

**Harding University**  
**Department of Communication Sciences and Disorders**  
**CSD 6240 Pediatric Feeding and Swallowing**  
**Spring 2023 Syllabus**  
**Tuesday 8:00-10:00 am**  
**Credit Hours: 2**

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**Department Mission Statement:** Our program excels in developing highly-skilled and professional graduates who are ready to impact their local and global communities by improving the lives of those they serve. Christian faculty and staff are invested in providing an unparalleled experience utilizing a comprehensive curriculum, contemporary technology, and state-of-the-art facilities to engage students in reaching their full potential, both educationally and spiritually. As a result, our students exemplify ethical leadership, critical thinking, and interprofessional collaboration to support top of the license practice.

**Office hours:** A minimum of 10+ hours per week are set aside to help the students with course material, professional questions, etc. I have posted a schedule of office hours in Canvas and by my office door. If students need additional times, please contact me by e-mail to set up an appointment. These meetings provide a wonderful opportunity for me to get to know you better and to help you succeed in the course. When possible, the instructor will hold student meetings virtually (via Google Meet), but face-to-face meetings may occur, as needed.

**Course Description:** This course is a graduate level course on pediatric feeding and swallowing. It provides learners with information pertaining to the anatomy-physiology of swallowing processes, normal swallowing/feeding development, and strategies for the prevention, assessment, and management of children with difficulties feeding and/or swallowing. To effectively implement evidenced based practice students will review and analyze current literature regarding the common diagnostic and treatment approaches. This course will include discussions of the effects 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 children in medical, outpatient, or residential settings. **This course adheres to university guidelines regarding workload requirements per credit hour.**

**Prerequisites:** Enrolled in HU-CSD graduate program

**Class location:** Swaid 215 (Face to face), Google Meet (Synchronous) and /ECHO 360 (asynchronous). The instructor will provide a link to the Google Meet and ECHO 360 platforms in canvas.

**Class Time:** **Tuesday 8:00-10:00 a.m.** for face-to-face/synchronous meeting times. The instructor may provide online synchronous meeting times via Google Meets and asynchronous learning opportunities via ECHO 360 lectures

**Time Zone:** Harding University is in Searcy, AR, which is in the Central Standard time zone. Therefore, class times, and assignment due dates will be based in accordance with the Central Standard Time.

**Course Navigation:** This course will use the Canvas Learning Management System (LMS) to communicate with students, organize and disseminate course content, and to grade assignments. The course content into modules. Each of the modules have associated learning outcomes that align with the course objectives and the ASHA standards. To achieve maximum benefit from the course organization, students should navigate the canvas course using the modules tab. For this class, a week starts on Monday at 12 a.m. CST and ends at 11:59 p.m. CST on Sunday night.

**Course Communication:** 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). I prefer for you to contact me via email ([jtraughb@harding.edu](mailto:jtraughb@harding.edu)). I will respond to emails within 24 hours, five days a week, Monday-Friday and, as available, on the weekends.

**Required Materials:**

- 1) Groher M.E. & Crary, M.A. (2021). *Dysphagia: Clinical management in adults and children* (3rd Edition). St. Louis, MO: Elsevier Inc.
- 2) Morris, S.E. & Klein, M. D. (2000). *Pre-Feeding Skills* (2nd Edition). Austin, TX, Pro-Ed, Inc.
- 3) Active and updated software for ExamSoft

The Morris & Klein (2000) text will be the primary text for this course, but the Groher & Crary (2016) will be used for some of the topics. The instructor will supply additional readings for this course on Canvas.

**Recommended Materials:**

Arvedson, J. C. & Brodsky, L., & Lefton-Greif, M. A. (2020). *Pediatric Swallowing and Feeding: Assessment and Management* (3rd ed). San Diego, CA, Plural Publishing.

