Class Scriptures:
“And now these three remain: faith, hope, and love. But the greatest of these is love.”
I Corinthians 13:13 (NIV) “For we are God’s handiwork, created in Christ Jesus to do good works, which God prepared in advance for us to do.” Ephesians 2:10 (NIV) “Therefore, as God’s chosen people, holy and dearly loved, clothe yourselves with compassion, kindness, humility, gentleness and patience.” Colossians 3:12 (NIV) “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 3:17 (NIV)

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 1150, CSD 1230, CSD 1250, CSD 2900, CSD 3250 and CSD 3260. “This course adheres to University guidelines regarding workload requirements per credit hour.”

Required Materials:
- 1½ inch three ring binder
- 8 tab dividers for the three ring binder

Course Objectives:
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.
- The documentation and information reporting systems used in treatment of communication disorders
- The learning theories of intervention and the subsequent implications for speech and language therapy
- The essential role of client and family counseling during intervention
- Providing intervention for articulation and phonological delays/disorders
- Providing intervention for language delays/disorders

Upon completion of this course, the following Student Learner Objectives (SLOs) of the CSD Department will be obtained:
- SLO 2: Demonstrate knowledge of basic human communication processes including biological, acoustic psychological, developmental, and linguistic and cultural bases across the lifespan.
- SLO 3: Demonstrate knowledge of the nature of speech, language, hearing and communication disorders and differences in the following areas:
  - Articulation - Clinical experience, simulated therapy experiences
  - Receptive and expressive language - clinical experience, simulated therapy experiences.
  - Hearing, including the impact on speech and language - clinical experience, simulated therapy experiences
  - Communication modalities - clinical experience, simulated therapy experiences
• SLO 5: Demonstrate a basic knowledge of the standards of ethical conduct.
• SLO 6: Demonstrate a basic knowledge of evidence based practice.
• SLO 7: Demonstrate a basic knowledge of contemporary professional issues and professional credentials.
• SLO 8: Complete 5 of the minimum of 40 clock hours in a supervised clinical setting.

Upon completion of this course, the following University Learning Outcomes (ULO) will be obtained:
• ULO 2: Students will analyze ethical concerns and apply Christian values to evaluate solutions to ethical conflicts.
• ULO 3: Students will demonstrate effective written and oral communication with appropriate consideration for the context and audience, both as a presenter/writer and an observer/evaluator.
• ULO 4: Students will gather and evaluate available information and make a reasoned argument based on that data.
• ULO 5: Students will contribute effectively as a member of a team working toward a shared goal.
• ULO 6: Students will apply knowledge and skills in interpersonal, multi-cultural, and international domains in order to support effective and appropriate interaction in a variety of cultural contexts.
• ULO 8: Students will apply creative methods characteristic of the arts and literature to generate innovative and original solutions to problems in different contexts.
• ULO 10: Students will reason using numerical data in order to effectively solve problems and explain data in authentic contexts.

ASHA upholds specified standards related to academic and clinical training as well as continuing education. This course provides an introduction to the following ASHA standards:
• Standard IV-B – knowledge of basic communication processes including biological, neurological, acoustic, psychological, developmental, linguistic and cultural correlates
• Standard IV-C – knowledge of the nature of the disorder, etiologies, characteristics, acoustic, psychological, developmental, linguistic and cultural bases
• Standard IV-D - 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

In order to avoid misunderstandings regarding course expectations, 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 Expectations and Professional Conduct:
• Punctual attendance is expected. Attendance will be checked at each class meeting.
  Two unexcused absences will be tolerated. All health/family related absences should be documented through the University Health Services or the Provost Office to be excused. If the absence is not excused within one week from the date of absence, the absence will count as unexcused for this class. Upon the third unexcused absence, your final grade will be lowered by one letter grade. As stated in the Student Handbook, excessive absences can result in being dropped from the course with the grade of “F.”
• Any requests for quiz or test date changes must be approved ahead of time with a doctor or university note. No exceptions!
• Students who miss class for any reason are responsible for the content presented. Time will not be spent in class to go over material missed. If a student needs additional assistance an appointment must be scheduled with the instructor by e-mail. 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 a zero. The make-up exam will be of equal value (points), but may vary in format or in concepts assessed.
• Students are expected to read and complete assigned materials prior to coming to class and be prepared to participate in class discussions and quizzes.
• Out of courtesy for all those participating in the learning process, all cell phones must be turned off AND placed in backpacks during class. Do not text, e-mail, or use social media sites during class. The instructor reserves the right to mark a student absent if he or she is texting, e-mailing, or using a social media site during class. Any texting, e-mailing, or social media sites used 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.

