HARDING UNIVERSITY
((•COMMUNICATION
SCIENCES & DISORDERS

CSD 6190 Clinical Practicum 1 G
Harding University
College of Allied Health
3 credit hours
T/R 11:30-1:00
Swaid 103

Instructor: Laura Mulvany MA, CCC-SLP

Semester/Term: Fall 2024

**Office Phone: (501) 279-5291 Office
Hours: M-F 8-5**

Email: lmulvany@harding.edu

Course Information

Course Description

The first level of diagnostic and therapeutic contact with individuals who exhibit communication disorders. The experience will include treatment planning, report writing and patient/parent counseling.

Prerequisites

There are no prerequisites for this course.

Course Rationale

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.

Course Materials

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

Course Communication Protocols

I am here to help you. I will communicate with you via in-class announcements, Canvas announcements, and your HU e-mail (for small groups, individual messages). Students are responsible for the disbursement of information (including attachments) through these sources. Please contact me via email lmulvany@harding.edu, instead of using text messages or the comment box within an assignment. I will respond to emails within 24 hours during the typical work day (8am-5pm) Monday-Friday. Students are expected to check emails daily and a timely response from you is appreciated.

University Mission Statement

With Christ as Lord, Harding University transforms learners for global impact by engaging minds and nurturing faith within a deeply connected community.

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.

Integration of Faith and Learning Statement

Speech pathology is a profession in which we stand in awe of God's wonderful gifts of the human anatomy, structure, and function. From children learning to speak and utilize language, to a grandparent learning to communicate again, the human body and its ability to develop, change, repair, and replenish is an amazing concept to see unfold. In my course, I hope to always incorporate the role that we as speech pathologists play as an instrument of God in the teaching, developing, and rehabilitation process.

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. 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 knowledge and skills described in Standard 3.1

Course Learning Objectives (CLOs)

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.

Grading and Assignment Details

Grading Information

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 **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:

 Grade schedule:

A- 90-100

B- 80-89

C- 70-79

D- 60-69

 F- less than 60

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%

 Late work Policy

Late work is not accepted - exceptional circumstances are handled on a case-by-case basis.

Remediation

If a student is not achieving course learning objectives, not demonstrating essential skills, professional practice competencies, or meeting CFCC standards as determined by the course instructor the student will be notified. The student, instructor, clinical educator, and/or clinical director (as appropriate) will meet to develop a written individualized remediation plan that supports student progress toward achieving the needed outcomes. The remediation plan will include identified weaknesses supported by evidence (ie, exam results, presentation, clinical performance, quiz grades, etc.). In addition, the remediation plan will include specific tasks, outcomes, and a timeline for completion.

The written plan will be shared with the student's graduate advisor and department chair. A copy of the plan will be placed in the student's Calipso account and the course will be marked as "in remediation" on their KASA. Upon successful completion of the remediation plan the instructor, student, and advisor will sign the form acknowledging the completion of the remediation plan and then digitally file the form in the student's KASA in Calipso. The course and associated learning objectives can then be marked as completed. If the remediation of skills is not completed successfully, the student will repeat the course. If the remediation is ongoing at the end of the semester, the student will receive a grade of Incomplete for the course.

Time Zone: Harding University is located in Searcy, AR, in the Central Standard time zone; therefore, the due dates and times will be based on Central Standard Time.

Course Requirements- (must be completed to earn credit in this course):

- Clinical Practicum Lab: Providing therapy services are the primary objective of this class and lab. Clinical assignments will vary. Your clinical educator will provide a mid-term clinical evaluation and a final clinical evaluation utilizing the evaluation rubric on Calipso. Details of the evaluation rubric will be given in class.
- Clock Hour Documentation: Complete documentation should be submitted using the Calispo software.
- Clinical Paperwork: All clinical paperwork must be completed in ClinicNote. ClinicNote may only be accessed from the computers in the HUSC labs. HIPAA guidelines will be discussed in class and students MUST abide by those guidelines.
- Students are required to attend scheduled class meetings and participate in planned activities/readings and assignments as assigned.
- Each student will create an evidence-based treatment plan for a patient/client they are serving
- Each student will create a diagnostic report through class simulation lab and/or dx clinic.
- Students are required to attend scheduled class meetings and participate in planned activities/readings and assignments as assigned.
- Each student will complete a treatment approach presentation.
- Each student will complete in class competencies including administration and scoring of standardized assessment covering the B-5 population.
- Each student will complete a lab with UG students demonstrating administration skills.
- Each student will complete competencies for administration of hearing screenings including pure tone and otoscopy.
- Students are expected to plan, implement, and document dx and tx interactions for their client. Specific requirements for the practicum will be outlined in class and in the HUSC handbook, but clinical educators may establish additional requirements as deemed necessary for the client being served.

