



**Department of Communication Sciences and Disorders**  
**CSD 1240: Introduction to the Professions in CSD**  
**Fall 2022 Syllabus**  
**Monday/Wednesday/Friday 1:00-1:50 pm**  
**Credit Hours: 3**

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**Office hours:** A minimum of 10+ hours per week are set aside to help the students with course material, professional questions, etc. A schedule of office hours is available in the Canvas course and posted by my office door. Other times are available upon request. Please contact me by e-mail to set up an appointment. I am available to meet students virtually (via Google Meet), or face-to-face. These meetings provide a wonderful opportunity for me to get to know you better and to help you succeed in the course.

**Course Description:** This course will introduce the field of communication sciences and disorders and provide an introductory framework for recognizing and categorizing communication disorders. This course will provide a foundational understanding of the role of the American Speech Language and Hearing Association (ASHA), the steps required to obtain certification as a speech-language pathologist, audiologist, or an assistant in either field, and expose students to professional writing using the standards of the American Psychological Association (APA). This is a required course in the CSD curriculum and requires observations of clinical activities; therefore, this class has an associated fee to cover the cost of Calipso (See course fee schedule). This is a pre-requisite course, which means that the information from this course will be built upon in the advanced courses within the CSD program. All students must earn a grade of a C or better to advance to other classes within the department. **The requirements for this course adhere to university guidelines regarding workload requirements per credit hour and meet or exceed the credit hour requirements of the university, the Higher Learning Commission, and the federal government.**

Prerequisites: None

**Class location:** Swaid 214 (Face to face). When needed, the instructor will use the Google Meet (synchronous) and ECHO 360 (asynchronous) platforms to provide content. The instructor will provide a link to the Google Meet and ECHO 360 platforms in canvas.

**Time Zone:** Harding University is in Searcy, AR, which is in the Central Standard time zone. Therefore, class times, and assignment due dates will be based in accordance with the Central Standard Time.

**Course Navigation:** This instructor will use the Canvas Learning Management System (LMS) to communicate with students, organize and disseminate course content, grade assignments, and conduct assessments. When applicable, the instructor combines all sections of this course into one Canvas course, with the content being divided into weekly modules. Each of the modules has associated learning outcomes that align with the course objectives and the ASHA standards. To achieve maximum benefit from the course organization, students should navigate the canvas course using the modules tab. For this class, a week starts on Monday at 12 a.m. CST and ends at 11:59 p.m. CST on Sunday night.

**Course Communication:** 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. I prefer for you to contact me via email ([jtraughb@harding.edu](mailto:jtraughb@harding.edu)), instead of using the comment box within an assignment. I will respond to emails within 24 hours, five days a week, Monday-Friday and, as available, on the weekends.

### **Required Materials**

- 1) Robb, M. P. (2020). *Intro: A Guide to Communication Sciences and Disorders* (3rd Ed.). Plural Publishing.\*

\*A free digital copy of this book is available from the Harding University Library. The instructor will provide a link to the text in Canvas. Printed copies of this text are available if students wish to purchase that format.

- 2) An individual subscription to Master Clinician Network (MCN) available at: <https://www.masterclinician.org/> Students will purchase this subscription, and use it in several CSD courses.
- 3) Access to the Calipso clinical software. The CSD department pays for this subscription as a part of the required course fee. The instructor will provide information about this resource in class and in Canvas. Students will use this subscription in all CSD courses.

**Course Objectives:** Upon completion of this course, the student will be able to:

- 1) Diagram and discuss the connections between academic programs in CSD, ASHA, the CAA and the CFCC.
- 2) Outline the required steps to becoming a licensed & certified SLP, AudD, or an assistant
- 3) Discuss the roles, responsibilities, and ethical principles for SLPs, AudDs., and assistants
- 4) Identify and describe different types of therapy sites for clinical practice in SLPs & AudDs
- 5) Describe the purpose of evaluations and therapy sessions
- 6) Identify the segments of a therapy session and explain the purpose of each
- 7) Differentiate skilled therapy techniques, therapy materials, feedback, and reinforcements.
- 8) Identify and describe the basic anatomical & physiological aspects of communication
- 9) Identify and describe common developmental and acquired communication disorders
- 10) Explain the difference between speech, language, voice, fluency
- 11) Identify and describe the 5 components of language
- 12) Discuss the differences between articulation and phonological disorders

- 13) Discuss the general effects that a communication disorder may have on one's life and that of their family/caregiver
- 14) Demonstrate the ability to identify and describe current CSD concepts

**Course Relationship to University Learning Outcomes:** The content of this course contributes to the university's learning outcomes (ULOs) by exposing students to a broad range of knowledge and skills. Specifically, this course advances the student's learning by improving their ability to:

ULO2: Communicate effectively (e.g. written, non-written, spoken).

