CSD 1250
SURVEY OF COMMUNICATION DISORDERS
Fall 2019 (3 credit hours)
MWF 1:00-1:50
SWAID 214

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You may use the link below to set up an appointment via Google calendar. Please be certain that your calendar settings are for CENTRAL time. If it seems like an odd time, it probably is. If you do not find a time, please email me to set one up.

https://www.google.com/calendar/selfsched?sstoken=UVBweS1UN3pES0QxfGRIZmF1bHR8NmRkMTIxNGE0ZTczOGUwY2QzZDExYTczYi00YTFQMGQ

Course Description:
Common speech, language, and hearing disorders with emphasis on causation. Observation of clinical activity is required. “This course adheres to university guidelines regarding workload requirements per credit hour.”

Required Text:

Student Learning Objectives and ASHA Standards: Students will demonstrate a basic introductory knowledge of common speech, language, and hearing disorders including etiologies, characteristics, prevention, assessment and intervention. It is to be understood that this is an introductory course that provides a foundation of general information to be built upon in the advanced courses of communication sciences and disorders that addresses knowledge and skills delineated in the ASHA Standards for the Certificate of Clinical Competence (www.asha.org).

Case studies and in-class video presentations will be used for practical application and critical thinking skills.

Relationship to ASHA Standards and University Learning Outcomes: ASHA upholds specified standards related to academic and clinical training as well as continuing education. This course provides an introduction to the knowledge and skills of the ASHA standards and contributes to the basics of the following areas in Standard IV-C: Speech, Language, Hearing, Communication, and Swallowing Disorders and Differences and Standard IV-D: Prevention, Assessment, and Intervention:

- knowledge of basic communication processes including biological, neurological, acoustic, psychological, developmental, linguistic and cultural correlates
  - knowledge of the nature of the disorder, etiologies, characteristics, acoustic, psychological, developmental, linguistic and cultural bases
- knowledge of principles and methods of prevention, assessment and intervention for persons with communication disorders including consideration of biological, neurological, acoustic, psychological, developmental, linguistic and cultural correlates of the disorders
- participate in clinical experience—observation

ULO 2: Students will demonstrate effective communication (e.g. written, non-written, spoken).
ULO 6: Students will appreciate and produce work characterized by originality, imagination, or elegance in design or construction.

Class attendance: Punctual class attendance and attention reflect interest, work ethic, and professionalism. Three unexcused absences are allowed. All health-related absences should be documented through the University Health Services. Written or emailed excuses need to be provided in advance when possible. Any unexcused absences past the three allowed will result in lowering your grade for the class by one letter. Excessive absences could result in being dropped from the class with a grade of “F.”

Course Policies: 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.

- Students are expected to sign the attendance sheet at the beginning of each class period to indicate attendance.
- Do not video or audio record without instructor permission.
- 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. If an assignment, test, or quiz is missed during an EXCUSED absence the student is responsible for making arrangements to make-up the missed item within one week. After that time, the grade will be 0. It is your responsibility to check Canvas for class information.
- All assignments given are due at the beginning of class or the assigned time posted on Canvas. Late work will not be accepted and will result in a 0.
• Your professional image begins now. As a part of this it is recommended that you 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 e-mailing during a quiz or test will be considered cheating, and a zero will be given.
• Written work must be reasonably correct in mechanics (e.g. spelling, grammar, punctuation, etc.). Points will be deducted for inadequate work.
• Submitting work taken directly from another source will be considered plagiarism, and no credit will be given on the assignment.
• Any information (video or discussion) shared during class discussions about clients must be kept in confidence.
• All official university communication comes through the HU email system.
• Students are expected to follow the university policy regarding dress code.