- Students must pay a course fee to purchase to subscribe to the ClinicNote software and Calipso software. (See course fee schedule for additional information)
- Students must complete a 2-step screening for TB and remain current on the required immunizations during all three clinical courses. Students must provide the documentation prior to beginning practicum.
- Students are required to complete Federal and State Background checks and a Child Maltreatment check with no disqualifying findings prior to beginning practicum.
- Students will complete a Mandated Reporting course and provide a certificate of completion.
- Students will complete HIPAA and OSHA training.
- Participants will read and abide by the policies and procedures outlined in the HUSC Clinic Handbook, the CSD Student Handbook, and the University Handbook.
- 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. Any clinical assignments MUST adhere to the 18-markers of HIPAA de-identification prior to submission to the writing lab.
- 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.
- Students must communicate regularly with the course instructor, the clinical educator, the HUSC staff, the client, and any designated teachers/caregivers. Students are expected to check their HU e-mail, Canvas course page, and clinic mailbox daily. Students are expected to respond to all correspondence in a timely manner (within 24 hours) and will be held responsible for all of the information disbursed through these sources.
- Students must gain a working knowledge of Canvas, Calipso, and Clinic Note software.

Attendance & Participation

Consistent and punctual attendance is expected at the graduate level. Two absences are allowed. Absences may occur for illness, appointments, interviews, and travel; however, missed work will receive a score of zero and opportunities for alternative assignments will not be given. Students are responsible for all class content. Every absence beyond two will result in the final course grade being lowered by a letter. Exceptions to this policy will be rare, and considered on a case-by-case basis.

Technology Details

Technical Support

For technical assistance from 8:00 a.m. - 5:00 p.m., M-F, please contact the e-Learning Help Desk at

Phone: 501-279-5201

Email: elearning@harding.edu

Web: E-Learning Web Address

For Canvas assistance, search Canvas Guides.

For ExamSoft/Examplify assistance: search ExamTaker Support, call 1-866-429-8889 ext 1, or email at support@examsoft.com.

Technical Skills

The following foundational skills are expected of all students who access Canvas. This list represents a minimum expectation of your ability to function effectively in a technical environment.

1. Access Harding's Canvas and navigate course content
2. Written communication skills, email, attachments, uploading, and downloading Capabilities
3. Online etiquette (netiquette), including privacy and security awareness
4. How to change browser / refresh a page / other basic computer tasks
5. Navigate the Internet for scholarly research
6. Utilize basic software / app programs needed for word processing, data analysis, and presentations

Learning Management System

Canvas is the Learning Management System (LMS) used in this course. Canvas sends an email

confirmation to your Harding University email once an assignment is graded or an announcement is posted. Canvas can be accessed using Harding's Canvas Login. For additional information relating to Canvas, including tutorials, and supported web browsers, please visit Harding's IST Canvas page or Instructure Canvas Help Center.

Policies and Procedures

University Policies

Drop and Add Dates

The official start date is August 20th. The course will end on December 5 and the last day to drop is Wednesday, November 20th. 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 239 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.

Course Recordings

Canvas content and class recordings (e.g., Echo360) are protected by copyright. Without written permission from the instructor, content (written, audio, video) may not be downloaded or shared with anyone. Most content and recordings will indicate copyright by the symbol ©. However, a symbol is not required to protect copyrights, so unless you have permission to download or share recordings or content, you should not do so. Doing so violates Academic Integrity Policies and may result in disciplinary actions.

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.

Generative AI

The use of generative AI tools is not permitted for any assigned work in this class and constitutes a violation of Harding's Academic Integrity Policy.

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.

Distance Education

For any element of a course conducted via teleconference (Zoom, GoogleMeet, etc) the student must turn on their camera. Student faces must be visible but the backgrounds can be blurred.

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

Canvas or Internet Outage Policy

As a (potential online) learner, you must be able to manage technical difficulties such as power outages, connection problems, and other technical issues. Technology will sometimes fail. For this reason, it is advisable to complete your assigned work prior to the due date.

Instructor

If your instructor experiences a power outage, Internet service outage, LMS (Canvas), or other technical issues that significantly affect the timing of distributing online assignments, grading assignments, or significantly interfere with communicating with students, adjustments to due dates will be made.

