

CSD 3860 Clinical Practicum 2 UG

Harding University
College of Allied Health
3 credit hours
Wednesdays 12-12:50
Swaid 215

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Course Description:

This is the second of three courses in the clinical track. It is an undergraduate course designed to further the student's knowledge and skills for the diagnosing and treating individuals with a variety of 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 a client 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, and progress to CSD 3860. Students that achieve a grade of "C" or below may receive course credit from the university, but they will not receive clinical clock hours (even if previously approved), or progress to CSD 4210. A student that does not demonstrate the required competencies may repeat the course the following semester or transfer to the non-clinical major within the CSD 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 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.

Pre-requisite:

Students must be enrolled in the clinical track, have been accepted to clinic, and have successfully completed CSD 3850.

Suggested 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

During this course, interactions between students and/or faculty should take place via email or in Canvas, Harding's learning management system (frequently called an LMS). My goal is to reply to your communication within one (1) business day. If it is a holiday or a weekend, please keep in mind that a business day may mean more than one (1) day. If you need to reach me sooner, I would recommend a text message or phone call. During this course, online office hours can also be arranged at your request.

If you need to contact me about another issue (e.g., sickness, an unforeseen hospitalization, a situation beyond your control, prayers, etc.) you may contact me outside of Canvas via my personal email at lmulvany@harding.edu or phone.

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, Learning, and Living: 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.

University Learning Outcomes (ULOs)

This course supports mastery of the following ULOs:

ULO1--Students will demonstrate understanding of Biblical content and interpretation and their applications in ethical decision-making.

ULO2--Students will demonstrate effective communication (e.g. written, non-written, spoken).

ULO3--Students will examine issues, ideas, artifacts, and/or events in order to formulate or assess an opinion or conclusion.

ULO6—Students will appreciate and produce work characterized by originality, imagination, or elegance in design or construction.

This course supports mastery of the following PLOs:

PLO 1 -- Demonstrate problem-solving skills using a Christian worldview and the ASHA Code of Ethics. (ULO1)

PLO 2 --Connect the Christian worldview to the role of the CSD student in prevention, education, and advocacy while participating in service-learning experiences, community outreach activities, IPE events, and/or professional educational events. (ULO1)

PLO 3 --Communicate effectively in written, oral, and non-verbal forms, including discipline-specific documentation, and collaboration with team members.(ULO2)

PLO 4 --Demonstrate knowledge of the normal anatomy and physiology underlying human respiratory, phonatory, articulatory, neurological, and auditory systems.(ULO3)

PLO 5 --Use a variety of assessment methods to evaluate speech, language, and hearing abilities, provide a basic interpretation of results, and create supporting documentation.(ULO3)

PLO 6 --Design intervention plans for individuals with speech, language, cognition, and hearing impairments including a therapy approach, relevant goals/objectives, skilled therapy techniques, and relevant therapy materials/activities.(ULO3)

PLO 7 --Discuss the general effects that a communication disorder may have on one's life and that of their family/caregiver.(ULO3)

PLO 9 --Demonstrate creativity by designing individualized therapy activities using items from the environment.(ULO6)

Course Objectives

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 CE) will be able to:

CLO 1 Identify the client's disorder(s) being treated in therapy.

CLO 2 Identify the effect(s) of the client's communication disorder in activities of daily life.

CLO 3 Communicate the purpose of therapy and the desired outcome of each therapy session.

CLO 4 Accurately collect and record data from the therapy session that aligns with the session/semester objectives.

CLO 5 Accurately document the subjective and objective portions of the session using the S.O.A.P. format.

CLO 6 Maintain communication with the CE by meeting deadlines, implementing feedback and seeking clarification when needed.

Evaluation and Grading:

The final grade for this course will be determined by the grades achieved on class and clinical assignments. Class assignments are due at the beginning of class. To prepare students for the process of documentation/billing, practicum assignments are due on **Saturdays by 8:00 pm**.

Class or practicum assignments that are not received at these times will be considered late. Late

work will be assigned a grade of “zero,” but students are required to complete all practicum assignments to receive credit for the course, pass the competencies, and accrue clock hours. If minor infractions of the clinic handbook occur (OSHA, attendance, dress code etc.), the student’s practicum grade will be reduced in increments for each infraction (1=5%, 2=10% etc.). Major violations (HIPAA, ethics) will result in a grade deduction, academic sanctions, and/or dismissal from the program, dismissal from the University and/or legal action taken against them. Using a weighted scale, the final grade for the course will be determined by the percentage of points achieved out of the total points possible for the semester. The following scale will be used:

A=90-100%, B=80-89%, C=70-79%, D=60-69%, F=0-59%

The course grade will be formed by the following weights:

Clinical Practicum Lab	85%
Class Assignments	10%
Final Exam (check-out)	5%

Late work policy

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

Course Requirements – All course requirements must be completed in order to receive credit for 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 Calispo. Details of 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 complete a prevention/education project
- Each student will create an evidence-based treatment plan for a patient/client they are serving
- Students are expected to complete all class and practicum assignments.
- 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 professional liability insurance and to subscribe to the ClinicNote 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

Student clinicians are expected to attend their assigned practicum every scheduled day. If you cannot attend for any reason, you MUST contact the clinical director immediately.