Course Requirements:
• **Quizzes and Exams** - We will have 20 quizzes over the assigned reading and will be available on Canvas with due dates posted on the quiz. If you miss a quiz, you cannot make it up unless there are extenuating circumstances. These are your responsibility to be sure to complete. You will have 4 exams and a final exam. Some of these (depending on availability) may be given in the testing lab and you are expected to follow all procedures given by the lab.
  o If given in the lab, all students are encouraged to review their exam with the course instructor. Those receiving a “C” or below will be required to review the exam in order to discuss any gaps in knowledge and to answer any questions about the material or studying for the exam.
• **Clinical Observations** – Five clinical clock hours of speech therapy sessions. Students must complete these hours by observing an ASHA certified speech-language pathologist (CCC-SLP) and can be completed in a variety of settings and/or in the Harding University Speech Clinic. In order to receive credit for the hours, the appropriate forms must be completed and signed by the CE if observed in the HUSC OR the SLP with their ASHA number and you as the observer. The forms will be explained in detail in class and a rubric will be available on Canvas that must be followed in order to earn all points for this assignment. Students must follow the dress requirements and rules of the facility in which they choose to observe. If needed, a personal letter of introduction and explanation may be provided for you to give to the facility. Students will also be asked to sign a Confidentiality Statement regarding observations. **DO NOT WAIT UNTIL THE WEEK BEFORE THEY ARE DUE TO START OBSERVING!** Points awarded for COMPLETION of requirements as given on the Observation Protocol form located on Canvas. We will enter these hours in together into Calipso in class after they have been graded.
• In order to practice team skills needed in this profession, you will be placed into teams at times during this semester. You will be responsible for a team project. Time outside of class will be required for team projects. The main team project will be a public service announcement (PSA) about one of the topics we cover. Possible topics to be discussed in class. You will be given a rubric for this assignment and will present it in class.
• During our discussion of Augmentative and Alternative Communication, you will be required to make a communication board.
• Each student is to submit a weekly reflection “marble” statement. These will be entered in Canvas on Friday of each week and due by the following Monday class period on Canvas. These are not graded on specific content.
• As we discuss topics in the class, you will make entries into a “creative journal” in order to increase learning potential of the content. You will also use these in CSD 1215.
• **Summative Notebook/Portfolio**: Updating entries into the Summative Portfolio is a course requirement for every class in the CSD department. In order to receive credit for this course the student must complete the summative portfolio assignment as outlined by this course instructor by the due date established by this course instructor. For this course, see information on Canvas for instructions.

**Interprofessional Education Opportunities (IPE)**
Inter-professional education is a large part of the health professions. We have increased our IPE experiences over the past couple of years and are happy to offer these opportunities to you. Following are the events we know about at this time.

**Lunch and Learn (noon in Farrar 218)**
Wednesday, October 2 - Fall Prevention & Screening - contact person is Anita Killins from Physical Therapy
Wednesday September 11 - Hippotherapy - contact person: Jennifer Fisher/CSD
Wednesday September 18 - Reading chest radiographs - contact person: Greg Brooks/Nsg
Friday September 27 - Flu vaccine - contact person: Lisa Engel/Nsg
Thursday October 10 - swallowing disorders - contact person: Melanie Meeker/CSD
Thursday October 24 - drug resistant infections - contact person: Mendy McClelland/PA
Tuesday, November 5 - Introduction to Intuitive Eating: Create a Healthy Relationship with Food, Mind and Body: Sarah Oropeza from Dietetics/FCS
Wednesday November 13 - HIV vs. TB - contact person: Greg Brooks

**A Night at the Round Tables**
October 14, typically 6:00pm – 8:00pm: - Case Study experience (attendance and assignment 10 bonus points)

**BREAKDOWN OF GRADING:**
- Reading Quizzes 10%
- Exams 50%
- Final 15%
- Observations 10%
- Class Projects 10%
- “Marble” Reflections 5%
GRADE SCHEDULE:
A = 90-100  B = 80-89  C = 70-79  D = 60-69  F = less than 60

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.

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: 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 in the Student Center, telephone, (501) 279-4019.

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.

Dress Code: Students are expected to follow the University policy regarding dress code, as well as, any additional dress requirements for Harding University Speech Clinic while observing. A student may be asked to leave class or other activities if they are not in keeping with these expectations.

As your instructor, I hope to excite you about the possibilities in this amazing field. I believe that human communication is essential for all and that in working with communication disorders, we have the ability to be the hands and feet of our Father and to help to bring dignity to the people we encounter. I hope to demonstrate the need to work with others in order to provide the best possible outcome as a student and for those you will encounter during your career because, from here on out, you will absolutely be interacting with and working with others.

Philippians 2:1-7 (in part, however, the entire passage is amazing)
“If you have any encouragement from being united with Christ, if any comfort from his love, if any fellowship with the Spirit, if any tenderness and compassion, then make my joy complete by being like-minded, having the same love, being one in spirit and purpose. Do nothing out of selfish ambition or vain conceit, but in humility consider others better than yourselves. Each of you should look not only to your own interests, but also to the interests of others. Your attitude should be the same as that of Christ Jesus: Who, being in very nature God, did not consider equality with God something to be grasped, but made himself nothing, taking the very nature of a servant…”

Psalms 100:5
“For the Lord is good and his love endures forever; his faithfulness continues through all generations.”

Colossians 3:23
“Whatsoever you do, do your work heartily, as for the Lord rather than for men...”

Hebrews 3:13
“But encourage one another daily, as long as it is called “Today,” so that none of you may be hardened by sin’s deceitfulness.”