Homer, E. M. (2016). *Management of Swallowing and Feeding Disorders in Schools*. Plural Publishing. San Diego, CA

**Relationship to ASHA Standards:** ASHA upholds specified standards related to academic and clinical training. The Council for Academic Accreditation (CAA) and the Council for Clinical Certification (CFCC) outline these standards. The learning and assessment activities of this course will monitor individual student learning and *contribute* to the following:

**Council for Academic Accreditation (CAA) Standards:**

**3.1B:** The students in this course will acquire knowledge and skills in sufficient breadth and depth to function as an effective, well-educated, and competent clinical speech-language pathologist. The instructor designed this to afford each student with opportunities to meet the expectations of the program that are consistent with the program's mission and goals and that prepare each student for professional practice in speech-language pathology. Students in this

course will obtain knowledge and skills pertaining to the prevention, diagnosis, and treatment of children at risk for or that present with feeding and/or swallowing disorders. This course will emphasize the importance of interprofessional practice and the use of counseling with a Christ like mindset.

**3.1.1B Professional Practice Competencies:** The content and opportunities in this course require each student to demonstrate the attributes and abilities of accountability, integrity, effective communication, evidence-based practice, and professional duty.

**3.1.2B Foundations for Speech-Language Pathology:** The content and opportunities in this course provide the foundations of practice so that each student can demonstrate knowledge of normal and abnormal anatomy and physiology as it relates to feeding and swallowing in the pediatric population. Throughout this course, students will demonstrate their ability to identify normal and abnormal swallowing function, various etiologies associated with characteristics of feeding/swallowing difficulties, and discuss the influence of orofacial myology and cultural differences that impact the pediatric population.

**3.1.3B Identification and Prevention of speech, language, and swallowing disorders and differences:** The content and opportunities in this course require each student to identify feeding/swallowing disorders and implement prevention techniques for pediatric clients with difficulties in feeding and/or swallowing.

**3.1.4B: Evaluation of Speech, Language, and Swallowing Disorders and Differences.** The content and opportunities in this course require each student to demonstrate knowledge and skill in the assessment of pediatric clients with difficulty in feeding and/or swallowing.

**3.1.5B: Intervention to Minimize the Effects of Changes in the Speech, Language, and Swallowing Mechanisms.** The content and opportunities in this course require each student to demonstrate knowledge of intervention skills designed to minimize the effects feeding/swallowing difficulties in by planning evidenced-based interventions (including inter-professional practice) or making appropriate referrals for pediatric clients with difficulties in feeding and/or swallowing.

**3.1.6B: Knowledge and Skills for Professional Practice.** The content and opportunities in this course require each student to demonstrate the knowledge and skills applicable to professional practice and will include an emphasis on advocacy for this population and the use of ethical practices.

**3.5B:** The content and opportunities in this course require each student to understand and apply a basic understanding of the principles of research and research methodologies in the formation of evidence-based practices for the management of pediatric feeding/swallowing disorders.

**Council for Clinical Certification (CFCC) Standards:**

**Standard IV-B:** Demonstrate the ability to analyze, synthesize and evaluate 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 infuse the principles of the Code of Ethics into clinical decision-making scenarios.

**Standard IV-F:** Demonstrate the ability to analyze, synthesize and evaluate knowledge of the integration of research principles into evidence-based clinical practice

**Standard IV-G & H:** Demonstrate the ability to analyze, synthesize and evaluate knowledge of contemporary professional issues, entry level and advanced certifications as well as regulations and policies relevant to professional practice.

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

**Standard V-B:** Demonstrate skills in evaluation and intervention of communication disorders.

**Course Learning Objectives (CLOs):** By the end of the semester the students will be able to demonstrate their ability to integrate the acquired knowledge into the frameworks of clinical practice for pediatric feeding and swallowing by:

1. Explaining PFD, including the incidence/prevalence, risk factors, and etiologies for this population.
2. Discussing the influence of various theories that have influenced the recognition, assessment, and intervention for PFD.
3. Discussing/designing methods of prevention, advocacy, education related to pediatric feeding/swallowing.
4. Recognizing the SLP scope of practice, the role of individuals from other healthcare disciplines, caregivers, and educators when working with children with feeding/swallowing disorders and demonstrating IPP skills to promote optimal care.
5. Discussing and differentiating between typical feeding skills, picky eating, feeding disorders, and the associated consequences relevant to pediatric feeding/swallowing.
6. Defining and using professional vocabulary pertaining to normal and challenged/disordered feeding and swallowing in children.
7. Demonstrating awareness of differences in the pre-term infant, the term infant, toddlers, and early childhood development, and apply this knowledge to the assessment and treatment process.

