

## **CSD 6290**

Harding University

College of Allied Health

3 Credit Hours

Class Meetings Times – T/TH 11:30-1:00

Swaid 110

**Instructor: Laura Mulvany, MA,CCC-SLP**

**Semester/Term: Spring 2025**

**Phone (office): (501) 279-5291**

**Office Hours: by appointment**

**Email: [lmulvany@harding.edu](mailto:lmulvany@harding.edu)**

### **Course Information**

#### **Course Description**

The second level of diagnostic and therapeutic contact with individuals who exhibit communication disorders. The experience will include treatment planning, report writing and patient/parent counseling. This course may be taken twice. This course must be completed with a grade of B or higher to progress to CSD 6390.

#### **Prerequisites**

CSD 6190 with a grade of B or higher.

#### **Course Rationale**

This is the second 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 6390. Students that achieve a grade of “C” or below will not progress to CSD 6390 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](mailto: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.

### **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, 2023. 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 Standards

Standard IV-B The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.

Standard IV-C The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas:

Speech sound production, to encompass articulation, motor planning and execution, phonology, and accent modification

Fluency and fluency disorders

Voice and resonance, including respiration and phonation

Receptive and expressive language, including phonology, morphology, syntax, semantics, pragmatics (language use and social aspects of communication), prelinguistic communication, paralinguistic communication (e.g., gestures, signs, body language), and literacy in speaking, listening, reading, and writing

Hearing, including the impact on speech and language

Swallowing/feeding, including (a) structure and function of orofacial myology and (b) oral, pharyngeal, laryngeal, pulmonary, esophageal, gastrointestinal, and related functions across the life span

Cognitive aspects of communication, including attention, memory, sequencing, problem solving, and executive functioning

Social aspects of communication, including challenging behavior, ineffective social skills, and

lack of communication opportunities  
Augmentative and alternative communication modalities

Standard IV-D For each of the areas specified in Standard IV-C, the applicant must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for persons with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.

Standard IV-E The applicant must have demonstrated 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 V-A The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice. The applicant must have demonstrated communication skills sufficient to achieve effective clinical and professional interaction with persons receiving services and relevant others. For oral communication, the applicant must have demonstrated speech and language skills in English, which, at a minimum, are consistent with ASHA's current position statement on [students and professionals who speak English with accents and nonstandard dialects](#). In addition, the applicant must have demonstrated the ability to write and comprehend technical reports, diagnostic and treatment reports, treatment plans, and professional correspondence in English.

Standard V-B The applicant must have completed a program of study that included experiences sufficient in breadth and depth to achieve the following skills outcomes:

1. Evaluation

- a. Conduct screening and prevention procedures, including prevention activities.
- b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals.
- c. Select and administer appropriate evaluation procedures, such as behavioral observations, non-standardized and standardized tests, and instrumental procedures.
- d. Adapt evaluation procedures to meet the needs of individuals receiving services.
- e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.
- f. Complete administrative and reporting functions necessary to support evaluation.
- g. Refer clients/patients for appropriate services.

2. Intervention

- a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process.
- b. Implement intervention plans that involve clients/patients and relevant others in the intervention process.

- c. Select or develop and use appropriate materials and instrumentation for prevention and intervention.
- d. Measure and evaluate clients'/patients' performance and progress.
- e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.
- f. Complete administrative and reporting functions necessary to support intervention.
- g. Identify and refer clients/patients for services, as appropriate.

### 3. Interaction and Personal Qualities

- a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the individual(s) receiving services, family, caregivers, and relevant others.
- b. Manage the care of individuals receiving services to ensure an interprofessional, team-based collaborative practice.
- c. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.
- d. Adhere to the ASHA *Code of Ethics*, and behave professionally.

The applicant must have acquired the skills listed in this standard and must have applied them across the nine major areas listed in Standard IV-C. These skills may be developed and demonstrated through direct clinical contact with individuals receiving services in clinical experiences, academic coursework, labs, simulations, and examinations, as well as through the completion of independent projects.

The applicant must have obtained a sufficient variety of supervised clinical experiences in different work settings and with different populations so that the applicant can demonstrate skills across the ASHA *Scope of Practice in Speech-Language Pathology*. *Supervised clinical experience* is defined as clinical services (i.e., assessment/diagnosis/evaluation, screening, treatment, report writing, family/client consultation, and/or counseling) related to the management of populations that fit within the [ASHA Scope of Practice in Speech-Language Pathology](#).

These experiences allow students to:

- interpret, integrate, and synthesize core concepts and knowledge;
- demonstrate appropriate professional and clinical skills; and
- incorporate critical thinking and decision-making skills while engaged in prevention, identification, evaluation, diagnosis, planning, implementation, and/or intervention.

Supervised clinical experiences should include interprofessional education and interprofessional collaborative practice, and should include experiences with related professionals that enhance the student's knowledge and skills in an interdisciplinary, team-based, comprehensive service delivery model.