Student

If you experience a power outage, Internet service outage, LMS (Canvas) or other technical issues, nonetheless you are held responsible for completing your assigned work in a timely manner. Harding University is not responsible for the student's access to a working computer or reliable Internet service. Internet outages or having computer issues is not an excuse for late work. A backup plan for reliable Internet service and working computers is prudent.

Inclement Weather

If inclement weather prohibits your participation in any element of this course, 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.

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.

Schedule

Date of Class Meetings	Topic	Assignment/Activities	Standard
August 20	Syllabus	Clinic Tour	3.1.1B
		Mandated Reporter Training - upload certificate to canvas	IV-H
			3.1.6
August 22	Language Screenings	Prepare for Screening Competencies - Aug 28	V-B
August 27 **Supervisor's Dinner 6-9pm (Cone Chapel)**	Clinic Prep Client Assignments ITC and Chart Review	**Aug 28** - Screening Competencies (see google doc for schedule and pairings) **Aug 29 -** Language Screening Competencies 12-2:30 (see google doc for assignments)	
August 29	No Class - Language screenings at HA	**Aug 30/Sept 1** - HA screenings 8:15-11:00 Look for email from CE concerning ITC meeting sign up	3.1.1B
	Clinical Writing	ITC Meetings	
September 3	Goals Introduce Treatment Plans	LP, SN, Goals Make up screenings HA - September 4	V-B
September 5	Diagnostic Review - Standard Score,	ITC Meetings	

	Basal, Ceiling, reliability/validity	Practice scoring B-3 Assessments - In class Lab (language)	
September 10	**CLINIC BEGINS** SOAP notes/Initial Note Treatment Plans Clock Hours (calipso)	SOAP notes (ClinicNote) and Clock Hours (Calipso), Lesson Plans (ClinicNote) Rough Draft Treatment Plans due Sept 14	
September 12	Diagnostic Competencies	In Class Competency - scoring B-3 Assessments (language)	
September 17	Treatment Plans	SOAP notes, Lesson Plans, Clinical Hours	3.1.1B
September 19	Peer Review Treatment Plans Diagnostic Competencies Talk Like A Pirate Day	In class lab - prep for competency week of Sept 23. (DX project with UG) Final Draft Treatment Plan Due Sept 21	
September 24	NO CLASS - MEET WITH YOUR CE	complete DX project with UG	3.1.6
September 26	NO CLASS - MEET WITH YOUR CE -	SN, LP, Clock Hours complete DX project with UG	
October 1	Soft Skills Clinic Rubric Professionalism	SN, LP, Clock Hours	
October 3	Articulation Assessments	In Class Lab - practice scoring articulation assessments Prep for competency	3.1.1

		First Video Review Due Oct 6	
	Debrief administration assignment with UG		
	Midterm		
October 8	Role of SLP	Guest Speaker	3.1.1
	Client/Caregiver Education		
October 10		In class competency - scoring an articulation assessment	3.1.1
	DX Competency	LP, SN, Clock Hours	
	Hearing Screen		
October 15	Review Audiometric terms and ear anatomy	Audiology Lab	3.1.1
	Otoscopy		
		LP, SN, Clock hours	
October 17		Hearing Screening Competency	IV-D
	DX Competency	Simucase	
October 22	No Class		
	Meet with your CE		
October 24	No Class	LP, SN, Clock Hours	
	Meet with your CE		

October 29	EBP Treatment Project	Prep for treatment presentations - due in Canvas Group projects - treatment approaches begin Nov 5 LP, SN, Clock Hours	
October 31	Basics of a DX report	**Fall Festival (HUSC) - Oct 31** In class lab - writing DX reports See Canvas for instructions - DX write up for B-5 assessments	V-A
November 5	Treatment	LP, SN, Clock Hours Treatment Presentations	
November 7	Make up Competency - in class	See email for make up requirement Second Video Review due Nov 10	3.1.1
November 12	**Clinic Wrap Up** SS/DS, CE evaluations, Student Letters, Paperwork, ClinicNote	SN, Clock Hours, SS/DS	
November 14	Treatment	Treatment Presentation	
November 19	Last Week of Clinic Review SS/DS	**Sensory Santa - Nov 20 4-8pm** SN, Clock Hours	
November 21	Treatment Presentation	Treatment Presentation See canvas for instructions on communicating results to caregivers Rough Draft SS/DS due Dec 2	IV-A
November 26 November 28	No Class	Thanksgiving Break	

December 3 **Dead Week**	Clinic Check Out Procedures File Organization	Final Draft SS/DS due Dec 10	
December 5 **Dead Week**	SS/DS work Peer Review	In Class work on SS/DS	V-B
Dec 10-12 **Clinic Group Room**	Final	Clinic Check out	