Harding University  
Department of Communication Sciences and Disorders  
CSD 6550: Independent Study  
Spring 2020 Syllabus

Class time: Tuesday/Thursday 3:30-5:30 as scheduled  
Class location: Swaid 214  
Credit Hours: 1

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Email: jtraughb@harding.edu

Office hours: 10+ hours per week as posted on my office doors. Additional conferences are available by appointment.

Required Materials  
The instructor will supply readings for this course on Canvas.  
Subscription to SimuCase from SpeechPathology.com

Recommended Resources  

Course Description  
This course is a graduate level course designed to provide additional information and strategies regarding the prevention, education, assessment, and intervention skills needed to work with individuals with specialized needs. This course will discuss the needs of individuals with low-incidence disorders and those with disabilities that affect the therapeutic process. Learners will also explore the affect on the family, and the importance of interdisciplinary treatments. The successful completion will award the student the foundational knowledge and the basic skills required to work with individuals of all ages in medical, outpatient, educational, or residential settings. Pre-Requisites: Admission into the HU-CSD graduate program.

ASHA Standards  
ASHA upholds specified standards related to academic and clinical training as well as continuing education. At the completion of the course, each student will be able to demonstrate the knowledge and skills outlined by the Council for Academic Accreditation (CAA) and the Council for Clinical Certification (CFCC) as they relate to individuals with the specialized needs discussed in this course. This content of this course will include the following CAA and CFCC standards.

Council for Academic Accreditation (CAA) Standards:  
3.1.1B Professional Practice Competencies: The program must provide content and opportunities for students to learn and demonstrate attributes and abilities in: Accountability, Integrity,
Effective Communication Skills, Clinical Reasoning, Evidence-Based Practice, Concern for Individuals Served, Cultural Competence, Professional Duty, and Collaborative Practice

3.1.2B Foundations of Speech-Language Pathology Practice: The program must include content and opportunities to learn so that each student can demonstrate knowledge of the discipline of human communication sciences and disorders, basic human communication and swallowing processes including the appropriate biological, neurological, acoustic, psychological, developmental, linguistic, and cultural bases, ability to integrate information pertaining to normal and abnormal human development across the life span, and the nature of communication and swallowing processes.

3.1.3B Identification and prevention of speech, language, and swallowing disorders and differences. The program must include content and opportunities to learn so that each student can demonstrate knowledge of the principles and methods of identification of communication and swallowing disorders and differences, as well as principles and methods of prevention of communication and swallowing disorders.

3.1.4B Evaluation of Speech, Language, and Swallowing Disorders and Differences. The program must include content and opportunities to learn so that each student can demonstrate knowledge and skills in assessment across the lifespan for disorders and differences associated with articulation, fluency, voice/resonance, receptive/expressive language, hearing, swallowing, cognition, social aspects of communication and augmentative and alternative communication needs.

3.1.5B Intervention to Minimize the Effects of Changes in the Speech, Language, and Swallowing Mechanisms. The program must include content and opportunities to learn so that each student can demonstrate knowledge and skills in intervention for communication and swallowing differences with individuals across the lifespan to minimize the effect of those disorders and differences on the ability to participate as fully as possible in the environment.

**Council For Clinical Certification (CFCC) Standards:**
Standard IV-B: Demonstrate knowledge of the basic human communication processes including biological, neurological, acoustic, psychological, developmental, linguistic, and cultural correlates and the ability to integrate information pertaining to normal and abnormal development

Standard IV-C: Demonstrate the ability to analyze, synthesize and evaluate knowledge of communication disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, linguistic, and cultural correlates in the areas of speech sound production, voice and resonance, receptive and expressive language, literacy, hearing, cognition, and social aspects of communication.

Standard IV-D: Demonstrate the ability to analyze, synthesize and evaluate knowledge of the principles and methods of prevention, assessment, and intervention for communication disorders

Standard IV-E: Demonstrate the ability to analyze, synthesize and evaluate knowledge of standards of ethical conduct for working with individuals and families across the lifespan.
Standard IV-F: Demonstrate knowledge of the integration of research principles into evidence-based clinical practice

Standard V-A: Demonstrate oral and written communication skills sufficient for entry into professional practice

**Course Objectives**

Upon completion of this course, the student will be able to apply their knowledge of normal and disordered communication to:

1. Recognize and explain the role of the SLP when working with individuals that represent a special population.

2. Design and implement evidence-based, developmentally appropriate, diagnostic and treatment plans for individuals that represent a special population.

3. Research, design, and present an advocacy plan to regarding a topic in CSD.

4. Research, develop, and present an infographic that provides EBP information regarding individuals that represent a special population.

**Course Expectations/Professional Conduct**

The nature and depth of academic study at the master’s level requires an internal motivation to engage with the course material in order to achieve competency. Therefore, each student’s participation is critical for the true exchange of thoughts and ideas. To maximize the learning opportunities for all students, it is imperative that student’s demonstrate ethical work habits, and professionalism. Therefore, the instructor will expect the students to demonstrate:

1. Punctual class attendance and **active** participation in course discussions/activities. Please notify the instructor 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 Hangouts in lieu of your physical attendance.

