



CSD 6490 Clinical Practicum IV

Harding University

College of Allied Health

4 Credit Hours

Class Meetings Times – Selected Thursdays 3:45-5:15

Swaid 103

Instructor: Tim Chance M.S., CCC-SLP

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Semester/Term: Fall 2023

Office Hours: Posted on office door

Course Information

University Mission Statement

Harding's [mission](#) is to provide a quality education that will lead to an understanding and philosophy of life consistent with Christian ideals. This involves the following goals:

1. **Generally, the integration of faith, learning, and living** - developing the whole person through a commitment to Christ and to the Bible as the Word of God, an emphasis on lifelong intellectual growth, and the encouragement of Christian service and world missions through a servant-leadership lifestyle.
2. **Specifically, the development of Christian scholarship** - while acknowledging dependence on God, stressing Christian commitment to intellectual excellence through a strong liberal arts foundation and effective professional preparation.
3. **The promotion of Christian ethics** - creating an atmosphere that emphasizes integrity and purity of thought and action.
4. **The development of lasting relationships** - fostering personal and social relationships through interaction among faculty, staff, and students; and stressing a lifelong commitment to marriage and the Christian family.
5. **The promotion of wellness** - emphasizing that the body is the temple of the Holy Spirit and that lifetime health habits contribute to a better quality of life.
6. **The promotion of citizenship within a global perspective** - developing a Christian understanding of

and respect for other cultures through an emphasis on liberty and justice.

Department Mission Statement

Our program excels in developing highly skilled and professional graduates who are ready to impact their local and global communities by improving the lives of those they serve. Christian faculty and staff are invested in providing an unparalleled experience utilizing a comprehensive curriculum, contemporary technology, and state-of-the-art facilities to engage students in reaching their full potential, both educationally and spiritually. As a result, our students exemplify ethical leadership, critical thinking, and interprofessional collaboration to support top of the license practice.

Course Description

The fourth level of diagnostic and therapeutic contact with individuals who exhibit communication disorders. The experience will include treatment planning, report writing, and patient/parent counseling. Students will be assigned to outside practicum sites, and clinicians will be supervised by licensed speech-language pathologists employed at the designated setting. This course adheres to university guidelines regarding workload requirements per credit hour.

Integration of Faith and Learning Statement

I truly believe that speech language pathology is a mission field. It is my intent in this class to encourage all students to become Christians. For, if we are Christians, we will be Christian professionals, Christian speech pathologists, Christian neighbors, etc.

Prerequisites

CSD 6390 with a grade of B or above

Course Rationale

Building upon the foundational knowledge and practical skills developed in previous coursework, this fourth-level course offers students an immersive experience in treatment planning, report writing, and patient/parent counseling. By delving into these advanced clinical practices, students will attain a comprehensive understanding of the multifaceted aspects of speech pathology, equipping them with the competence and confidence required to excel in their future careers.

Course Materials

Subscription to Calipso.

Learning Objectives

Relationship to ASHA standards:

ASHA upholds eight [standards](#) related to academic and clinical training as well as continuing education, acquisition and maintenance of your CCCs. These Standards have been recently revised and new standards became effective on January 1, 2020. The revised Standards are available in your departmental handbook and students are encouraged to review them. This course primarily contributes to evidence of skills described in standards.

Council for Academic Accreditation (CAA) Standards:

3.1.1B Professional Practice Competencies: The content and opportunities in this course require each student to demonstrate the attributes and abilities of accountability, integrity, effective communication, evidence-based practice, and professional duty.

3.1.2B Foundations of Speech-Language Pathology Practice: The program must include content and opportunities to learn so that each student can demonstrate knowledge of the discipline of human communication sciences and disorders, basic human communication and swallowing processes including the appropriate biological, neurological, acoustic, psychological, developmental, linguistic, and cultural bases, ability to integrate information pertaining to normal and abnormal human development across the life span, and the nature of communication and swallowing processes.

3.1.3B Identification and prevention of speech, language, and swallowing disorders and differences. The program must include content and opportunities to learn so that each student can demonstrate knowledge of the principles and methods of identification of communication and swallowing disorders and differences, as well as principles and methods of prevention of communication and swallowing disorders.

3.1.4B Evaluation of Speech, Language, and Swallowing Disorders and Differences. The program must include content and opportunities to learn so that each student can demonstrate knowledge and skills in assessment across the lifespan for disorders and differences associated with articulation, fluency, voice/resonance, receptive/expressive language, hearing, swallowing, cognition, social aspects of communication and augmentative and alternative communication needs.

