

Harding University^[SEP]

Department of Communication Sciences and Disorders

CSD 1000: Introduction to Practice for the SLPA

Fall 2024

Class time: M W F 10:00-10:50

Class location: Swaid 103

Credit Hours: 3

Instructor: Norma Dominguez, M.A., CCC-SLP

Office: 208 Swaid Center for Health Science

Phone: 501-279-5109

Email: ndominguez@harding.edu

Office hours: Google Calendar. [Schedule an appointment](#)

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, 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.

Required Materials

Ostergren, J. (2020). *Speech-Language pathology assistants: A resource manual* (3rd ed.). San Diego, CA: Plural Publishing, Inc. **ISBN 13:** 978-1-94488-326-3

SPEECH-LANGUAGE PATHOLOGY ASSISTANTS: A RESOURCE MANUAL.

OSTERGREN, JENNIFER A 2020

<https://ebookcentral-proquest-com.libraryproxy.harding.edu/lib/harding-ebooks/detail.action?docID=30356160>

The instructor will also supply readings for this course on Canvas.

Course Description

This course provides an overview of the field of speech-language pathology, professional standards, workplace behaviors including health and safety precautions, legal and ethical issues and scope of responsibilities of the speech-language pathologist and the speech-language pathology assistant in health care and educational settings. You will be introduced to all aspects of the profession; these individual aspects will be covered in-depth in future classes.

Observations of 3 hours of clinical activities are required. One of those hours should be a group therapy session.

The requirement of this course meets or exceeds the credit hour requirements of the university, the Higher Learning Commission, the federal government. This is a required course in the SLPA curriculum. **Prerequisites: None**

Relationship to University Learning Outcomes:

This 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 contributes to:

ULO1--Students will demonstrate understanding of Biblical content and interpretation and their applications in ethical decision-making.

ULO2: Students will demonstrate effective communication (e.g. written, non-written, spoken).

ULO6—Students will appreciate and produce work characterized by originality, imagination, or elegance in design or construction.

CSD Program Learning Outcomes

- 1) Demonstrate problem-solving skills using a Christian worldview and the ASHA Code of Ethics. (ULO1)

- 2) Connect the Christian worldview to the role of the CSD student in prevention, education, and advocacy while participating in service-learning experiences, community outreach activities, IPE events, and/or professional educational events. (ULO1)

- 3) Communicate effectively in written, oral, and non-verbal forms, including discipline specific documentation, and collaboration with team members. (ULO2)

- 9) Demonstrate creativity by designing individualized therapy activities using items from the environment. (ULO6)

Course Objectives

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

1. Overview Rules and Regulations.
2. Explain the roles and responsibilities that are within the scope of practice of a speech-language pathology assistant (SLPA).
3. Explain the job responsibilities that are outside the scope of practice of an SLPA.
4. Explain the relationship between the SLPA and the supervising SLP such as communication, collaboration and teaming.
5. Supervision.
6. Describe behaviors that would constitute violations of the American Speech-Language Hearing Association (ASHA) Code of Ethics and Assistants Code of Conduct.
7. Explain techniques necessary to maintain the health and safety of the SLPA and others in the work setting.
8. Compare and contrast different types of service delivery models in speech-language pathology in Healthcare and Educational Settings.
9. Explain key components of the speech-language intervention process.
10. Describe the roles and responsibilities of the SLPA and SLP in speech-language intervention services.
11. Evaluate the level of professionalism in communication, appearance, and personal contact in self and others as it relates to employment as an SLPA.
12. Articulate the importance of confidentiality in the workplace setting, specifically the Health Insurance Portability & Accountability Act (HIPAA) and Family Educational Rights and Privacy Act (FERPA).
13. Demonstrate a basic understanding of factors to consider when working with culturally and linguistically diverse children and families.
14. Describe and appropriately implement behavior management techniques with clients across a variety of ages and abilities.
15. Implement therapy sessions based on lesson plans.
16. Develop therapy sessions based on lesson plans.

