

**CSD 4100 Fieldwork 1 for the SLPA**  
**Harding University College of Allied Health**  
**4 credit hours**

Instructor: Laura Mulvany  
Phone: 501-279-5291 (office); 501-827-3614 (cell)  
email: [lmulvany@harding.edu](mailto:lmulvany@harding.edu)  
Semester: Summer 2024  
Office Hours: by appointment

This course is a field placement under the supervision of a state licensed speech-language pathologist. The field placement allows the student to demonstrate the knowledge and skills related to speech and language interventions. A minimum of 50 hours of supervised fieldwork is required. Pre-requisites: CSD 3010, CSD 3050, CSD 3250, CSD 3260.

**Course Materials**

Required Materials: Calipso subscription

Suggested Materials: American Psychological Association (2020). Publication manual of the American Psychological Association (7th ed.). <https://doi.org/10.1037/0000165-000>

**Course Communication protocols:**

During this course, interactions between students and faculty should take place via email or in Canvas announcements. Replies to emails will be made within one business day. If it a holiday or a weekend, please keep in mind that a business day may mean more than one calendar day. If you need an answer sooner, a text message or phone call is recommended. During this course, online office hours can be arranged at your request by emailing or sending a message through Canvas. If you have a pressing issue (e.g. sickness, an unforeseen hospitalization, a situation beyond your control, prayer, etc) please email [lmulvany@harding.edu](mailto:lmulvany@harding.edu) or call 501-827-3614. If the matter is urgent (e.g. a missed assignment, unable to meet an assignment deadline) a phone call would be best. If you send an email or text, please include your name and in what class you are enrolled.

**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**

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

## **Student Learning Outcomes**

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:

1. Identify the client's disorder(s) being treated in therapy.
2. Identify the effect(s) of the client's communication disorder in activities of daily life.
3. Communicate the purpose of therapy and the desired outcome of each therapy session.
4. Accurately collect and record data from the therapy session that aligns with the session/semester objectives.
5. Accurately document the subjective and objective portions of the session using the S.O.A.P. format.
6. Maintain communication with the CE by meeting deadlines, implementing feedback and seeking clarification when needed.
7. Maintain chart organization and attendance according to the offsite placement policies

## **University Learning Outcomes**

This course supports mastery of the following University Learning Outcomes:

ULO 1: Christian Perspective

ULO 2: Communication

ULO 3: Critical Thinking

## **Course Requirements**

1. Students are expected to complete all class and practicum assignments.
2. Students are expected to plan, implement, and document tx interactions for their client. Specific requirements for the practicum will be established with the CE and may be modified as deemed necessary for the client being served.
3. Students must pay a course fee to purchase professional liability insurance.
4. Students must complete a 2-step screening for TB and remain current on the required immunizations during the two fieldwork courses. Students must provide the documentation prior to beginning practicum.
5. Students are required to complete Federal and State Background checks and a Child Maltreatment check with no disqualifying findings prior to beginning practicum.
6. Students will complete a Mandated Reporting course and provide a certificate of completion.
7. Students will complete HIPAA and OSHA training.
8. Participants will read and abide by the policies and procedures outlined in the HUSC Clinic Handbook, the CSD Student Handbook, and the University Handbook.
9. Students will submit written work that is reasonably correct in mechanics (e.g. spelling, grammar, punctuation, etc.). Points will be deducted for inadequate work.
10. This course is intended to be a practical application course and thoughtful written responses of presented materials is expected.
11. Students must communicate regularly with the course instructor and the clinical educator. Students are expected to check their HU e-mail and the Canvas course page 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.
12. Students must gain a working knowledge of Canvas and Calipso software.
13. Clinical hours must be logged into Calipso every week by Friday at 6:00pm

**Method of course delivery:** This course includes weekly online instruction pertaining to the 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. Student clinicians are expected to attend their assigned practicum every scheduled day. If you cannot attend for any reason, you **MUST** complete the google form for absences, communicate with your CE and the instructor of this course.

**Course grading:** The final grade for this course will be determined by the grades achieved on class and clinical assignments. 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/offsite placement 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	15%

**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 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.

### **AI/Chat GPT:**

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.

## **University Policies**

### **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 (required)**

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* to get academic accommodations in place for the remainder of the semester. The Office of Disability Services and Educational Access is located in Room 226 in the Student Center, telephone, 501-279-4019.

### **Writing Preference**

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).

### 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 four-hour course, a typical student should expect to spend 12 hours each week over the course of the semester.

Date	Topic	Reading/Assignment	Activities
May 10, 2024	Introduction	<ul style="list-style-type: none"> <li>• Upload picture of clinical educator/student ID</li> <li>• Complete supervisory needs assessment</li> <li>• Watch powerpoint – how to enter hours in Calipso</li> <li>• Enter observation hours in Calipso</li> </ul>	<ul style="list-style-type: none"> <li>• Observe at offsite placement/meet clinical educators</li> <li>• Schedule</li> </ul>
May 17, 2024	Confidentiality	<ul style="list-style-type: none"> <li>• Upload supervisory needs assessment</li> <li>• Enter hours in Calipso (Due Friday at 6:00pm)</li> <li>• Watch powerpoint presentations on OSHA and HIPAA</li> <li>• Take quiz in Canvas</li> </ul>	<ul style="list-style-type: none"> <li>• First week of offsite</li> <li>• Discuss HIPAA policies currently in place at offsite facility</li> </ul>
May 24, 2024	Goals (reflective learning)	<ul style="list-style-type: none"> <li>• Enter hours in Calipso (Due Friday at 6:00pm)</li> <li>• Upload personal goals</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss first week with CE</li> <li>• Collaboration with CE concerning personal goals</li> </ul>
May 31, 2024	Social Media/Confidentialty continued	<ul style="list-style-type: none"> <li>• Enter hours in Calipso (due Friday at 6:00 pm)</li> <li>• Complete written response in Canvas (social media)</li> </ul>	<ul style="list-style-type: none"> <li>• Follow links in Canvas to social media examples and discussions</li> </ul>
June 7, 2024	Professionalism	<ul style="list-style-type: none"> <li>• Enter hours in Calipso (due Friday at 6:00 pm)</li> <li>• Complete written response to professionalism</li> </ul>	<ul style="list-style-type: none"> <li>• Follow links in Canvas – examples of professionalism</li> <li>• Watch power point presentation</li> </ul>

			<p>concerning professionalism</p> <ul style="list-style-type: none"> <li>• Discuss midterm skills assessment with CE</li> </ul>
<p>June 14, 2024</p>	<p>Behavior Management</p>	<ul style="list-style-type: none"> <li>• Enter hours in Calipso (due Friday at 6:00 pm)</li> <li>• Complete written response in Canvas (behavior management)</li> </ul>	<ul style="list-style-type: none"> <li>• Follow links in Canvas to videos and presentation on behavior management techniques</li> <li>• Meet with CE concerning final grade in Calipso.</li> <li>• Confirm all clock hours have been approved by CE</li> </ul>