3.1.5B Intervention to Minimize the Effects of Changes in the Speech, Language, and Swallowing Mechanisms. The program must include content and opportunities to learn so that each student can demonstrate knowledge and skills in intervention for communication and swallowing differences with individuals across the lifespan to minimize the effect of those disorders and differences on the ability to participate as fully as possible in the environment.

3.1.6B General knowledge and skills applicable to professional practice. The program must include content and opportunities to learn so that each student acquires knowledge and skills in working with individuals with communication and swallowing disorders across the lifespan and by demonstration of ethical conduct,

integration and application of knowledge of the interdependence of speech, language, and hearing, engagement in contemporary and professional issues and advocacy, engagement in self-assessment over the duration of the program to improve effectiveness in the delivery of clinical services, clinical education and supervision, clinical counseling skills appropriate to the individual, family members, caregivers, and others involved in care, professionalism and professional behavior that is reflective of cultural and linguistic differences, interaction skills and interpersonal qualities including counseling and collaboration and the ability to work effectively as a member of an interprofessional team.

3.5B Scientific and Research Foundations of the Profession

Course Learning Objectives (CLOs)

Upon completion of this course, you will be able to:

- Demonstrate the skills necessary to plan and execute an assessment of clients with communication and swallowing disorders at varying severity levels while under the direction of a certified SLP
- Demonstrate the skills necessary to plan and implement the treatment of clients with communication and swallowing disorders at varying severity levels while under the direction of a certified SLP
- Demonstrate the principles and methods of identifying and preventing communication swallowing disorders.

Grading and Assignment Details

Grading Information

Participation in class work/Attendance at Supervisors' Dinner (if available)	100
Staffings	100
Collaborative session observation	100
Treatment Plan or Assignments	100
Prevention/Education Project (Lunch and Learn presentation)	100

Assignment average is worth 20% of final grade

Supervisor Final Assessment is worth 80% of final grade

- A 90%-100%
- B 80%-89%
- C 70%-79%
- D 60%-69%
- F below 60%

Course Requirements and Late Work Policy:

All assignments must be completed to receive a passing grade in this course.

To demonstrate the desired dispositions of the profession, the instructor requires that students submit work on time. All homework assignments are due at the beginning of class on the expected due date, regardless of attendance. The instructor considers assignments as late if submitted after the time/date noted in canvas. The instructor does not accept late work.

Attendance & Participation

To promote success in the course, the instructor expects students to demonstrate consistent and punctual attendance as well as **active** participation in the course discussions and activities. Your attendance policy for your offsite placement has been discussed and is laid out in this syllabus. The attendance policy for the in-class portion of the course is as follows: Students are allowed to miss one (1) scheduled class meeting. Any additional class absences will result in your final letter grade being lowered by one letter grade per absence.

Attendance policy: [Harding University Attendance Policy](#)

Submitting Assignments

The instructor expects students to submit all assignments in canvas. For text documents, students should use Microsoft word or submit assignments as a .pdf. For video assignments, students should attempt to load them to canvas, but google drive link is appropriate for larger files.

Policies and Procedures

University Policies

Drop and Add Dates

The official start date is August 21, 2023 and the last day to add this class is August 25, 2023. The course will end on December 15, 2023 and the last day to drop is November 29, 2023. Please refer to the University's [policy regarding drop/add](#) if you have specific questions.

University 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 Accreditation of the Higher Learning Commission as well as standards of many discipline-specific specialty accrediting agencies. 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 units. Course-specific student learning outcomes contribute to student achievement of program-specific learning outcomes that support student achievement of holistic university learning outcomes. All academic units design annual assessment plans centered on measuring student achievement of program learning outcomes used to sequentially improve teaching and learning processes. Additionally, a holistic assessment of student achievement of university learning outcomes is coordinated by the University Director of Assessment used to spur continuous

improvement of teaching and learning.

Students with Disabilities Accommodations

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 Office of Disability Services and Educational Access at the *beginning* of each semester. If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Director of Disability Services and Educational Access *as soon as possible* in order to put academic accommodations in place for the remainder of the semester.

The Office of Disability Services and Educational Access is located in Room 226 in the Student Center on the Harding University Searcy campus. Since some graduate courses are taught at different sites and students will not have access to the Office of Disability Services and Educational Access located on the Searcy campus, the student must self-identify with the instructor of the course and submit documentation by fax (501-279-5702) or mail (915 E. Market Ave., Box 12268, Searcy, AR 72149-5615) to the Office of Disability Services and Educational Access on the Searcy campus. The necessary forms are available at <https://www.harding.edu/student-life/disabilityservices>. Upon receiving the appropriate documentation approved by ADA guidelines, academic accommodations may be set up by the instructor via a telephone conference with the Director of Disability Services and Educational Access. If you have questions, please contact the Office of Disability Services and Educational Access at DisabilityServices@harding.edu or (501) 279-4019.

