

Harding University
Department of Communication Sciences and Disorders
CSD 381 – Clinical Methods and Procedures: Treatment
Spring 2009 Syllabus

Instructor: Becky McLain
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Class Time: 1:00-2:15 TR
Class Location: Reynolds C219
Office Hours: M-F 2:30-4:30 or
Conferences by Appointment

Required Text

Roth, F. P., & Worthington, C.K. (2005). *Treatment resource manual for speech-language pathology (3rd Ed.)*. Albany, NY: Thomson Delmar Learning

Course Objectives

The student will demonstrate basic knowledge of the principles and methods in these areas:

- I. Preparing for Effective Intervention
 - A. Essential Ingredients of Good Therapy: Basic Skills
 - B. Information Reporting Systems and Techniques
- II. Providing Treatment for Communication Disorders
 - A. Intervention for Articulation and Phonology
 - B. Intervention for Language
 - C. Intervention for Adult Aphasia, the Dysarthrias, and Apraxia of Speech
 - D. Intervention for Fluency
 - E. Intervention for Voice and Alaryngeal Speech
 - F. Client and Family Counseling

This is an undergraduate course that addresses knowledge and skills delineated in the ASHA Standards for the Certificate of Clinical Competence: ASHA Standard III-C, ASHA Standard III-D (www.asha.org). Case studies and in-class video presentations will be used for practical application and critical thinking skills.

Liberal Arts

The Liberal Arts program reflects the principles contained in the University mission statement and provides a foundation for study in major and minor fields. The Liberal Arts principles incorporated in the CSD 381 curriculum include:

- Spiritual, Moral and Ethical Values
- Communication and Critical Thinking
- The Individual and the Social Environment

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 the Higher Learning Commission of the North Central Association of Colleges and Schools. 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 (AES) units. Specifically, all academic units will be assessed in reference to the following Expanded Statement of Institutional Purpose: **The University provides programs that enable students to acquire essential knowledge, skills, and dispositions in their academic disciplines for successful careers, advanced studies, and servant leadership.**

Students with Disabilities

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, psychological, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the instructor and the Disabilities Office at the *beginning* of each semester. (If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Disabilities Director *as soon as possible* in order to get academic accommodations in place for the remainder of the semester.) **The Disabilities Office is located in Room 102 of the Lee Academic Center (501) 279-4019.**

Academic Integrity

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 Assistant Vice President for Academic Affairs. All instances of dishonesty will be handled according to the procedure delineated in the Harding University catalog.

Attendance

Punctual class attendance and attention reflect interest, work ethic, and professionalism. Two unexcused absences are allowed. Written or emailed excuses need to be provided in advance when possible or when you return to class after an absence. Any unexcused absences (absences with no excuses provided) past the three allowed will result in lowering your grade for the class by one letter.

Course Requirements

Exams: There will be **four exams** including the final exam. **Each exam is worth 100 points.** The **final exam is scheduled for Thursday, May 7, 2009 at 10:30.**

Exam 1:

Chapter 1 – The Essential Ingredients of Good Therapy: Basic Skills

Exam 2:

Chapter 2 – Information Reporting Systems and Techniques

Chapter 3 – Intervention for Articulation and Phonology in Children

Chapter 4 – Intervention for Language in Infants and Preschool Children

Chapter 5 – Intervention for Language in School-Age Children to Adolescence

Exam 3:

Chapter 6 – Intervention for Adult Aphasia, the Dysarthrias, and Apraxia of Speech (with Introduction to Dysphagia)

Chapter 7 – Intervention for Fluency

Chapter 8 – Intervention for Voice and Alaryngeal Speech

Chapter 9 – Client and Family Counseling

Exam 4:

Comprehensive Final

These exams will also include material from additional resources and texts.

Projects and Presentations:

Students in the class will be randomly placed in teams of 2 and will be assigned a communication disorder. The team will prepare a paper (3-5 pages) including resources and references for etiologies, characteristics, and evidence-based intervention strategies. The team will summarize the information on a fact sheet (front and back) to be given to each class member. The team will make a 30-minute presentation describing and illustrating etiologies, characteristics, and intervention strategies for their assigned disorder. Teams may use Power Point presentations, video clips, and various materials to demonstrate intervention strategies. The team should be prepared to answer questions concerning the presentation. The instructor will determine the overall team grade, but peer evaluations will be used to provide data for adjusting individual grades as needed. **The team project and presentation is worth 200 points.**

Final Exam:

The final exam is comprehensive and will include test questions from projects and presentations. **The final exam is worth 100 points.**

Critical Thinking and Applications:

Periodically, mini-written and/or hands-on application assignments will be given during class. These are designed to help you analyze and apply the material that is being covered in class. **Each writing/application task will be assigned spontaneously and worth ten points.** Students missing class that day will not be allowed to make up the assignment. One assignment score (lowest or missing) will be dropped for the semester.

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

Personal Mission Statement

It is my goal to help you integrate faith and learning in your daily life as a student and in the professional career that you have chosen. Ways to strengthen and incorporate Christian values in our professions will be emphasized. The professions of speech-language pathology and audiology require a sincere interest in helping people become effective communicators. In addition to academic and clinical preparation, qualities such as sensitivity, personal warmth, patience, resourcefulness, tact, and persistence are essential. These are excellent professions for Christian servants.

Therefore, as God's chosen people, holy and dearly loved, clothe yourselves with compassion, kindness, humility, gentleness, and patience. Bear with each other and forgive whatever grievances you may have against one another. Forgive as the Lord forgave you. And over all these virtues, put on love, which binds them all together in perfect unity.

And whatever you do, whether in word or deed, do it all in the name of the Lord Jesus, giving thanks to God the Father through him. Colossians 3:12-14; 17