• Submitting work taken directly from another source will be considered plagiarism and a violation of the academic integrity policy of the University. No credit will be given on the assignment.

• All assignments given are due at the beginning of class (11:30 a.m.), or the assigned time posted on Canvas. Late work will NOT be accepted and a score of zero will be recorded.

• Students MUST seek the instructor’s permission to video or audio record a lecture.

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

• Communication from the instructor will be received often and primarily through Canvas or HU email. It is the student’s responsibility to check these often for class and clinic information.

• No cheating will ever be tolerated. You will be turned in on the spot, excused to leave and not come back.

• All typed assignments must be single spaced using Times, Times New Roman, or Arial font. All font sizes must be size twelve.

• Extra credit/bonus points are included in the course requirements and class activities. There will NOT be any extra credit/bonus points offered by the instructor once grades have been finalized in Canvas.

• “Don’t be upset by the results you didn’t get with the work you didn’t do.”

• In the words of Andy Stanley, ask yourself this question throughout the semester: “In light of my past experience, current circumstances, future hopes and dreams, what’s the wise thing for me to do?”

Course Requirements-ALL course requirements must be completed in order to receive credit for this course.

• Two exams will be given during the semester.

• Student Projects/Presentations: Speech and Language Therapy Kit, Therapy Plan, and Oral Presentation.

--Students will create a Therapy Kit that contains materials for children and adults across these disorders: Cognition, Receptive Language, and Expressive Language. The instructor will assign the therapy target(s) and the students will select the age ranges for their Therapy Kit.

  1. The Therapy Kit must be contained within a portable framework (i.e., box, small bag, briefcase, etc.)

  2. The Oral Presentation (5-8 minutes), should be a guided tour of the Therapy Kit as the individual describes:

     - Materials chosen/created for the specific assigned target(s) & age(s) for which they apply. Six activities need to be planned for the kit.

     - Origin of the materials (How did you make them? Where did you buy them and how much did the items cost?).

     - One therapy activity/item will need to be a children’s book that can be used for the specific target of the Therapy Kit.

     - ONE therapy activity/item, published by a therapy company, (NOT GAMES OR TOYS) from the Harding University Speech Clinic Materials Room must be included in the Therapy Kit.

     - Three random items chosen by the instructor will be provided to include in a therapy activity for the kit.
- Give a demonstration of how your materials can be used (what teaching/learning techniques apply for this target).

3. The following items will need to be contained in the written portion of the project:
   - Itemized list of all the items in your Therapy Kit (How did you make them? Where did you buy them and how much did items cost? What website did you use for your items?).
   - Title, author, and cost of the chosen book.
   - Long Term Goal(s) (1 possibly 2 LTGs) and Short Term Objectives (4 STOs needed) that relate to the assigned target of the Therapy Kit.
   - Materials used and teaching/learning techniques that apply and are age appropriate. (Remember SIX activities!)
   - Short-term objectives that apply for each activity will need to be listed beside the corresponding activity in the kit.

- Quizzes will be given in class over material from required readings and after EVERY Echo Lecture. Students missing class that day will not be allowed to make up the quiz, unless the absence is excused. You will have one week to complete the quiz. If the quiz is not completed in a week, you will receive a zero.

