

**Harding University**  
**Department of Communication Sciences and Disorders**  
**CSD 6380: Special Populations (Online)**  
**Summer 2022 (May 16-July 29) Syllabus**

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**Office hours:** The instructor will provide a minimum of 10 hours of office hours each week to host online chats and individual online appointments. Students should contact the instructor via e-mail to schedule an online meeting.

**Course Description:**

This course is a graduate level course designed to provide students with strategies for providing effective advocacy and education for the prevention, diagnosis, and intervention for individuals with communication disorders. The course will focus on individuals with autism and those in low-incidence populations such as individuals with craniofacial anomalies, hearing disorders, genetic and metabolic disorders, and syndromes. This course will explore the effect of these disorders on the individuals and their family, and will discuss the importance of recognizing and eliminating personal biases. This course will also discuss the role of an interdisciplinary team when serving individuals in these populations. The successful completion of this course will award the student with 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.

**Instructional Time:** The majority of the coursework will be presented in an asynchronous learning environment as outlined in Canvas. If needed, the instructor will schedule synchronous sessions for Thursday evenings 7:00-9:00 pm CST. When the course material needs synchronous sessions, the instructor will send a link to a Google Meet. The instructor may also schedule face-to-face time in the classroom during the summer on-campus session. **Credit Hours: 3**

**Time Zone:** Harding University is located in Searcy, AR, in the Central Standard time zone; therefore, the due dates and times will be based in accordance with the Central Standard Time.

**Course Communication:** The instructor will communicate via Canvas announcements or individual e-mails (when needed). Students are responsible for the information contained in the announcements. To help with your organization, the instructor recommends that you set your Canvas notifications to alert you to course announcements via e-mail.

I am here to help you! If you have questions or need to speak with me, please feel free to contact me via e-mail at ([jtraughb@harding.edu](mailto:jtraughb@harding.edu)). I will respond to emails within 24 hours on Monday-Friday, and, as available, on the weekends. I am also available for online conferences via Google Meets.

## Required Materials:

- Hudson, M. W., & DeRuiter, M. (2021). *Professional Issues in Speech-Language Pathology* (5th edition). Plural Publishing\*  
\*A free digital version of this text is available for you using the link the Canvas course.
- Kummer, A. (2020). *Cleft Palate and Craniofacial Conditions A Comprehensive Guide to Clinical Management* (4th edition). Jones and Bartlett Learning.\*  
\*A free digital version of this text is available for you using the link the Canvas course
- Students will need an active subscription to Master Clinician.org (please wait until instructions are provided for purchasing this subscription).
- Students will need an active subscription to SimuCase from SpeechPathology.com
- The instructor will supply additional readings for this course on Canvas.

## Recommended Texts:

- Batshaw, M. L., Roizen, N. J., & Pellegrino, L. (2019). *Children with Disabilities* (8th edition). Brooks Publishing.
- Kummer, A. W. (2020). *Cleft Palate and Craniofacial Conditions* (4th edition). Jones and Bartlett Learning
- Shprintzen, R. J. (2000). *Syndrome Identification for Speech Language Pathology: An Illustrated Pocket Guide*. Delmar Cengage Learning.

## 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):

**Std. 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

**Std. 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.

**Std.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.

**Std.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.

**Std.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):**

**Std. IV-B:** Demonstrate knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.

**Std. 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.

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

**Std. V-A:** Demonstrate sufficient oral and written communication skills 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. Discuss the effects of trauma on the development of communication skills and compare/contrast the influence of neglect versus abuse. (**Std. 3.1.1B**)
2. Define and use terminology related to genetic abnormalities in individuals with developmental disabilities. (**Std. 3.1.2B, Std. IV-B**)

3. Explain the role of the SLP and their understanding of genetics when working with individuals that represent a special population. (**Std. 3.1.2B, Std. IV-B**)
4. Discuss the prevention and impact of autism, genetic disorders, metabolic disorders, craniofacial anomalies, hearing disorders, or trauma and the relationship between these and an individual's cognitive and communication skills. (**Std.3.1.2B, Std.3.1.3B, Std IV-B, Std IV-C, Std IV-D**)
5. Conduct an evidence-based, developmentally, and culturally appropriate, diagnostic evaluation for individuals that represent a special population. (**Std.3.1.1B, Std.3.1.4B, Std IV-D**)
6. Design an evidence-based, developmentally, and culturally appropriate, treatment plan for individuals that represent a special population. (**Std.3.1.1B, Std.3.1.5B, Std IV-D**)
7. Create and present an advocacy campaign to address disparities involving individuals with communication disorders. (**Std.3.1.1B, Std.3.1.3B, Std V-A**)

#### **Course Modules (in Canvas):**

The instructor has divided the content of this course into modules with each one corresponding to a topic of the course. Each of the modules have associated learning outcomes that align with the course objectives and the ASHA standards. Each module will encompass one or more weeks of the course. For weeks 1-10, the week will begin on Monday at 12 a.m. CST and end on Sunday at 11:59 p.m. CST. The eleventh (and last week) will begin on Monday at 12 a.m. CST and end on Friday at 5:00 p.m. CST.