ULO 3: Examine issues, ideas, artifacts, and/or events to formulate or assess an opinion or conclusion.

ULO 4: Exhibit cultural knowledge, communicative and interpersonal skills, and other-centered dispositions necessary for responsible interaction with cultures different from their own.

**Relationship to ASHA Standards:** ASHA upholds specified standards related to academic and clinical training. At the completion of the course, students will have gained a basic introduction of CFCC Standards IV-B, IV-C, IV-E, IV-F, IV-G, IV-H, V-A, V-C, and CAA Standards 3.1A, 3.1B, 3.2A, 3.2B, 3.5B, 3.7B.

**Course Expectations and Professional Conduct:** The nature and depth of academic study at the collegiate level requires an internal motivation to engage with the course material and expand one's learning. Therefore, each student's participation is critical for the true exchange and application of thoughts and ideas. To maximize the learning opportunities for all students, it is imperative that student's demonstrate independent learning, ethical work habits, and professionalism. For the benefit of all students, the instructor will expect students to:

1. Have consistent access to an appropriate digital device to interact with the course content. A laptop or desktop is the recommended device as the Canvas interface was optimized for desktop displays. Canvas performs best when using the Chrome browser.
2. Maintain a reliable Internet connection to support online learning. Students must have consistent access to broadband connectivity, as many classes incorporate rich media content.
3. Demonstrate consistent and punctual attendance.
  - Students are expected to attend face-to-face class meetings. With approval, synchronous attendance (using google meet) is available. When needed, the instructor may arrange asynchronous classes using ECHO 360.
  - For face-to-face meetings, the instructor will take attendance using Quickly Attendance (QA), a canvas application. For QA, the instructor will provide a randomized code at the beginning of class, and the students will sign-in with the code during the first three minutes of class. The instructor can change the attendance status for students who arrive late, if the student communicates with the instructor **at the end of class**. The absence will remain if the student does not

communicate at that time.

- For synchronous lectures, the instructor will take attendance based on your log in and participation. **Students must have their video camera ON and their microphones muted (unless speaking) for the duration of the class period.** To accommodate remote learning when synchronous meetings are not available, the instructor will record class lectures/activities, if possible. The instructor assumes that students enrolled in the class have consented to these recordings.
  - For asynchronous lectures, the instructor will take attendance via the course analytics in ECHO 360.
  - The instructor allows students **three unexcused absences** (for face-to-face and/or online learning) during the semester.
  - For each additional unexcused absence (4+), the student will receive a 10-point deduction from their current grade.
  - If a student exceeds five unexcused absences, the instructor may drop the student from the class with a grade of “F.”
  - The instructor will excuse absences with documentation from the Provost’s Office, Student Health Services, or a physician. If students communicate prior to an absence, the instructor may excuse the absence. Students who experience an emergent situation, may receive an excused absence by speaking with the instructor as soon as possible, or upon return.
  - In the case of illness, students should communicate with the instructor via email and copy [studenthealth@harding.edu](mailto:studenthealth@harding.edu) as soon as possible. Illnesses necessitating an absence of more than two consecutive class sessions will require physician/provider documentation.
  - Students that do not provide the documentation (as defined by the instructor) for an excused absence will have an unexcused absence recorded.
  - Students who miss class (excused or unexcused) are responsible for the content presented and/or assigned. In-class activities such as observations, labs, group activities, quizzes, or activities affiliated with guest speakers may not be made up regardless of the reason/cause of the absence.
  - Students who miss an exam must notify the instructor prior to the exam and provide documentation of an excused absence to make up the exam on a mutually agreed upon date. Make-up exams will be of point equal value and will assess similar content, but may be in a different format. Students that miss an exam with an unexcused absence will receive a zero.
4. Engage in active participation in face to face and synchronous class activities. Students are to demonstrate active listening skills, critical questioning to extend a thought/topic, respectful debate, and the ability to respect other’s opinions. Off-task behaviors during class (texting, surfing, talking, sleeping etc.) will result in an unexcused absence. **To maximize discussion, students must read the material (textbook and slides) and complete homework activities before class begins.**
5. Demonstrate respect for those around them by refraining from off-task behaviors (whispering, texting, e-mailing, social media, shopping, etc.). Students must refrain from attending to their phones, watches, tablets, computer etc. without the instructor’s