Code of Academic Conduct

Students of Harding University are expected to be honorable and to observe standards of academic conduct appropriate to a community of Christian scholars. Harding University expects from its students a higher standard of conduct than the minimum required to avoid discipline. Harding expects its students to conduct themselves as responsible citizens in a Christian community. Enrollment at the University is viewed as a privilege that brings the attendant responsibilities and accountability. In order to encourage Christian living and growth, the University administers a student Code of Conduct. This code is provided to every student upon enrollment. Upon registration to the University, students acknowledge and agree to abide by this code. Harding University reserves the right to refuse admission or dismiss students whose lifestyle is not consistent with the Christian principles for which Harding stands; and when the general welfare of the institution requires such action. Students suspended for disciplinary reasons during a semester may receive a grade of "F" in all courses for that semester. Please visit the appropriate Harding University Student Handbook (undergraduate or graduate/professional) for further details.

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 Director of Academic Affairs. All instances of dishonesty will be handled

according to the procedures delineated in the Harding University catalog.

Referencing Information

As the accepted writing style of business, psychology, education, and social science programs across the globe, the American Psychological Association publication format (otherwise known as APA Style) is the required writing style for this course. Learning to conduct scholarly research is a natural part of academic work, and will help you succeed at Harding University. Conducting scholarly, professional and industry research is required for this course.

If a source is questionable, e.g., Wikipedia, other wikis, ask.com, answers.yahoo.com, etc., please contact your professor for clarity and permission before using a source that falls outside the scope of traditional academic standards. It is also important that you show how these references assisted your academic work; so make sure you reference your sources in every assignment you submit, no matter how mundane the assignment may be. Failure to properly and completely cite your sources may constitute plagiarism or cheating, as delineated in the Academic Code of Conduct. Bottom line, remember these two simple rules: 1) give credit where credit is due, and 2) if it isn't your words, ideas or thoughts, it is someone else's and needs to be cited.

- [APA Resources](#)
- [Purdue Online Writing Lab](#)

The Harding University Writing Center is also available to provide help with planning, writing, organizing, or revising an essay as well as with using MLA, Chicago, or APA formats. You can schedule an appointment with the Writing Center at harding.mywconline.com or ask questions via email at HardingUniversityWritingCenter@gmail.com.

Turnitin

During this course, the originality of various assignments submitted by students will be checked via Turnitin, an organization leading the way in both plagiarism detection and student learning. Turnitin provides institutions, faculty, and students with a variety of academic tools, including originality checks, online grading capabilities, and even peer-reviewed feedback. Turnitin is integrated with the assignment settings used by the instructor when preparing assignments in Canvas.

Student Declaration

Submitting an electronic document at Harding University constitutes an agreement with the following declaration:

- I affirm that the work submitted is of my own accord, is original, and contains the necessary and appropriate citations, where the work is of another source.
- I affirm that this assignment has not previously been submitted in any form.

- When submitting assignments to Turnitin, I acknowledge and adhere to its disclaimer Statements.
- To uphold Harding University's Academic Integrity Covenant

Academic Grievance Policy

If a student believes that he or she has reason to question the decision of a faculty member with regard to the final grade received in a course or the denial of academic progression, a procedure has been established to resolve the grievance.

The student must initiate the written Academic Grievance Appeal within five business days after notification of the final grade in Pipeline or notification of denial of academic progression. In cases of both course grade and academic progression appeals, students are encouraged to first engage the involved faculty member in a good faith discussion (in person or via telephone or email) as the first step in resolving any concerns. If resolution is not achieved, a student may submit a written academic grievance by following [the policy set forth in the Harding University catalog](#). All students should be familiar with this policy.

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. Thus, for a three-hour course, a typical student should expect to spend at least nine hours per week dedicated to the course.

Dress Code

All members of the Harding community must dress with modesty and decency appropriate to the Christian lifestyle and consistent with professional employment standards. For these reasons, students are expected to adhere to a dress code described in the Student Handbook, which faculty, staff, and administration will enforce.