Course Expectations and Professional Conduct

To maximize the learning opportunities for all participants, student attendance, participation, ethical work habits, and professionalism are imperative in this course. For the benefit of all students, the instructor will expect students to demonstrate:

1. Punctual arrival for class to demonstrate preparation and active participation during course discussions.
2. Completion of readings and assignments as noted in the course schedule **before** each class period.
3. Respect those around them by refraining from off-task behaviors (whispering, surfing, etc.). Students must refrain from attending to their phones, watches, tablets, computer etc. without the instructor's permission. The use of any device during a quiz or exam will be considered cheating, and will be entered as a grade of "zero" points achieved.
4. Consistent communication with the instructor. The instructor will communicate through class announcements, Canvas messages, and HU email. Students are responsible for the disbursement of information (including attachments) through these sources.
5. The submission of timely work. All assignments are due at the beginning of class on the expected due date, regardless of attendance. Work submitted after the time/date noted is late. Late work is accepted for half credit (maximum score of 50% of the total assignment value) for up to two days (48 hrs.) past the date due. After 48 hours, the assignment will be entered as a zero.
6. The submission of neat and orderly work. Written work should be reasonably correct in mechanics (ex: spelling, grammar, punctuation) with appropriate formatting and citations, if needed. Students are encouraged to use the HU writing center for assistance in editing their work or gaining assistance with APA. Paper assignments must be typed, 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.
7. Regular class attendance. Consistent and punctual attendance is expected. Three 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 who miss class are responsible for the content presented and/or assigned. Students may not make up a class lab, assignment, or quiz conducted during class on the day of an absence. Every absence beyond three 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. For asynchronous lectures, the course instructor will take attendance via course analytics in Echo360.

8. Adherence to the HUSC policies for clinical observations (see HUSC handbook posted in Canvas). This includes, but is not limited to:

- Following the sign-up procedures for clinical observations
- Adhering to the HUSC dress code for clinical observations
- Demonstrating professionalism through verbal & non-verbal communication
- Completing assignments (other than observations) during times when the HUSC is closed to clients (schedule is available in HUSC office)
- Respecting the well-being of clients and other clinicians by maintaining the confidentiality of client information and adhering to HIPAA regulations^[1]_[SEP]

The HUSC staff will address any difficulties in adhering to the clinical policies; however, if the HUSC staff reports repeated challenges, the course grade will be deducted by 10- points for each occurrence.

9. Respect intellectual property, and HUs Academic Integrity Policies by completing their own work, adhering to copyright laws and, following plagiarism policies. The material presented in class is the intellectual property of the instructor. In an effort to protect this work, the instructor **must approve all video or audio recordings** of lectures and/or materials presented in this course.

SPECIAL NOTE ON USE OF A.I. SUCH AS CHATGPT

Generative AI use is allowed for specific assignments but not for others

In this course, generative AI tools may be used for **specific assignments as directed by your instructor** with appropriate acknowledgment and citation but not for any other assigned work. Contact your instructor if you are in doubt as to whether you are using generative AI tools appropriately in this course. You are responsible for checking facts, finding reliable sources, citing appropriately, and making a careful, critical examination of any work that you submit. Failure to acknowledge and cite the generative AI or using generative AI on assignments not approved for AI use is academically dishonest and constitutes a violation of Harding's Academic Integrity Policy.

Please use the following guidelines for acknowledging/citing generative AI in your assignments. **<insert a link to [MLA](#) or [APA](#) on our own instructions about citation/acknowledgment>**.

ACADEMIC INTEGRITY

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. Define what you mean clearly, and create and then evaluate assignments in a way that promotes honesty and discourages unacceptable practices. You should make it clear when and how students may, and how they may not, collaborate on assignments and indicate clearly preferred styles of documentation and citation (for both printed and electronic sources). Portions of the above wording are used with permission of the Provost Office at Georgetown University

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 feedback will be provided on each assignment. Feedback may be in the form of graded assignments, written/verbal comments from the instructor, and/or written/verbal comments from other students in the class. The total value and the due date of each assignment will be documented in canvas, but the following can be used as an estimate depending on the course schedule. The following scale will be used:

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

There will be two/three major examinations and a final. The final will be comprehensive.