2. Completion of readings and assignments as noted in the course schedule **before** each class period.

3. Preparation by asking questions and **actively** discussing the topic of the day. Students should practice active listening skills, respectful debate, the ability to extend a thought/topic, and the ability to respect other’s opinions.

4. Respect 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. 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.

5. 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.

6. 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.

7. 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 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. Students are allowed one unexcused absence during the semester. Off-task behaviors during class (texting, surfing, talking, sleeping etc.) may result in an unexcused absence. Excessive unexcused absences (more than the two allowed) will result in the final grade for the course being lowered by one letter for each additional absence. Excessive absences may result in being dropped from the class with a grade of “F.” Excused absences must be documented through the Student Health Services, a physician, or granted by the course instructor prior to the absence. 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. Students may not make up a class lab, assignment, or quiz conducted during class on the day of an absence. Students who miss an exam and provide an excused absence may make up the exam on a mutually agreed upon date. Make-up exams will 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.

9. Adherence to the HUSC policies for the use of dx/tx materials (see HUSC handbook posted in Canvas).

10. Respect for the well-being of clients and other clinicians by maintaining the confidentiality of client information and adhering to HIPAA regulations

11. Respect for the intellectual property presented in this class, and HUs Academic Integrity Policies. Students should complete their own work, adhere to copyright laws and, follow 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.

Course Grading
Assessment of the knowledge, skills, and proficiency of each student for the purpose of assigning a letter grade at the completion of the course will be based on a weighted scale. Students will be given feedback during the duration of this course. Feedback may in the form of graded
Assignments, written/verbal comments from the instructor, and/or written/verbal comments from other students in the class. Class assignments are due at the beginning of class on the assigned due dates. Assignments that are not received at the start of class will be considered late. Late work will be accepted for half credit for two days (48 hrs.) past the date due. Class assignments not submitted within two days will receive a grade of zero. The following scale will be used: A=90-100%, B=80-89%, C=70-79%, D=60-69%, F=0-59%

Assignments:
- Quizzes & Exams: 10%
- Discussion boards: 10%
- Infographic: 25%
- Case Studies: 20%
- Team Presentation: 25%
- Team feedback: 10%

Course Organization

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Required (before class) Reading/Homework</th>
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<tbody>
<tr>
<td>Week 1: Jan 14</td>
<td>Syllabus Review; Quiz</td>
<td>Read syllabus and prepare questions</td>
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<tr>
<td>Week 2: Jan 21</td>
<td>No Class Scheduled</td>
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<tr>
<td>Week 3: Jan 28</td>
<td>No Class Scheduled</td>
<td></td>
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<tr>
<td>Week 4: Feb 4</td>
<td>SLPs role with people with Cleft lip/palate</td>
<td>Assigned readings as posted</td>
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<tr>
<td>Week 5: Feb 11</td>
<td>No Class Scheduled</td>
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<td>Week 6: Feb 18</td>
<td>No Class—ACUE</td>
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<tr>
<td>Week 7: Feb 25</td>
<td>No Class Scheduled</td>
<td></td>
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<tr>
<td>Week 8: March 3</td>
<td>SLP’s role people with Fragile X</td>
<td>Assigned readings as posted</td>
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<tr>
<td>Week 9: March 10</td>
<td>No Class Scheduled—Spring Break</td>
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<tr>
<td>Week 10: March 17</td>
<td>SLPs role with children with CAS</td>
<td>Assigned readings as posted</td>
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<td>Week 11: March 24</td>
<td>No Class Scheduled</td>
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<tr>
<td>Week 12: March 31</td>
<td>SLPs role with people with Down Syndrome</td>
<td>Assigned readings as posted</td>
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<td>Week 13: April 7</td>
<td>No Class Scheduled</td>
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<tr>
<td>Week 14: April 14</td>
<td>SLP’s role with people with Autism in adults</td>
<td>Assigned readings as posted</td>
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<td>Week 15: April 21</td>
<td>No class scheduled</td>
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<tr>
<td>Week 16: April 28</td>
<td>Infographic presentations</td>
<td>Assigned readings as posted</td>
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<tr>
<td>Week 17: May 5</td>
<td>Final Exam— (3:30-5:30 plus accommodations, if needed)—If schedule allows, this will be moved to an earlier time</td>
<td>Bring computer to class</td>
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This schedule is a tentative outline of the semester and is subject to change at the discretion of the instructors.

**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.) The Disabilities Office is located in Room 226 of the Student Center and may be reached at (501) 279-4019 or bdsnith@harding.edu.

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

**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. For this two-hour course, a student should expect to spend six hours per week completing homework assignments and engaging in the study required to successfully meet the course objectives.

**Technology**
This course requires that students have access to a computer that has internet capabilities and Microsoft Office (or something similar). Laptops/tablets may be used during class for the purpose of note taking only (proof may be required). 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. For technical support, please contact the e-learning help desk M-F 8:00 am-5:00 pm at 501-279-5201 or elearning@harding.edu.