8. Demonstrating knowledge of the anatomical structures and functions for the oral facial, neurological, laryngeal, cardiac, respiratory, and gastroenterology systems involved in feeding/swallowing in children, how these may differ from adults, and how they influence feeding/swallowing.
9. Explaining the normal and disordered feeding/swallowing process for infants/toddlers/children, and the influence of utensils, flowrate, and positioning.
10. Demonstrating the ability to conduct, interpret, and explain evidence-based assessments for infants/children with feeding challenges/disorders.
11. Demonstrating the ability to design, implement, evaluate, and explain evidenced-based treatment methods for infants/children with feeding challenges/disorders.
12. Infusing Christian principles and the ASHA code of ethics into the decision-making process when providing counseling, assessments, interventions, and referrals.
13. Finding, summarizing, and applying evidence-based research pertaining to pediatric feeding disorders.
14. Replicating research examining the flow rate of infant bottles, analyzing findings, and discussing results.
15. Recognizing and discussing professional issues, certifications, regulations, and policies commonly encountered in the assessment and treatment of infants/children with PFD.
16. Discussing the influence of culture and nutrition when working with children with feeding/swallowing challenges.
17. Comparing and contrasting the strengths/weaknesses of pediatric utensils/tools (bottle nipples, pacifiers, cups, spoons etc.) to promote optimal facial growth and successful feeding/swallowing.
18. Comparing and contrasting thickeners used in the pediatric population and examining the risk/benefits of this recommendation.

**Module Learning Objectives:** The module learning objectives for each unit of learning are available in the Canvas course. These objectives are specific, and describe observable measures of the student's mastery towards the knowledge, skills, and attitudes required for practice in the field of pediatric feeding. Either implicitly or explicitly, these objectives align with the CAA, CFCC standards, and the course learning objectives. These objectives provide tangible checkpoints as a student progresses through the course. If a student earns less than 70% on an assignment or its contents tied to a standard or an objective, that student must meet with the instructor. To assist with learning, the instructor will require the student to complete remediation in the identified area(s) per the CSD remediation policy. The remediation process will not replace the original grade of the assignment, but it may allow the student to meet a standard or an objective and the student with future assignments.

**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 to achieve competency. Therefore, each student's participation is critical for the true exchange and application of thoughts and ideas. To maximize the learning opportunities for all students, it is imperative that students demonstrate independent learning, ethical work habits, and professionalism. Therefore, the instructor will expect the students to:

1. Have consistent access to an appropriate digital device and a reliable connection to broad-band internet to interact with the course content. The creators of the Canvas

interfaced optimized it for desktop displays; therefore, a laptop or desktop is the recommended device.

- Canvas performs best when using the Chrome browser.
- Canvas interfaces best with the Microsoft platforms (Word, Excel, Powerpoint). If you use other software (ex: Pages), please upload your documents as a word document or a .pdf

2. Demonstrate consistent and punctual attendance.

- The instructor expects students to attend all class meetings. With approval, synchronous attendance (using google meet) is available using the link in the canvas course. For synchronous meetings, the instructor will take attendance based on your log in and participation. **Students must have their video camera ON and their microphones muted (unless speaking) for the duration of the class period.** When needed, the instructor may schedule asynchronous meetings using ECHO 360. For asynchronous lectures, the instructor will take attendance via the course analytics in ECHO 360.
- Students should notify the instructor (via HU e-mail) 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 Meets in lieu of your physical attendance. In the case of illness, students should communicate with the instructor via email and copy [studenthealth@harding.edu](mailto:studenthealth@harding.edu) as soon as possible. Illnesses necessitating an absence of more than two consecutive class sessions will require physician/provider documentation.
- Students who miss class (excused or unexcused) are responsible for the content presented and/or assigned. Students may not make up activities (observations, labs, assignments, quizzes, or activities affiliated with guest speakers) conducted during class on the day of an absence.
- Students who miss an exam must notify the instructor prior to the exam and provide documentation of an excused absence to 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.