#### **Course Expectations/Professional Conduct:**

The nature and depth of academic study at the master's level requires an internal motivation to engage with and expand from the required course material 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:

1. Demonstrate academic integrity by submitting his/her own work. Students should adhere to copyright and plagiarism laws. As such, the use of any external information, including another digital device, class notes, resources etc. during an unauthorized assignment, quiz, or exam is cheating. Students who violate this expectation will receive a grade of "zero" points and the consequences outlined in the department/university handbooks.
2. Complete assigned tasks **before** each class meeting or discussion board post. This class will use ongoing discussions as a part of the learning format. Though there is a due date assigned for each discussion, the due date represents the last day to participate. To achieve full credit for the discussions, students must demonstrate their preparation and active engagement prior to the due date. Students must engage in ongoing discussions by effectively synthesizing/analyzing information, offering supported agreement to information presented by his/her peers, and/or presenting evidence to dispute a post.

3. Practice professional netiquette by demonstrating:
  - a. Respectful debate and the ability to respect others opinions even in times of disagreement.
  - b. Respect to those around them by refraining from off-task behaviors (whispering, texting, e-mailing, social media, shopping, etc.) during synchronous meeting times.
  - c. Respect for the well-being of clients and other clinicians by maintaining the confidentiality of client information and adhering to HIPAA regulations
  - d. Restraint from attending to their phones, watches, tablets, computer etc. without the instructor's permission.
  - e. Respect for the intellectual property presented in this class. The material presented in class is the intellectual property of the instructor. To protect this work, the instructor **must approve all video or audio recordings** of lectures and/or materials presented in this course.
4. Submit work on time. All assignments are due at the time posted in Canvas. Work submitted after the time/date noted is late. The electronic time stamp in canvas will identify late work. The instructor accepts late work 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 not be eligible for course credit.
5. Submit neat and orderly work. Written work should be reasonably correct in mechanics (ex: spelling, grammar, punctuation) with appropriate formatting and citations. The instructor encourages students to use the HU writing center for assistance in editing their work or gaining assistance with APA.
6. Maintain communication with the instructor. The instructor will communicate through Canvas messages, and HU email. Students are responsible for the disbursement of information (including attachments) through these sources.
7. Have access to an appropriate digital device and a reliable Internet connection. A laptop or desktop is the recommended device for online learning with the Canvas interface. Course participation will require broadband connectivity, as many classes incorporate rich media content.
8. Respect the instructor's intellectual property. The information presented in class, regardless of the medium used, is the intellectual property of the instructor the author of cited sources. Students may not capture, download, store, share, copy, or use this work except for class without permission.

### **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. The instructor

will provide students with feedback throughout the duration of this course. Feedback may in the form of graded assignments, written/verbal comments, and/or written/verbal comments from other students in the class. The instructor will use the following scale when determining course grades: A=90-100%, B=80-89%, C=70-79%, D=60-69%, F=0-59%

**Assignments:**

Discussion boards	10%
Clinical Projects	45%
Quizzes & Exams	45%

**Course Organization**

Date	Module Units/Activities
<b>Module 1:</b> Wk 1 May 16-22 Wk 2 May 23-29	Trauma (Abuse and Neglect) & Bias
<b>Module 2:</b> Wk 3 May 30-June 5 Wk 4 June 6-12 Wk 5 June 13-19	Craniofacial Anomalies—Cleft lip & Palate
<b>Module 3:</b> Wk 6 June 20-26 Wk 7 June 27-July 3	A glance at genetics, epigenetics, metabolic effects and syndromes
<b>Module 4:</b> Wk 8 July 4-10 Wk 9 July 11-17	Autism
<b>Module 5:</b> Wk 10 July 18-24 Wk 11 July 25-31	Hearing Disorders

*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 [bdsmith@harding.edu](mailto:bdsmith@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 three-hour course, a student should expect to spend approximately 135 hours either in class, completing homework assignments, or engaging in the study required to successfully meet the course objectives.

**Technology:**

Participation in online education requires individuals to manage technical difficulties, such as power outages, connection problems, and other technical issues. Technology will sometimes fail. Harding University is not responsible for the student's access to a working computer or reliable Internet service.

Instructor—If I experience a power outage, an Internet service outage, an LMS (Canvas) outage, or other technical issue that significantly affects online engagement, my ability to grade assignments, or disables communication channels between the student and the instructor, adjustments to due dates will be made as appropriate.

Student—If you experience a power outage, internet service outage, LMS (Canvas) or other technical issue, you are held responsible for completing your assigned work in a timely manner. For this reason, it is advisable to complete your assigned work prior to the due date. If you encounter technological difficulties that hinder you from completing your work on time, you must contact the instructor prior to the due date to request an extension.

Any use of electronics during a graded assessment will be considered cheating and a zero will be entered for the assignment. For technical support, please contact the e-learning help desk M-F 8:00 am-5:00 pm at 501-279-5201 or [elarning@harding.edu](mailto:elarning@harding.edu).

### **Personal Mission Statement**

It is my goal to equip you with the tools to integrate faith and learning in your daily life as a student and in the professional practice of speech-language pathology. It is my prayer that you will incorporate Christian values into the profession as you expand your understanding of communication disorders and the effects that they have on individuals and their families. I pray that you will be a guiding light to the individuals that you serve. 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 you will be able to improve them in each of your classmates and clients. As we journey through this semester and we encounter the many mysteries and the complexities of the human mind, the human body and the human personality. I pray that you will join with me in the acknowledgement of the following...

*“I praise you because I am fearfully and wonderfully made: your works are wonderful, I know that full well.” (Psalm 139:14). So, “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*