permission. Off-task behaviors during class (texting, surfing, talking, sleeping etc.) will result in an unexcused absence.

6. Submit work on time. All homework assignments are due at the beginning of class on the expected due date, regardless of attendance. The instructor considers assignments as late if submitted after the time/date noted in canvas. The instructor accepts late work on written assignments for half credit (maximum score of 50% of the total assignment value) for up to 24 hrs. past the date due. After 24 hours, written assignments will receive a grade of zero points. The instructor does not accept late work on quizzes. Quizzes lock at the due date/time and the instructor records a grade of zero.
7. Submit professional work. All written work should be reasonably correct in mechanics (ex: spelling, grammar, punctuation) with appropriate formatting and citations, if needed. Students may use the HU writing center for assistance in editing their work. Students may also use the HU Health Science librarian to gain assistance with APA and research fundamentals. Paper assignments must be stapled/paper clipped together with your name on the first paper. Loose assignments, or assignments without names, will receive a 5-point deduction in the total score.
8. Use professional communication skills. Students should notify the instructor (via HU e-mail) before class begins if you are going to be late or absent for a class period. When approved by the instructor ahead of time, you may use Google Meets in lieu of your physical attendance.
9. Demonstrate respect for intellectual property, HUs Academic Integrity Policies, and HIPAA. The material presented in class is the intellectual property of the instructor. As such, students may not record, share, or distribute the information in any form to individuals who are not enrolled in the course. To uphold academic integrity, students are to complete their own work. As such, the instructor will consider the use of any external information, including another digital device, during an unauthorized assignment, quiz, or exam as cheating. Students who violate this expectation will receive a grade of “zero” points and the consequences outlined in the department/university handbooks. To uphold confidentiality of personal information, students must adhere to the HIPAA and HUSC policies for clinical observations, clinical information, and use of dx/tx materials (see HUSC handbook posted online).

**Course Grading:** The instructor will assess the knowledge, skills, and proficiency of each student for the purpose of assigning a letter grade at the completion of the course based on the percentage of points achieved out of the total points possible for the semester. To improve student performance, the instructor will provide feedback on each assignment. Feedback may be in the form of graded assignments, written/verbal comments from the instructor, or comments from other students in the class. The instructor has provided the total value and the due date of each assignment in canvas, but students may use the following as an estimate. To be fair to all students, the instructor does not provide additional assignments or extra credit at the end of the semester. 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 instructor uses the following scale: A=90-100%, B=80-89%, C=70-79%, D=60-69%, F=0-59%.

<u>Assignments</u>	<u>Points Possible</u>	<u>Due Date</u>
In-Class Assignments & Homework	approx 200	Ongoing
Quizzes/mini-exams	approx 200	Ongoing
Mid-Term Exam	100	Oct 12
Clinical Observations*	60	Ongoing
Calipso Portfolio/Notebook*	10	Dec 9
Final Exam	100	Dec 12

\* The Clinical Observations and the completion of the Calipso Portfolio is a **departmental requirement for the course**. To pass this course, students must submit all portions of these assignments.

### Course Organization

<b>Date</b>	<b>Topic/Activity</b>	<b>Homework</b>
<b>Before Class:</b>	Prepare yourself for success.	Come to class with an attitude of learning, make friends with a calendar system
<b>Week 1:</b> Aug 22	Intro, Syllabus & Course Info	Read the syllabus, bookmark your textbook on the library website, complete pre-requisite modules 1-4, complete introduction and academic integrity assignments.
Aug 24	Flow chart of CSD & Faculty	Watch video in ECHO 360, Complete the Intro to CSD-Exploring ASHA and meeting the faculty assignment, take faculty quiz, Read pg. 11 (The Professions) – 19 (Stop at British Model)
Aug 26	Diagram the profession	Which Profession? Quiz, Read 4-11 (stop at The Professions)
<b>Week 2:</b> Aug 29	Chapter 1	Read 20 (Qualities of Aud/SLP)-24, Answer chapter questions.
Aug 31	Chapter 1	Read 25-29, CSDN
Sept 2	Chapter 1	Chap 1 Quiz, Read 182-184 (skip last paragraph)
<b>Week 3:</b> Sept 5	Chapter 2	Get supplies & make your brain, CSDN
Sept 7	Chapter 2—lobes/fx	Read 32-37 (stop at articulatory)