Course Policies

Course Academic Conduct

All acts of dishonesty in any academic work constitute academic misconduct. As a student of Harding University, you should avoid all cases that will be construed as academic misconduct. This includes, but is not necessarily limited to, the following:

1. *Cheating*: Use or attempted use of unauthorized materials, information, or study aids in any academic exercise.
2. *Plagiarism*: Representing the words, ideas, or data of another as your own in any academic exercise.
3. *Fabrication*: Falsification or unauthorized invention of any information or citation in an academic exercise.
4. *Aiding and Abetting Academic Dishonesty*: Intentionally helping or attempting to help another student commit an act of academic dishonesty.
5. *Conduct unbecoming a professional while participating in a practicum, internship, field experience, or any*

similar academic experience: Conduct unbecoming a professional includes, but is not limited to, standards of conduct stated in any Harding University student handbooks as well as standards and codes of conduct associated with professional organizations related to the student's academic discipline.

6. *Respect*: Students are expected to respect other classmates' opinions and ideas at all times. Since online students cannot see body language and other nonverbal cues, it is essential to word comments carefully and to refrain from such things as sarcasm, which can be taken negatively in the online world. Read posts for content and then read posts for context. If the message can be taken negatively in any way, the suggestion is to re-word the post until you are sure that it will not be taken defensively. Another key issue is to refrain from certain discussions that evoke strong reaction. This may include such things as:

- Stereotypes of any nature, whether it be profession or class of people
- Politics, no matter your personal leanings, respect should be shown in differences of opinions and ideas

Inclement Weather

If inclement weather prohibits your participation in any element of this course including the attendance of your offsite placement, prompt communication with me is expected. Your personal safety is my primary concern. We will handle any instances that arise on a case-by-case basis. As inclement weather becomes a possibility emails and Canvas Announcements will be made. Students should also familiarize themselves with the inclement weather policy of the Harding University Speech Clinic Handbook.

Academic Support Services

Harding offers a wide variety of academic support services. While this list is not all-inclusive, the following links may be useful to students (some services may not be applicable for graduate or professional students):

- [Library](#)
- [Testing](#)
- [Tutoring](#)
- [Writing Center](#)

Student Support Services

Harding offers a wide variety of student support services. While this list is not all-inclusive, the following links may be useful to students (some services may not be applicable for graduate or professional students):

- [Advising](#)
- [Counseling](#)
- [Registration](#)
- [Student Life](#)
- [Financial Aid](#)
- [Career Services](#)

Changes to Syllabus Notice

The instructor reserves the right to modify and update any part of the syllabus where necessary. You can expect that these changes will be for your perceived benefit and will be communicated in Canvas. It is your responsibility to stay up to date with any changes communicated by the professor.

References

American Psychological Association Website. (2014). Retrieved from <https://www.apa.org/about/apa/archives/apa-history.aspx>

Schedule

<u>Date of Class Meetings</u>	<u>Topic</u>	<u>Readings/ Assignment Due</u>	<u>Activities</u>
First Meeting Tuesday August 22, 2023	Offsite	<ul style="list-style-type: none"> Pre-briefing before offsite. We will meet immediately after Mrs Walkers Class 	
August 23	First Day at Off-Site		
August 24 Swaid 203	Introduction	<ul style="list-style-type: none"> Clinic manual Syllabus Schedule 	
August 29	Supervisor's Dinner	6-9 pm	<u>Attendance Required</u>
August 31 @ 3:45	Professional behavior	See Canvas Module	
September 7 @ 3:45	Effective professional communication	See Canvas Module	Oral staffing of client
September 21 @ 3:45	Supervision Standards	What makes a good supervisor? What does ASHA say you must do to become a supervisor?	
September 28 @ 3:45	Supervision Feedback Assignment	Supervision Assignment with Dr Traugher and Mrs Mulvany	
TBD	Night at the Round Table (6:00-8:00 PM)	Attendance Required Definitive time to be announced	IPE Event
October 5 @ 3:45	TBD		
October 12 @3:45	Midterm		
November 2 @3:45	Prevention & Education Mock Interviews	See Canvas Module Mock Interviews in Class	Oral Presentations
November 9 @ 3:45	Oral Staffing of client		
November 30 @ 3:45	Evidence Based Practice	Written EBP treatment plan due	Exchange and discussion of EBP TX plan
December 1 @3:45	Last Day at Site Unless Makeup days		
December 7 @ 3:45	Final Concerns Wrap Up	<ul style="list-style-type: none"> Discussion and Recap of Clinical Experience DUE: Final Evaluation, Clock hours entered and approved, supervisor evaluation Due 	



** These dates are subject to change.