Harding University  
Department of Communication Sciences and Disorders  
CSD 629-Clinical Practicum I  
Fall 2015 Syllabus

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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 619.

Required 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, intervention and maintenance in CSD. Clinical writing, professional conduct, HIPAA regulations, qualification criteria, billing, and adaptive assessment/intervention as it pertains to the ICF are also introduced. 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 integrate the acquired knowledge and skills into the frameworks of clinical practice in 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 when provided with guidance from a certified SLP.
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).
4. Plan and implement effective treatment sessions for clients with communication disorders at varying severity levels across the lifespan while under the direction of a certified SLP.
5. Initiate effective generalization activities for clients with communication disorders.
6. Effectively gather and use probe data to monitor the client’s generalization skills.
7. Conduct diagnostic evaluations of clients with communication disorders at varying severity levels across the lifespan while under the direction of a certified SLP.
8. Demonstrate the emergence of interviewing and counseling techniques for clients and/or caregivers of individuals with communicative disorders.
9. Accurately interpret results from diagnostic testing for pediatric speech and language assessments.
10. Provide accurate diagnosis and recommendations for pediatric speech and language assessments.
11. 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 are designed to aid in the development of the required knowledge and skills. During the practicum experience, each participant will be awarded unique opportunities and individualized instruction pertaining to the Standards. While the completion of all Standards is not feasible, participants should receive exposure to the following standards while under the guidance and supervision of an ASHA certified speech-language pathologist.

**Standard III-B** – knowledge of basic communication processes including biological, neurological, acoustic, psychological, developmental, linguistic and cultural correlates

**Standard III-C** – knowledge of the nature of the disorder, etiologies, characteristics, acoustic, psychological, developmental, linguistic and cultural bases

**Standard III-D** - knowledge of principles and methods of prevention, assessment and intervention for persons with communication disorders including consideration of biological, neurological, acoustic, psychological, developmental, linguistic and cultural correlates of the disorders
Standard III-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 IV-B – possess skill in oral and written communication sufficient for entry into professional practice
Standard IV-G – Clinical interaction; Skills in assessment and Skills in intervention.

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) under the direction of a state licensed and ASHA certified speech-language pathologist. Each student 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. Clients seen at Harding Academy or Harding Place are considered to be on-site practicum experiences.
3. Each student will pay a course fee to purchase professional liability insurance. (See course fee schedule for additional information)
4. Each student must be certified in CPR and provide the documentation prior to beginning practicum.
5. Each student must provide documentation of a current two-step TB skin test, MMR and the Hepatitis B vaccination prior to beginning practicum. When available, each student is expected to provide documentation of a flu shot. When requested, students are required to participate in drug screenings.
6. Students are required to complete Federal and State Background checks as well as 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
8. Students will complete HIPAA and OSHA training.
9. Students will attend the Dixie Branscum Supervisors dinner and any inter-professional educational events that may be scheduled during the semester.
10. Participants should read and abide by the policies and procedures outlined in the HUSC Clinic Handbook, the CSD Student Handbook, and the University Handbook.
11. Students must demonstrate clinical competencies for the course objectives and receive a grade of “B” or higher for the end of term course grade. Students who do not meet these requirements will be required to re-take the course. These students may receive credit for the course on their transcript, but they will not be awarded clock hours and will not progress to CSD 629. Students who choose to withdraw from practicum, or that are removed from the clinical experience due to the inadequate completion of the requirements or for unprofessional conduct, will not be awarded clinical competencies or clock hours for the semester.
12. Students will submit written work that is reasonably correct in mechanics (e.g. spelling, grammar, punctuation, etc.). Points will be deducted for inadequate work.
13. Students are allowed (encouraged) to use the HU writing lab to assist with writing assignments. All clinical writing assignments MUST adhere to the 18-markers of HIPAA de-identification prior to submission to the writing lab.

14. 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.

15. Students must communicate regularly with the course instructor, the clinical educator, the HUSC staff, the client and any designated 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.

16. **Membership in NSSLHA, HUSSHA and attendance at departmental events (CSD movie nights, CSD book club) are strongly encouraged.**

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**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 3:00 p.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%

The course grade will be formed by the following weights:

- **Clinical Practicum Lab** 60%
- **Lesson Plans & Soap Notes** 3%
- **Class Assignments** 30%
- **Class Attendance** 1%
- **Class Discussion** 2%
- **Final Exam (check-out)** 4%

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**Course Assignments**

- Class projects, assignments & homework
- Clinic Handbook Quiz (on Canvas)
- *Clinical Practicum Lab*
- *Diagnostic Lab*
- Chart Review Questions (submit to CE first—will give to CD)

**Due Dates**

- **Ongoing**
- **September 4**
- **Sept. 14-Dec. 3**
- **Sept. 21-Nov. 19**
- **September 4**
*Initial Therapy Conference (with CE) Sept. 7-11
*Lesson Plans and SOAP Notes (on Canvas) Fridays at 3:00 p.m.
*Documentation of Clock Hours (on Calipso) Fridays at 3:00 p.m.
*Goals and Objectives Approved by CE Set by CE
*Treatment Plan—Rough Draft Set by CE
*Treatment Plan—Final Draft October 2, 2015
TP Final Draft copied, filed and presented October 9, 2015
First Video Review and Personal Goals (to CD—will give to CE) Oct. 9, 2015
Client Staffings (In class) Oct. 12, 19 & 26
*Mid-Term Conference (if needed) Set by CE
Second video review and goal reflection (to CD—will give to CE) November 20
Present clinic closing info and Generalization Packet Nov. 23-Dec. 3
*Sem. Summary OR Discharge Report—Rough Set by CE
*Sem. Summary OR Discharge Report—Final December 11
Sem. Summary—ready for distribution Clinic Check-Out
*Final Therapy Meetings (if needed) Set by CE
Final Exam—Clinic Check-Out Dec. 14-16

*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 will be graded under the lab component of the course. Some assignments may count for both class and practicum.