Sept 9	Chapter 2	Build your larynx; , Read 37 (articulatory)-41 (stop at hearing)
<b>Week 4:</b> Sept 12	Chapter 2	Read 41-46; 52-54
Sept 14	Chapter 2—	CSDN
Sept 16	Chapter 2	Chap 1& 2 Exam
<b>Week 5:</b> Sept 19	How to Observe in CSD	Register for Calipso, Set up Portfolio
Sept 21	How to Observe in CSD—Portfolio	CSDN, Set up Calipso Portfolio
Sept 23	How to Observe in CSD—Aud obs?	How to Obs Quiz, Online Hearing Test, Read 274-275 (skip history/people); 279 (types)- 285 (stop at disorders)
<b>Week 6:</b> Sept 26	Chapter 12	Read 286-296 (stop at research), Color the Audiogram
Sept 28	Chapter 12	Study Questions
Sept 30	Chapter 12	Chapter 12 Quiz, Read 300-302 (skip people); 305—314 (stop at treatment)
<b>Week 7:</b> Oct 3	Chapter 13	Read 314 (treatment)-322 (stop at culture)
Oct 5	Chapter 13	Read 322 (culture)-324, Study Questions, Activate Master Clinician
Oct 7	<b>Fall Break</b>	No Classes
<b>Week 8:</b> Oct 10	Chapter 13- Videos	Study for Mid-Term—BRING YOUR COMPUTER
Oct 12	<b>MID-TERM EXAM</b>	Read 60-68 (stop at types); MC-OBS(BG)
Oct 14	Chapter 3	Read 68 (types)-73, MC-OBS (BK)
<b>Week 9:</b> Oct 17	Chapter 3	Read 74-81, MC-OBS(BK)
Oct 19	Chapter 3	Read 82-84, categorizing lang tasks, MC-OBS (L5)

Oct 21	Chapter 3	Chapter 3 quiz: MC-OBS (L5), Read 87-95 (stop at Hx)
<b>Week 10:</b> Oct 24	Chapter 4	Read 97 (Types)-102 (stop at DX), CSDN, MC-OBS (CA)
Oct 26	Chapter 4	CSDN, MC-OBS (PS)
Oct 28	Chapter 4	Read 102 (DX)-112 (stop at research)
<b>Week 11:</b> Oct 31	Chapter 4	Read 112 (Research)- 113
Nov 2	Chapter 4	Chapter 4 Quiz, Read 116-117 (stop at history), 121-125,
Nov 4	Chapter 5	MC--OBS (WS), CSDN
<b>Week 12:</b> Nov 7	<b>CLUB WEEK</b> Chapter 5	Read 126-133, CSDN
Nov 9	Lab/Obs	Chap 5 Quiz, CSDN
Nov 11	Lab/Obs	Read 159-171 (Theories), CSDN
<b>Week 13:</b> Nov 14	Chapter 7	Read 172 (assessment)-180; MC-OBS (LC)
Nov 16	Chapter 7	Chap 7 Quiz, Read 206-213, Get materials
Nov 18	Chapter 9	Read 214-226; Dysphagia Lab & Reflection
<b>Week 14:</b> Nov 21	<b>Thanksgiving Break</b>	
Nov 23		
Nov 25		
<b>Week 15:</b> Nov 28	Chapter 8	Read 190-202, MC OBS (CL), Obs ECHO
Nov 30	Chapter 8	Download all obs. paperwork to folder on computer desktop
Dec 2	Chapter 8	Chap 8 Quiz
<b>Week 16:</b>	<b>Dead Week</b>	



Dec 5	Obs Paperwork	Observation Paperwork
Dec 7	Calipso Entries	Calipso—Enter hours
Dec 9	Review	Calipso---Upload files for “portfolio”
<b>Week 17:</b> Dec 12	<b>FINAL EXAM</b> Calipso Notebook	1:00-3:00 pm. Please bring computer and charger.