3. Engage in active participation in face-to-face and synchronous class activities. Students are to demonstrate active listening skills, critical questioning to extend a thought/topic, respectful debate, and the ability to respect other's opinions. Off-task behaviors during class (texting, surfing, talking, sleeping etc.) may result in an unexcused absence. To accommodate remote learning when synchronous meetings are not available, the instructor will record class lectures/activities. The instructor assumes that students enrolled in the class have consented to these recordings.

4. **To maximize discussion, students must read the material, and complete homework activities before class begins.** Students who miss class for any reason are responsible for

all content. If a student needs additional assistance, the student should schedule an appointment with the instructor.

5. Submit work on time. All assignments are due at the beginning of class on the expected due date, regardless of attendance. The instructor does not accept late work for points, but will provide feedback to increase student learning.
6. Submit professional work. All written work should be reasonably correct in mechanics (ex: spelling, grammar, punctuation) with appropriate formatting and citations, if needed. Students should submit work typed in Times New Roman 12-point font with 1" margins. Refer to materials from your Research & Writing course as well as your APA Manual (7<sup>th</sup> Edition) for clarification and examples of good writing. Students may 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.
7. Use professional communication skills. The instructor will communicate to the class through in-class announcements, and Canvas messages. The instructor will send personal messages through HU email. Students are responsible for the disbursement of information (including attachments) through these sources. Students should check their HU email each day and reply to an email within 24 hours. Students can expect the same from the course instructor. As servants of Christ, we must know how to address each other via all methods of communication - whether online or on-ground. When communicating with teachers or classmates, please remain professional and courteous. Review the guidelines for Netiquette found on the Canvas homepage for this course.
8. Respect intellectual property, HUs Academic Integrity Policies, and HIPAA. The material presented in class is the intellectual property of the instructor. **As such, students may not record, share, or distribute the information in any form without the express permission from the instructor.** To uphold academic integrity, students are to complete their own work. As such, the instructor will consider the use of any external information during an assignment, quiz, or exam as cheating. The instructor will consider work taken directly from another source as plagiarism and will not extend credit on the assignment. Cheating in all its forms is inconsistent with the Christian faith. Students who violate this expectation will receive a grade of "zero" points and the consequences outlined in the department/university handbooks. To uphold confidentiality of personal information, students must adhere the HIPAA and HUSC policies for clinical observations, clinical information, and use of dx/tx materials (see HUSC handbook posted online).
9. Demonstrate the required competencies and essential skills. If the instructor determines that a student is not achieving course learning objectives, not demonstrating essential skills, professional practice competencies, or meeting CFCC standards, the instructor will notify the student. The student, instructor, clinical educator, and/or clinical director (as appropriate) will meet to develop a written individualized remediation plan that supports student progress toward achieving the needed outcomes. The remediation plan will

include identified weaknesses supported by evidence (ie, exam results, presentation, clinical performance, quiz grades, etc.). In addition, the remediation plan will include specific tasks, outcomes, and a timeline for completion.