- Each student will complete a minimum of 5 hours of clinical observation, and submit them using the appropriate format outlined in the CSD Observation Protocol. Some of these observation hours will be provided in class. The remaining hours can be completed under the supervision of an ASHA certified speech language pathologist, on Master Clinician, or in the Harding University Speech and Hearing Clinic. Observation Protocol will be provided. **IF FIVE HOURS ARE NOT COMPLETED AND TURNED IN, YOU WILL RECEIVE A ZERO FOR THE ASSIGNMENT!!!** If you turn in all 5 hours, but do not follow the Observation Protocol given, you will receive partial credit for this assignment. **Late work will not be accepted, and you will receive a zero for the assignment.**

- Written and/or hands-on application assignments will be completed during class or assigned for homework. These are designed to help students analyze and apply the material that is being covered in class. Each written/application task will be assigned spontaneously. Students missing class that day will not be allowed to make up the assignment, unless the absence is excused.

- Each student will be assigned a phoneme to research elicitation techniques to share with the class. The student will need to submit the information they researched to Canvas. All information will be printed by the instructor in order to design an Elicitation Notebook for each student.

- Compose a Session Plan including long-term goals and short-term objectives, individual session objectives, skilled therapy techniques and procedures, activities and reinforcements, and generalization.

- Students will be divided in groups and given a case study concerning mock clients who have been diagnosed with an articulation/phonological delays/disorders. The groups will be required to compose a treatment plan, session plan, and a progression of the therapeutic process. After the plans have been established, an in class simulation therapy experience will be conducted. When the simulation therapy session is complete, a SOAP note will be written.

- Students will be divided in groups and given a case study concerning mock clients who have been diagnosed with language/cognition delays/disorders. The groups will be required to compose a treatment plan, session plan, and a progression of the therapeutic process.
One class period will be devoted to eating dinner/playing games with the residents at Harding Place. This will provide an opportunity for students to interact with the elderly population, and observe cognitive and communicative skills typically of this population.

There will be a Canvas Discussion set up after visiting Harding Place. Each student is required to write a journal entry about their experience. After reading the journal entries, students are required to continue the discussion by commenting on three of the journal entries. Attendance is expected. You will receive a zero for this assignment if your absence is unexcused. If an excused absence occurs, the instructor will provide the student with an opportunity to visit with the residents at Harding Place at another designated time. The date for this visit will be scheduled later in the semester.

On February 25 at 5:00 p.m., our class will participate in the IPE Poverty Simulation. A two-page paper reflection will be due in Canvas after participating in the event.

Updating entries into the Summative Portfolio Notebook 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.

Final grades will be based on the percentages listed below:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examinations</td>
<td>40%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>15%</td>
</tr>
<tr>
<td>Class Assignments</td>
<td>2%</td>
</tr>
<tr>
<td>Elicitation Notebook Project</td>
<td>1%</td>
</tr>
<tr>
<td>Articulation/Phonological Plans and Therapy</td>
<td>5%</td>
</tr>
<tr>
<td>Language/Cognition Plans and Therapy</td>
<td>5%</td>
</tr>
<tr>
<td>Observation Hours</td>
<td>5%</td>
</tr>
<tr>
<td>Harding Place/Canvas Discussion</td>
<td>2%</td>
</tr>
<tr>
<td>Poverty Simulation Reflection Paper</td>
<td>5%</td>
</tr>
<tr>
<td>Final Examination/Therapy Kit</td>
<td>20%</td>
</tr>
</tbody>
</table>

The following scale will be used:

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

**Dress Code**

All students must abide by the Student Handbook. A student may be asked to leave class or other activities if they are not in keeping with these standards.

**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.
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. 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
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.

Credit Hour Calculator Statement (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.

Joni Day, M.C.D., CCC-SLP
Assistant Professor
Swaid Center for Health Sciences 206
501-279-5670
jday2@harding.edu
Course Organization