This course is the second of five clinical practicum courses. In order for a student to progress to off-campus practicum experiences, they must successfully meet the course competencies (measured as a “B” or better for final grade) and complete all of the course assignments. Students which earn a “C” or below or who do not complete the assignments will not progress into CSD 639, achieve the competencies on the KASA or receive clinical hours for the semester.

**Course Organization**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
<th>Standard</th>
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<tbody>
<tr>
<td>August 24</td>
<td>Syllabus, Canvas, Calipso</td>
<td>Clinic Tour, Clinic Handbook Quiz, Calipso entries.</td>
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<td></td>
<td>Overview of upcoming events.</td>
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<tr>
<td>August 26—Extra Class</td>
<td>Review of psychometrics &amp; standardized assessments</td>
<td>Read manuals for the PLS-5 Screener, CELF-5 screener &amp; Fluharty-2</td>
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<td>Prepare for screenings</td>
<td>Develop group activities</td>
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<td></td>
<td>Clinic Tour, Handbook Quiz</td>
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<tr>
<td>Date</td>
<td>Activity</td>
<td>Notes</td>
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<tr>
<td>August 31</td>
<td>Client Assignments, ITC &amp; Chart Review, Intake forms, HIPAA</td>
<td>Handbook quiz, schedule ITC, complete chart review, gather/complete client intake forms.</td>
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<tr>
<td>Sept. 2—</td>
<td>Prepare for screenings</td>
<td>Learn and practice the PLS-5 Screener, the CELF-5 screener, the Fluharty-2 and normal development</td>
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<tr>
<td>Extra Class</td>
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<td>Handbook quiz, ITC, chart review, client forms</td>
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<tr>
<td>Sept. 4—</td>
<td>Conduct Kindergarten Screenings</td>
<td>Reflect on screenings, ITC, chart review, forms.</td>
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<td>Clinic</td>
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<tr>
<td>Sept. 7</td>
<td>Flow of therapy</td>
<td>ITC, Lesson Plans (LP), forms</td>
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<td>LP/SN and goal writing</td>
<td>III-G, IV-E,</td>
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<tr>
<td>Sept. 9—</td>
<td>Dx Scoring</td>
<td>Score &amp; Analyze screening results, ITC, LP, forms</td>
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<tr>
<td>Extra Class</td>
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<tr>
<td>Sept. 11—</td>
<td>Conduct Kindergarten Screenings</td>
<td>Score &amp; Analyze screening results. Prepare for tx</td>
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<tr>
<td>Clinic</td>
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<tr>
<td>Sept. 14</td>
<td>THERAPY BEGINS</td>
<td>Soap Note (SN), LP &amp; Clock Hours (CH).</td>
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<td>SOAP NOTES, Client goals &amp; obj.</td>
<td>Begin TP</td>
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<td>Treatment Plan (TP)—Evidenced Based Practice (EBP)</td>
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<tr>
<td>Sept. 21</td>
<td>TP—Peer Review (Bring de-identified copy of TP to class).</td>
<td>SN, LP &amp; CH.</td>
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<td>Edit TP</td>
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<tr>
<td>Date</td>
<td>Activity</td>
<td>Topics/Assignments</td>
<td>Attendees</td>
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<td>Sept. 28</td>
<td>No class meeting—work on TP</td>
<td>SN, LP, CH &amp; work on TP and VIDEO/Personal goals (PG)</td>
<td>III-F, IV-B, IV-C, IV-D, V-A, V-B, V-C, V-E</td>
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<tr>
<td>October 5</td>
<td>Discuss video, personal goals and client staffings</td>
<td>SN, LP and CH Work on TP, video, PG &amp; staffings. 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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<tr>
<td>November 9</td>
<td>Bring de-identified SS/DC for peer review</td>
<td>SN, LP, CH Edit SS/DR report Video &amp; goal reflection</td>
<td>IV-B, IV-C, IV-D, V-A, V-B, V-C, V-E</td>
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<tr>
<td>November 16</td>
<td>No class—work on SS/DC</td>
<td>SN, LP, CH Edit SS/DR report Video &amp; goal reflection</td>
<td>IV-B, IV-C, IV-D, V-A, V-B, V-C, V-E</td>
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<tr>
<td>Date</td>
<td>Activity</td>
<td>Notes</td>
<td>Grades</td>
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<td>work on organization of client file and CE Evaluations</td>
<td>Discuss end of semester with client/caregiver</td>
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<td>December 7</td>
<td>Clinic wrap-up</td>
<td>SN, CH &amp; SS/DC report</td>
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<td>Prepare for final</td>
<td>Present generalization packet to client/caregiver</td>
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<td>Chart organization and prep. for check-out</td>
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<tr>
<td>Dec. 14-16 (TBD by appt)</td>
<td>Finals week—No class—Clinic Check-Out</td>
<td>CE conf. if needed</td>
<td>V-A, V-B, V-C, V-E</td>
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</tbody>
</table>

_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, 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. Students are expected to sign the attendance sheet at the beginning of each class.
2. 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.
3. 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”.
4. 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.
5. 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.
6. Excessive unexcused absences (more than one class period) may result in the final grade for the course being lowered by one letter per incident.

7. 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.

8. 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.

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

10. 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 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 (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 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 my 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 my 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