The instructor will share a written plan with the student, the student's graduate advisor, and the department chair. If the course ends during the remediation plan, the instructor will mark the course as “in remediation” on the student’s KASA. Upon successful completion of the remediation plan, the instructor, the student, and the student’s advisor will sign the form acknowledging the completion and digitally file the form in the student’s KASA in Calipso. The student’s course completion and the associated learning objectives can be marked as complete. If the student does not complete the remediation of skills successfully, the student will repeat the course. If the remediation is ongoing at the end of the semester, the student will receive a grade of “I” (incomplete) for the 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. The instructor will provide students with 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. If students have not posted assignments at the start of class, the assignment is late. Students may submit late work 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 instructor will grade student work using the following scale:  
A=90-100%, B=80-89%, C=70-79%, D=60-69%, F=0-59%

<u>Weighted Categories</u>	<u>Percent of Final Grade</u>
Assignments	20%
Research project	10%
Simulations	10%
Quizzes	10%
Assessments*	50%

\* Because students earn a substantial portion of the course grade through participation in discussion boards, class assignments, and group projects, students must earn an assessment average of 70% to document proficiency on the course objectives and earn credit for this course. A student who does not earn an average of 70% across all course exams will earn a grade of an F regardless of the total points accumulated, and the student will re-take the course.

**Course Feedback:** The instructor will provide you with on-going feedback during the duration of this course. Feedback may be in the form of comments on assignments/essays, corrections of quizzes, exam reviews, rubrics, grades, emails, and/or course announcements. This feedback intends to inform you of how well you met the expectations for the course objectives.



### Course Organization

Date	Pre-Class Preparations (PCP) listed in Canvas	Topic	Class Activity	After Class—This is an incomplete guide. Assignments will be noted in Canvas
<b>Module 1</b> <b>Week 1:</b> January 10		Introduction and Background to Pediatric Feeding/Swallowing	Syllabus Review  Team Development  Introduction to the course	HW: Terms & Abbreviations assignment (in teams), DB—Partners in learning, reading
<b>Module 2</b> <b>Week 2:</b> January 17	PCP in canvas	Gestational Development & Anatomy/Physiology of the Infant/Child	Quiz over PCP Lecture/Application	HW: Calculating AA (indiv) reading
<b>Module 3</b> <b>Week 3:</b> January 24	PCP in canvas	States of Awareness and the Normal Swallow	Quiz over PCP Lecture/Application  Discuss research project & Baby Day	HW: Reflection, OFS quiz reading, prepare for Baby Day (review materials in module and speech/language development).
<b>Module 4</b> <b>Week 4:</b> January 31 8:00-9:30  <b>January 31</b> <b>(w/ PT)</b> <b>10:00-12:30</b>	PCP in canvas	<b>EXAM ONE</b>    <b>BABY DAY</b>	<b>EXAM ONE</b>    <b>BABY DAY</b>	HW: article summary, reading    Exam review by appointment
<b>Module 4</b> <b>Week 5:</b> February 7		Bottle Feeding, Simulation & Research	Lab—Get to know the bottles Lecture/Application	HW: familiarize yourself with bottles, watch breastfeeding videos, reading, simulations video and pre-test, research project
<b>Module 4</b> <b>Week 6:</b> February 14		Breastfeeding, Simulation & Research	Quiz over videos Lecture/Application	HW: Latch Evaluation readings, simulations, research project
<b>Module 5</b> <b>Week 7:</b> February 23	PCP in canvas	<b>NICU tx presentation</b>	TBD	HW: Simulations, research
<b>Module 6</b> <b>Week 8:</b> February 28 <b>March 3</b>	PCP in canvas	Laryngeal/Tracheal Disorders and Thickeners <b>MID-TERM EXAM</b>	Quiz over PCP Lecture/application	HW: Simulations, Research, Review for exam, readings, parent education flyer