Clinical simulations (CS) may include the use of standardized patients and simulation technologies (e.g., standardized patients, virtual patients, digitized mannequins, immersive

reality, task trainers, computer-based interactive). These supervised experiences can be synchronous simulations (real-time) or asynchronous (not concurrent in time) simulations.

Clinical educators of clinical experiences must hold current ASHA certification in the appropriate area of practice during the time of supervision. The supervised activities must be within the [ASHA Scope of Practice in Speech-Language Pathology](#) in order to count toward the student's ASHA certification requirements.

Standard V-C -The applicant must complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five hours must be spent in guided clinical observation, and 375 hours must be spent in direct client/patient contact.

Standard V-E—Developmentally appropriate supervision completed by individuals who hold the Certificate of Clinical Competence.

Standard V-F- Supervised practicum must include experience with individuals across the life span and from culturally/linguistically diverse backgrounds. Practicum must include experience with individuals with various types and severities of communication and/or related disorders, differences, and disabilities.

## **Learning Objective**

### **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 Calipso 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 an oral staffing of a patient/client they are serving.
- 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 & 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: [elarning@harding.edu](mailto:elarning@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](mailto: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](#).

Click here for [Instructure Canvas Accessibility](#) and [Privacy Policies](#).

## **Policies and Procedures**

### **University Policies**

### **Drop and Add Dates**

The official start date is January 14. The course will end on May 1 and the last day to drop is April 23. 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](http://harding.mywconline.com) or ask questions via email at [HardingUniversityWritingCenter@gmail.com](mailto: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

### **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

<b>Date of Class Meetings</b>	<b>Topic</b>	<b>Readings/ Assignment Due</b>	<b>Standard</b>
<b>January 14</b>	Orientation	Syllabus Schedule Clinic Note Calipso Competencies	
<b>January 16</b>	Accepting Feedback	"Thanks for the Feedback"	
<b>January 21</b>	Clinic Prep	Client Assignments ITC and Chart Review Calipso Hour Documentation Learning Space	V-B
<b>January 23</b>	Language Assessment Overview	Discuss Language Test Competencies with UG  Feedback from 6190 lab	V-B



	"The Anxious Generation"		
<b>January 28</b>	Treatment Plans	Baseline collection In Class Activity	IV-D
<b>January 30</b>	School Age Language Assessments	In Class practice	
	Therapy Begins		
<b>February 4</b>	School Age Language Assessments	In class practice	V-B
<b>February 6</b>	School Age Language Assessments	In Class Scoring Competency	V-B
		Work on Lang. Test competency with UG partner	
February 11	Audiology Overview	Scope of Practice	V-B
		Prep for Aud competencies Work on Lang. Test competency with UG partner	
<b>February 13</b>	Audiology	Prep for competencies Complete scenario competencies in class	V-B
<b>February 18</b>	No Class	Meet with your CE	
<b>February 20</b>	No class	Meet with your CE	
<b>February 25</b>	Language Competencies Follow Up	In Class scoring	V-B
<b>February 27</b>	Cultural Considerations	Guest Speaker KB	V-B

	(hearing)		
<b>March 4</b>	Cultural Considerations	Guest Speaker MH	V-B
	(hearing)		
<b>March 6</b>	Audiometric Competencies	In class Competencies (see assigned time)	V-B
<b>March 11</b>	Audiometric Competencies	In class competencies (see assigned times)	V-B
<b>March 13</b>	NO CLASS	EARS presentation 3/14/24 AI Speech Pathology Course	V-B
<b>March 18</b>	No Class	Meet with CEs Prep for giving results to family members	V-A, V-B
<b>March 20</b>	Cultural Considerations Cleft Palate	Guest Speaker - AV	V-B
<b>March 25</b>	NO CLASS	Spring Break	
<b>March 27</b>	NO CLASS	Spring Break	
<b>April 1</b>	No Class	CE meetings	

<b>April 3</b>	Cultural Considerations Navajo Nation	Guest Speaker - AC	V-B
<b>April 8</b>	Cultural Considerations Hispanic/bilingual	Guest Speaker - ND	V-B
<b>April 10</b>	NO CLASS	CVA Symposium End of Semester paperwork	
<b>April 15</b>	Clinic Wrap up	CE Evaluations Semester summary	V-B
<b>April 17</b>	Cultural Considerations - Feeding/Hearing	2nd Video Review Guest Speaker Rough Draft SS/DS due April 22	V-B
<b>April 22</b> <b>Last Week of Clinic</b>	Cultural Considerations Tube Feeding	Guest Speaker- JW	V-B
<b>April 24</b>	Offsite Prep	Guest Speaker CSD 6390 - TC Competencies Offsite Placements	

**April 29**

**Dead Week**

Make Up  
Competencies

Make Up Competencies

May 1

Celebration

Clinic Wrap up

**May 5-7**

Final

Clinic Check Out