

**CSD 381: Fall 2011**  
**11:30-12:45 TR**  
**RC C 124**

### **Course Description**

Clinical Methods and Procedures- Treatment. (3) Fall, Spring.

Overview of the clinical process for the remediation of communication disorders. Practical clinical methodology will be emphasized. Prerequisites: CSD 250, 325, 326.

*\*This course adheres to university guidelines regarding workload requirements per credit hour.\**

### **Required Materials**

Roth, F. P., & Worthington, C.K. (2005). *Treatment resource manual for speech-language pathology (4th Ed.)*. Albany, NY: Thomson Delmar Learning

### **Course Objectives**

This is an introductory undergraduate course that addresses knowledge and skills delineated in the ASHA Standards for the Certificate of Clinical Competence. This course contributes to meeting the requirements of the specific Standard(s) listed following each class objective, accordingly ([www.asha.org](http://www.asha.org)). Additionally, the CSD department completes a KASA form for each student in order to track individually acquired knowledge and skills as related to the Standards as progression toward obtaining licensure continues. Upon completion of this course the student will exhibit basic knowledge of the following objectives by achieving a passing grade on all exams and course projects. The student will demonstrate understanding of:

- The foundational principles for preparing and implementing effective intervention of communication disorders (**ASHA Standard III-C & III-D**)
- The documentation and information reporting systems used in treatment of communication disorders (**ASHA Standard III-C & III-D**)
- The learning theories of intervention and the subsequent implications for speech and language therapy (**ASHA Standard III-C & III-D**)
- The essential role of client and family counseling during intervention (**ASHA Standard III-C & III-D**)
- Providing intervention for articulation and phonological disorders (**ASHA Standard III-C & III-D**)
- Providing intervention for language disorders (**ASHA Standard III-C & III-D**)
- Providing intervention for adult aphasia, the dysarthrias, apraxia of speech, and dysphagia disorders (**ASHA Standard III-C & III-D**)
- Providing intervention for fluency disorders (**ASHA Standard III-C & III-D**)
- Providing intervention for voice and resonance disorders (**ASHA Standard III-C & III-D**)

The Liberal Arts Program reflects the principles contained in the University mission statement and provides a foundation of study in all fields. The Department of Communication Sciences and Disorders curriculum incorporates several of these principles in each course offered. The principles included in CSD 381 are as follows: Spiritual, Moral, and Ethical Values; Communication and Critical Thinking; and the Individual and the Social Environment.

In order to avoid misunderstandings regarding course policies, the student is provided with this policy sheet that will be the guideline for the course unless altered at a later date by the instructor.

### **Course Policies**

- Punctual class attendance is expected. Roll will be checked at each class meeting. Two unexcused absences will be tolerated. Any other absences must be approved before class in order to be excused, or proper medical documentation needs to be provided upon return to class. Additional unexcused absences will result in a final grade lowered by one letter. As stated in the Student Handbook, excessive absences can result in being dropped from the course with the grade of "F".
- Students are expected to come to class prepared to participate in class discussions and activities. Students who miss class for any reason are responsible for all content.

- All cell phones must be turned off during class. Do not text or e-mail during class. The instructor reserves the right to mark a student absent if he or she is texting/e-mailing in class. Any texting or emailing during a quiz or test will be considered cheating, and a zero will be given for the assignment.
- Written work must be reasonably correct in mechanics (e.g. spelling, grammar, punctuation, etc.). Points will be deducted for inadequate work.
- All typed assignments must be double-spaced, using 12 point type size in Times or Times New Roman fonts.
- Submitting work taken directly from another source will be considered plagiarism, and no credit will be given on the assignment.
- All assignments must be submitted at the beginning of the class period on the designated day. No late work will be accepted.
- Students may be called on to answer questions and/or provide opinions during class discussion.
- If for any reason you need to video or audio record lectures or materials presented in this class, it should only be carried out with prior knowledge and approval from the instructor.
- Students are expected to follow the University policy regarding dress code, as well as, any additional dress requirements for clinic.
- Communication from the instructor or supervisor will be received often and primarily through Moodle or HU email. It is the student's responsibility to check these often for class and clinic information.
- Any requests for quiz or test date changes must be approved ahead of time with a doctor or university note. No exceptions!

### Course Requirements

- Three exams will be given throughout the semester. Each exam is worth 100 points.
- Periodically, mini-written and/or hands-on application assignments will be completed 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 is 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. These assignments are worth a total of 150 points.
- Additional homework assignments may be given at the discretion of the instructor. These assignments will be worth a total of 150 points.
- Each student will create a resource kit by selecting three objects – a book, a toy, and a game. For each item, the student will develop intervention activities for facilitating the development of form, content and use. This project will be presented to the class, and students will summarize the information on a fact sheet to be given to each class member. This project is worth 300 points.
- Students will be given results of an evaluation and compose a treatment plan including long-term and short-term goals, individual session objectives, and a progression of the therapeutic process. This assignment is worth 150 points.
- The final exam is comprehensive and will include test questions from projects and presentations. The final exam is worth 150 points.

Final grades will be based on the percentage of the total points accumulated.

Examinations (100 points each)	300 points	<b>A</b>	<b>100 – 90%</b>
Resource Kit and Presentation	300 points	<b>B</b>	<b>89 – 80%</b>
Class Assignments	150 points	<b>C</b>	<b>79 – 70%</b>
Final Examination	150 points	<b>D</b>	<b>69 – 60%</b>
Treatment Plan	150 points	<b>F</b>	<b>below 60%</b>
Homework	150 points		
<b>Total</b>	<b>1000 points</b>		

***\*\*\*Failure to complete ALL course requirements will result in the student's failure of the course and subsequent loss of academic credit.\*\*\****

### **Students With Disabilities Statement**

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 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 Office *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, telephone, (501) 279-4019.

### **Academic Integrity Statement**

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. Students who share assignments with students taking the course in a subsequent semester may be subject to having an academic integrity sanction added to their college record.

### **Assessment Statement**

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 Administrative and Educational Support 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.**

### **Instructors**

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\* Office hours are posted  
\*\* E-mail is the preferred method of contact