April 1 | Debates | Soap Note, Lesson Plan, Clock hours, 2**nd** Video Review | 3.1.1B, 3.1.2B, 3.1.3B, 3.1.4B, 3.1.5B, 3.1.6B |
| Week 13: April 8 | No class, meet with CE | Soap Note, Lesson Plan, Clock hours  
Edit SS/DS report  
Prepare for end of term and generalization packet for client/caregiver  
2**nd** Video review | 3.1.1B, 3.1.2B, 3.1.3B, 3.1.4B, 3.1.5B, 3.1.6B |
| Week 14: April 15 | Simucase | Soap Note, Lesson Plan, Clock hours & SS/DS report | 3.1.1B, 3.1.2B, 3.1.3B, 3.1.4B, 3.1.5B, 3.1.6B |
| Week 15: April 22 | Simucase | Soap Note, Lesson Plan, Clock hours & SS/DS report, letters to clinicians, CE eval, File Organization  
Present exit information & generalization packet to clients | 3.1.1B, 3.1.2B, 3.1.3B, 3.1.4B, 3.1.5B, 3.1.6B |
| Week 16: April 29 | Clinic wrap up | Soap Note, Clock hours, Final SS/DS report in Canvas & in file. Chart organization & prep. for clinic checkout. | 3.1.1B, 3.1.2B, 3.1.3B, 3.1.4B, 3.1.5B, 3.1.6B |
**This schedule is a tentative outline of the semester and is subject to change at the discretion of the instructor.**

| Week 17: Exam Week (TBD by appt) | FINAL EXAM-Clinic Check-Out | Bring chart and assignments to instrumentation room. | 3.1.1B, 3.1.2B, 3.1.3B, 3.1.4B, 3.1.5B, 3.1.6B |

**Class attendance**

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

1. Punctual attendance to class and practicum is expected. Repeated tardiness to class will result in an unexcused absence. Each tardy 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 may not be tolerated. 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 absences from the practicum experience are REQUIRED to provide a substitute clinician and will be expected to provide the corresponding lesson plan and therapy materials for each missed session.
4. For class, one unexcused absence from class 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.
5. Excessive unexcused absences (more than one class period) may result in the final grade for the course being lowered by one letter per incident.
6. 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.
7. 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.
8. Failure to provide the documentation for an excused absence will result in an unexcused absence.
9. The instructor of the course and the clinical educators reserve the right to excuse absences provided the 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. **For clinical activities (course assignments, observations,**
professional event/conferences), students are expected to adhere to the dress code established within the HUSC handbook.

**Time Management Expectations**
For every class hour credit, the typical student should expect to spend at least two clock hours per week engaged in independent learning tasks such as problem solving, reading, reviewing, organizing notes, preparing for coming exams/quizzes and other activities that enhance learning. For this one-hour course, a student should expect to spend two hours per week (in addition to the time spent in class) 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 instructors, we pledge to strive for honesty and integrity in how we handle the content of this course and in how we interact with each of you. We ask that you 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 (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 Director 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 205 in the Student Center, telephone (501) 279--4019. Since some graduate courses are taught at different sites and students will not have access to the Disabilities Office located on Harding University’s Searcy campus, the student must self-identify with the instructor of the course and submit documentation by fax or mail to the Disabilities Office on our main campus. The necessary forms are available. Upon receiving the appropriate documentation approved by ADA Guidelines, academic accommodations may be set up by the instructor via a telephone conference with the Disabilities Director. If you have questions, please contact Teresa J. McLeod, M.Ed., Disabilities Director, at (501) 279--4019 or tmcleod@harding.edu.

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.