<u>Assignment</u>	<u>Points Possible</u>
Exam 1	100
Exam 2	100
Mid-term Exam	100
Ch 11 Create a video/social story	100
Quiz	50
Ch 12 Group Therapy activity game	100
Observation hours	50
Final Exam	200
Pop-up Quizzes	15

Course Schedule

Week 1	8/19/24	Syllabus/Introductions/Read Ch 1
	8/21/24	Speaker: Lisa Wolf Director, Assistants Certification Program
	8/23/24	Ch 1 Defining Roles: SLPAs
Week 2	8/26/24	Ch 1/Read Ch 2
	8/28/24	Ch 2 Defining Roles: Supervision and Mentoring
	8/30/24	Ch 2/Read Ch 3 Speaker "A day in the life of an SLPA"
Week 3	9/2/24	Ch 3 Ethical Conduct
	9/4/24	Ch 3
	9/6/24	Ch 3
Week 4	9/9/24	Ch 3/Read Ch 4
	9/11/24	Review Exam 1 (Ch 1, 2 and 3)
	9/13/24	Exam 1 (Ch 1, 2, and 3)
Week 5	9/16/24	Ch 4 Professional Conduct
	9/18/24	Ch 4/Read Ch 6
	9/20/24	Ch 6 Health and Safety
Week 6	9/23/24	Review
	9/25/24	Exam 2 (Ch 4 and 6) Read Ch 7
	9/27/24	Ch 7 Deciphering Lesson Plans and Goals
Week 7	9/30/24	Ch 7

	10/2/24	Ch 7/Read Ch 8
	10/4/24	No Class- Fall Break
Week 8	10/7/24	Ch 8 Data Collection
	10/11/24	Ch 8 Practice Data Collection/Read Ch 9
Week 9	10/14/24	Ch 9 Note Writing
	10/16/24	Ch 9
	10/18/24	Practice Note Writing/Read
Week 10	10/21/24	Exam 3 (Ch 7, 8, and 9)
	10/23/24	Ch 10 Implementing Treatment Plan
	10/25/24	Ch 10
Week 11	10/28/24	Practice Implementing Treatment Plan/Read Ch 11
	10/30/24	Ch 11 Using Behavioral Principles
	11/1/24	Ch 11
Week 12	11/4/24	Practice Using Behavioral Principles/ Read Ch 12
	11/6/24	Ch 12 Group Therapy
	11/8/24	Ch 12 Practice Group Therapy
Week 13	11/11/24	Group Activity Game due and present
	11/13/24	Ch 5 Cultural and Linguistic Diversity
	11/15/24	Second Language Acquisition/How to Use Interpreters/Read Ch 13 and 14
Week 14 Intervention	11/18/24	Ch 13 Speech Sound Remediation for Children/Ch 14 Early
	11/20/24	Ch 13 Speech Sound Remediation for Children/Ch 14 Early Intervention /Read Ch 15 and 16

	11/22/24	Ch 15 Language Intervention for Children/Ch 16 Incorporating Play and Literacy in Treatment
Week 15	12/2/24	Ch 15 Language Intervention for Children/Ch 16 Incorporating Play and Literacy in Treatment/Read Ch 17
	12/4/24	Ch 17 Autism Spectrum Disorder (ASD)
	12/6/24	Video Modeling/Social Story due and Present
		Ch 18 Augmentative and Alternative Communication/Ch 19 Adults with Acquired Neurologic Disorders
Week 16	12/9/24	Finals 10:30 am -12:30 pm (Ch 5, and 10-19)

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. This course adheres to the university guidelines regarding workload and requirements per credit hour.

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.

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 (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. A student may be asked to leave class or other activities if they are not in keeping with these expectations.

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 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* in order 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 of the Student Center, telephone, [\(501\) 279-4019](tel:5012794019).

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 1000 curriculum include:

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

- Oral and Written Communication Skills