***This course schedule, including topics, reading, and assignments are subject to change by instructor as needed.*

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Readings</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Orientation and Introduction to Course/ Review Flow of Therapy</td>
<td>Assigned readings given in class or in Canvas</td>
<td>Introductions/Course Expectations Review/Lecture/Groups</td>
</tr>
<tr>
<td>2</td>
<td>The Ingredients of Good Therapy SMART goals and objectives</td>
<td>Assigned readings given in class or in Canvas</td>
<td>Echo Lecture/Discussion Writing Activity for LTGs and STOs</td>
</tr>
<tr>
<td>3</td>
<td>The Ingredients of Good Therapy cont. The Ingredients of Good Documentation Skills</td>
<td>Assigned readings given in class or in Canvas. Use of the ASHA Portal.</td>
<td>Echo Lecture/Discussion &amp; Writing Activities Data Collection/SOAP note (video with MC)</td>
</tr>
<tr>
<td>4</td>
<td>The Ingredients of Good Documentation Skills</td>
<td>Assigned readings given in class or in Canvas. Use of the ASHA Portal.</td>
<td>Echo Lecture/Discussion &amp; Writing Activities</td>
</tr>
<tr>
<td>5</td>
<td>The Ingredients of Good Documentation Skills</td>
<td>Assigned readings given in class or in Canvas. Use of the ASHA Portal.</td>
<td>Echo Lecture/Discussion &amp; Writing Activities Elicitation Techniques due in Canvas on Feb. 16</td>
</tr>
<tr>
<td>6</td>
<td>Intervention for Articulation and Phonology in Children</td>
<td>Assigned readings given in class or in Canvas. Use of the ASHA Portal.</td>
<td>Echo Lecture/ Discussions/ Elicitation Notebooks Elicitation Techniques Presentations Feb. 18 &amp; 20</td>
</tr>
<tr>
<td>7</td>
<td>Intervention for Articulation and Phonology in Children Poverty Simulation (CSD UG, CSD G, Bible)</td>
<td>Assigned readings given in class or in Canvas. Use of the ASHA Portal.</td>
<td>Case Study Mandatory Attends. Feb. 25 at 5:00 p.m. in the Heritage Founders Room</td>
</tr>
<tr>
<td>8</td>
<td>Intervention for Articulation and Phonology in Children EXAM 1</td>
<td>Assigned readings given in class or in Canvas. Use of the ASHA Portal.</td>
<td>Therapy Simulations EXAM 1 – March 5</td>
</tr>
<tr>
<td>9</td>
<td>SPRING BREAK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Topic</td>
<td>Readings</td>
<td>Activity</td>
</tr>
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<tr>
<td>10</td>
<td>Intervention for Language in Infants and Preschool Children</td>
<td>Assigned readings given in class or in Canvas. Use of the ASHA Portal.</td>
<td>Echo Lecture about Dev. Milestones/ Case Study/ Writing Activity</td>
</tr>
<tr>
<td>11</td>
<td>Intervention for Language in School-Age Children Through Adolescence</td>
<td>Assigned readings given in class or in Canvas. Use of the ASHA Portal.</td>
<td>Echo Lecture/Discussion</td>
</tr>
<tr>
<td>12</td>
<td>Intervention for Language in School-Age Children Through Adolescence &amp; Intervention for Autism Spectrum Disorder (ASD)</td>
<td>Assigned readings given in class or in Canvas. Use of the ASHA Portal.</td>
<td>Echo Lecture/Discussion</td>
</tr>
<tr>
<td>13</td>
<td>Intervention for Language in Children/Adolescence-Executive Functioning</td>
<td>Assigned readings given in class or in Canvas. Use of the ASHA Portal.</td>
<td>Echo Lecture/Discussion Writing Activity</td>
</tr>
<tr>
<td>14</td>
<td>Exam 2</td>
<td>Assigned readings given in class or in Canvas. Use of the ASHA Portal.</td>
<td>Exam 2 – April 14</td>
</tr>
<tr>
<td>15</td>
<td>Client and Family Counseling/Multicultural Issues in Intervention/Professionalism</td>
<td>Assigned readings given in class or in Canvas. Use of the ASHA Portal.</td>
<td>In class Lecture/Discussion April 16 - Observation Hours Due</td>
</tr>
<tr>
<td>16</td>
<td>Student Presentations-Language Therapy Kits</td>
<td></td>
<td>April 28 &amp; 30 Presentations of Language Therapy Kits</td>
</tr>
<tr>
<td>17</td>
<td>Student Presentations-Language Therapy Kits</td>
<td></td>
<td>May 6 from 10:30-12:30</td>
</tr>
</tbody>
</table>

***This course schedule, including topics, reading, and assignments are subject to change by instructor as needed. ***