*This schedule is a tentative outline of the semester and is subject to change at the discretion of the instructor. The instructor will alter due dates based on the progression of topics covered.*

**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. This includes time attending class, as well as out-of-class time spent reading, problem solving, reviewing feedback, organizing notes, preparing for upcoming quizzes/exams, developing and completing projects, and other activities that enhance learning. For this three-hour course, a student should expect to spend 135 hours (nine hours per week) to successfully meet the course objectives. This course adheres to the university guidelines regarding workload requirements per credit hour.

**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 Associate Provost. All instances of dishonesty will be handled according to the procedures delineated in the Harding University catalog.

**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, 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.) If the student qualifies for classroom accommodations, the student must initiate a meeting with the teacher to discuss the needs and build a plan for the semester. Additional information is available on the powerpoint hosted in the class documents section of Canvas. **The Disabilities Office is located in Room 219 of the Student Center, and may be reached at (501) 279-4019.**

**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. 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.**

**Dress Code:** All members of the Harding community are expected to maintain standards of modesty and decency in dress appropriate to the Christian lifestyle and consistent with professional employment expectations. For these reasons, students are expected to adhere to a professional dress code for all outside activities (professional events/conferences) and the Harding University Speech Clinic for clinical activities and observations. During class, students are expected to adhere to the dress code policies established within the HU student handbook. To protect fellow classmates, the university requires that students wear a face-mask while in the Swaid building (classrooms and common areas) and adhere to social distancing regulations of maintaining 6-feet between one another. A student may be asked to leave class or other activities if they are not in keeping with these expectations. A student may be asked to leave class or other activities if they are not in keeping with these expectations.

**Technology:** Laptops/tablets may be used during class for the purpose of note taking only (proof may be required). Laptops/tablets may not be used for surfing the web, instant messaging (IM's), texting, e-mail, or participation on social media sites. The use of cell phones or other audio/video equipment during class is prohibited without permission from the instructor. The instructor reserves the right to mark a student absent if he/she is observed to be using a cell phone or if a computer/tablet is used for anything other than indicated above. Any use of electronics during a graded assessment will be considered cheating and a zero will be entered for the assignment. All of the information presented in class, regardless of the medium used, is considered the intellectual property of the instructor and may not be downloaded, stored, shared, or copied in any other format.

**COVID-19 Statement:** My goal is to provide a safe and positive learning environment for all of our students. As a faith-based university, we have a responsibility to care for one another. The current COVID-19 pandemic gives us a good opportunity to do so, by following the guidelines to minimize transmission of the novel coronavirus. Every precaution will be taken to be sure that class is conducted in a way that is safe and in compliance with state and university guidelines. If you feel a situation needs to be addressed in the classroom environment, please speak with me as soon as possible so that the situation can be improved.

Due to the uncertain and unusual climate during which this course is being offered, certain adjustments may have to be made including changes to meeting times, modalities, and work assignments. Every effort will be made to notify students of any change as soon as possible. Because this course may/will be meeting using video conferencing, students are expected to find a safe, secure and reliable internet connection in order to participate in virtual meetings at the required level. Students exhibiting symptoms of covid, or who have been in close contact with an individual with Covid, should contact [studenthealth@harding.edu](mailto:studenthealth@harding.edu) and [studentlife@harding.edu](mailto:studentlife@harding.edu) for assistance.

**Personal Mission Statement:** It is my goal to introduce you to the joys of CSD and inspire you to obtain the tools to integrate faith and learning in your daily life as a student and in the professional career that you have selected. It is my prayer that through class discussions and outside assignments, you will learn to strengthen your knowledge and skill to incorporate Christian values into the profession. The professions of speech-language pathology and audiology require a sincere interest in helping people become effective communicators. In addition to academic coursework and clinical experience, qualities such as unyielding personal ethics, sensitivity, patience, resourcefulness, tact, and perseverance are essential components of a skilled therapist. I hope that you will discover these qualities within yourself and that someday you will be able to improve them in each of your clients. As we journey through this semester, I pray that you will join with me to ***“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***