<b>Module 6</b> <b>Week 9:</b> March 7		<b>Spring Break--NO CLASS</b>		Enjoy your time off
<b>Module 7</b> <b>Week 10:</b> March 14	PCP in canvas	Cardiac/Respiratory	Quiz over PCP Lecture/application	HW: readings, SimuCase and debrief, Simulations
<b>Module 8</b> <b>Week 11:</b> March 21	PCP in canvas	Gastrointestinal and alternative feedings	Quiz over PCP Lecture/Application	HW: readings, Simulations, Echo lectures on nutrition
<b>Module 9</b> <b>Week 12:</b> March 28	PCP in canvas	Toddler Skill Development and Positioning	Quiz over PCP Lecture--Oral skill hierarchy  Food Lab	HW: readings
<b>Module 9</b> <b>Week 13:</b> April 4		Toddler Skill Development and Positioning	Quiz over PCP Toddler/Child Feeding TX & Documentation	HW: readings
<b>Module 10</b> <b>Week 14:</b> April 11  <b>April 14</b> <b>(w/ Dietetics)</b> <b>1:00-3:00</b>	PCP in canvas	Assessment	<b>Spring Sing Week</b> Ped Feeding in the Schools  <b>IPE with dietetics</b>	HW: readings
<b>Module 11</b> <b>Week 15:</b> April 18	PCP in canvas	Treatment	Case study presentations & demonstrations	HW: readings
<b>Module 11</b> <b>Week 16:</b> April 25		Treatment	<b>Dead Week</b> Case study pres/demo, Review	HW: Study for final
<b>Module 11</b> <b>Week 17:</b> May 1		Treatment	<b>FINAL EXAM 8:00-10:00</b> Bring laptop computers/chargers	

*This schedule is a tentative outline of the semester and is subject to change at the discretion of the instructor.*

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

### **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.

Student Declaration: Submitting an electronic document at Harding University constitutes an agreement with the following declaration:

- I affirm that the work submitted is of my own accord, is original, and contains the necessary and appropriate citations, where the work is of another source.
- I affirm that this assignment has not previously been submitted in any form.
- When submitting assignments to Turnitin, I acknowledge and adhere to its disclaimer statements.
- To uphold Harding University's Academic Integrity Covenant

### **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.) Additional information is available on the powerpoint hosted in the class documents section of Canvas. **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. To protect fellow classmates, the university requires that students wear a face-mask while in the Swaid building (classrooms and common areas) and adhere to social distancing regulations of maintaining 6-feet between one another. A student may be asked to leave class or other activities if they are not in keeping with these expectations. A student may be asked to leave class or other activities if they are not in keeping with these expectations.

### **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.

### **Off-Campus Instruction and Course Activities**

A portion of this class may be conducted in clinical settings throughout central Arkansas. Participation in these activities is voluntary, but the student is responsible for the material presented. The student is responsible for travel and any expenditures incurred during the course of these co-curricular opportunities. These activities are subject to state law and University policies pertaining to safety and client confidentiality. Professional dress and decorum is expected at all times.

### **COVID-19 Statement**

Our goal is to provide a safe and positive learning environment for all of our students. As a faith-based university, we have a responsibility to care for one another. The current COVID-19

pandemic gives us a good opportunity to do so, by following the guidelines to minimize transmission of the novel coronavirus. Every precaution will be taken to be sure that class is conducted in a way that is safe and in compliance with state and university guidelines. If you feel a situation needs to be addressed in the classroom environment, please speak with me as soon as possible so that the situation can be improved.

Due to the uncertain and unusual climate during which this course is being offered, certain adjustments may have to be made including changes to meeting times, modalities and work assignments. Every effort will be made to notify students of any change as soon as possible. Because this course may/will be meeting using video conferencing, students are expected to find a safe, secure and reliable internet connection in order to participate in virtual meetings at the required level.

### **Personal Mission Statement**

It is my goal to introduce you to the joys of CSD and inspire you to obtain the tools to integrate faith and learning in your daily life as a student and in the professional career that you have selected. It is my prayer that through class discussions and outside assignments, you will learn to strengthen your knowledge and skill to incorporate Christian values into the profession. The professions of speech-language pathology and audiology require a sincere interest in helping people become effective communicators. 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 someday you will be able to improve them in each of your clients. As we journey through this semester, I pray that you will join with me to ***“clothe yourselves with compassion, kindness, humility, gentleness, and patience. Bear with each other and forgive whatever grievances you may have against one another. Forgive as the Lord forgave you. And over all these virtues, put on love, which binds them all together in perfect unity. 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 3:12-14; 17***