The University's expectation is for students to attend all classes, and admission to the University obligates the student to observe these policies. If a student has excessive absences, university policy permits the teacher to assign a grade of "withdrawn failing" (WF) for the course which counts as an "F" in the grade-point average. Students who receive WF grades in three classes during a semester will be withdrawn from their remaining courses and their academic standing will be updated at the end of the semester.

The Provost Office will process requests for excused absences for official representation of the University, an administratively-approved field trip or required seminar, court subpoena, military responsibilities, the death of an immediate family member, or other extenuating circumstances.

Students must contact Student Health Services before missing class to request excused absences for medical reasons. Disability Services will process requests by students who have self-identified with that office for excused absences due to chronic health issues. It is the

responsibility of the teacher of the class(es) missed to evaluate all other absences. Students are responsible for assignments and work missed because of any absence.

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 and Testing 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 Office of Disability Services and Educational Access as soon as possible in order to get academic accommodations in place for the remainder of the semester. The Office of Disability 6/21/2023 Services and Educational Access is located in Room 239 in the Student Center, telephone, (501) 2794019.

Academic Integrity Policy

Cheating in all its forms is inconsistent with Christian faith and practice and will result in sanctions up to and including dismissal from the class with a failing grade. Define what you mean clearly, and create and then evaluate assignments in a way that promotes honesty and discourages unacceptable practices. You should make it clear when and how students may, and how they may not, collaborate on assignments and indicate clearly preferred styles of documentation and citation (for both printed and electronic sources).

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.

Special Note on the use of AI such as ChatGPT

Unless your instructor includes instruction on acceptable usage of ChatGPT or a similar A.I. product in the course, your use of artificial intelligence for writing any part of an assignment will be considered academic fraud, and you will risk being removed from the program. It is our sincere hope that you understand the connections between reading, writing, and learning. Writing about something helps build neural pathways that aid you in connecting your new knowledge within the context of knowledge you've already learned. Skipping this step and using something written by AI or by another person means you are cheating yourself out of learning. Please be responsible and ethical in your coursework, and please submit your own writing.

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.

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.

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	Readings/ Assignment Due	Activities
January 15	Introduction	<ul style="list-style-type: none">• Clinic Handbook and Policies• Syllabus• Schedule• ClinicNote	
January 22	Clinic Prep	<ul style="list-style-type: none">• Client Assignments• ITC and Chart Review• Patient Portal/Intake Forms• Calipso	ITC Preparation (Chart Review, client forms, LP)
January 29	Training	HIPAA and OSHA	ITC Meetings, Begin Treatment plans

February 5	Therapy Begins	Flow of Therapy, Lesson Plans, goal writing, baselines, data collection, SOAP notes	Treatment Plans - Rough draft due Feb 8 SOAP notes (ClinicNote) and Clock Hours (Calipso), Lesson Plans
February 12	Treatment Plans	Intro to prevention/education project	Treatment Plans - Final Draft due Feb 15 SOAP notes, Lesson Plans, Clinical Hours
February 19	NO CLASS	Meet with your CE	First Video Review - Due March 1 SN, LP, Clock Hours
February 26	Presentations	Presentations	SN, LP, Clock Hours
March 5	Midterm	Presentations	LP, SN, Clock Hours
March 12	Audiology	Hearing Screenings	LP, SN, Clock hours

March 19	No Class	Meet with your CE	LP, SN, Clock Hours
March 26	No Class	Spring Break	SN
April 2	Soft Skills	Oral and Written communication with professionals, caregivers, clients	LP, SN, Clock Hours
April 9	Accepting Feedback	In Class activity	LP, SN, Clock Hours
		SS/DS	
April 16	Clinic Wrap Up	Generalization Packets Final Paperwork - leaving letter and feedback CE evaluations	LP, SN, Clock Hours
April 23	Last Week of Clinic	SS/DS Questions Partner Evaluations	SN, Clock hours, SS/DS
April 30	Dead Week	CSD 4210 Update - Tim Chance	Final Draft SS/DS due at clinic check out
May 5-7	Finals Week	Clinic Check Out	