“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 215, CSD 230, CSD 250, CSD 290, CSD 325 and CSD 326 “This course adheres to University guidelines regarding workload requirements per credit hour.”

Required Materials

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 disorders
• Providing intervention for language disorders
• Introduction to providing intervention for adult aphasia, dysarthria, apraxia of speech, and dysphagia
• Introduction to providing intervention for fluency, voice, and resonance disorders
ASHA upholds specified standards related to academic and clinical training as well as continuing education. This course provides an introduction to the knowledge and skills of the seven ASHA standards and contributes to the completion of the following 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-C – participate in clinical experience—observation

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 policies, the student is provided with this policy sheet that will be the guideline for the course unless altered at a later date by the instructor.

Course Policies 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. Upon the third 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 material prior to coming to class and be prepared to participate in class discussions and quizzes.

• All cell phones must be turned off 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.
• Assignments are due at the beginning of class (11:30) on the expected due date. 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 double-spaced using Times, Times New Roman, or Arial font. All font sizes must be size twelve.
• “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 throughout the semester. Each exam is worth 100 points. The final exam is comprehensive and is worth 150 points.
• Eight to ten quizzes may be given over material from selected chapters from the text. Students missing class that day will not be allowed to make up the quiz, unless the absence is excused. One score (lowest or missing) will be dropped for the semester. These quizzes are worth a total of 80 points.
• 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. The assignment is worth eighty points. 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.
• Periodically, mini-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 and is worth ten points. Students missing class that day will not
be allowed to make up the assignment, unless the absence is excused. These assignments are worth a total of 150 points.

- **Speech and Language Therapy Kit, Session Plan, and Oral Presentation (150 points):**
  Students, working in groups, will create a kit that contains materials for children and adults across these disorders: Articulation/Phonological, Cognition/Language, Oral Motor, Voice, & Fluency. The instructor will assign the disorders and age populations to each group.
  
  - The kit must be contained within a portable framework (i.e., box, small bag, briefcase, etc.)
  - The Oral Presentation (15 minutes), should be a guided tour of the Therapy Kit as the group describes:
    - Materials chosen/created and disorder(s) & age(s) for which they apply.
    - Origin of the materials (How did you make them? Where did you buy them and for how much $?).
    - Give a demonstration of how your materials can be used (what teaching/learning techniques apply).
    - Describe and demonstrate how ONE of your materials can be used at least two different ways.
  - 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 given results of an articulation/phonological evaluation and required to compose a treatment plan including long-term goals and short-term objectives, individual session objectives, and a progression of the therapeutic process. This assignment is worth 150 points.

- Students will be given results of a receptive and expressive language evaluation and required to compose a treatment plan including long-term goals and short-term objectives, individual session objectives, and a progression of the therapeutic process. This assignment is worth 150 points.

- One class period will be devoted to eating lunch 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 lunch at Harding Place. Each student is required to write a journal entry about their lunch experience. After reading the journal entries, students are required to continue the discussion by commenting on three of the journal entries. This assignment is worth 30 points (10 points for the journal entry, 5 points for each of the 3 comments to continue the discussions, and 5 points for attendance). 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 outing will be scheduled later in the semester.
Final grades will be based on the percentage of the total points accumulated as listed below:

- **Two Examinations (100 points each)**: 200 points
- **Quizzes (lowest dropped)**: 80 points
- **Class Assignments**: 150 points
- **Therapy Kit Project**: 150 points
- **Articulation/Phonological Treatment Plan**: 150 points
- **Expressive and Receptive Treatment Plan**: 150 points
- **Observation**: 80 points
- **Harding Place/Canvas Discussion**: 30 points
- **Final Examination**: 150 points

**Total points 1,140**

The following scale will be used:

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

**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 219 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 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
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.

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.

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

Office hours are posted beside my office door.
## 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 Intro to Course/ Quiz- Artic. &amp; Phonological Disorders and Language Disorders “Flow of Therapy”</td>
<td></td>
<td>Lecture/Discussion QUIZ</td>
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<tr>
<td>2</td>
<td>Behavioral Objectives: Background</td>
<td>Chapter 1</td>
<td>Lecture/Discussion</td>
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<tr>
<td>3</td>
<td>Behavioral Objectives: Background</td>
<td>Chapter 1</td>
<td>Lecture/Discussion Writing Activities</td>
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<tr>
<td></td>
<td>Behavioral Objectives: Common Writing Problems</td>
<td>Chapter 2</td>
<td></td>
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<tr>
<td>4</td>
<td>Evaluation and Progress Reports: Organization and Content</td>
<td>Chapter 3</td>
<td>Lecture/Discussion</td>
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<tr>
<td></td>
<td>Evaluation, Reevaluation, and Progress Reports: Writing Reports That Shine</td>
<td>Chapter 4</td>
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</tr>
<tr>
<td>5</td>
<td>Evaluation, Reevaluation, and Progress Reports: Writing Reports That Shine/ Review for Exam # 1</td>
<td>Chapter 4</td>
<td>Sept. 24-Written Exam in Class</td>
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<tr>
<td></td>
<td>EXAM # 1</td>
<td></td>
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<tr>
<td>6</td>
<td>Progress Notes</td>
<td>Chapter 5</td>
<td>Lecture/Discussion/ Writing Activities</td>
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<td>Chapter Title</td>
<td>Chapters</td>
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<td>7</td>
<td>Taming the Paper Giant: Assuring</td>
<td>Chapter 6</td>
<td>Lecture/Discussion</td>
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<td></td>
<td>Accuracy and Accountability Therapy</td>
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<td></td>
<td>Conferences</td>
<td>Chapter 7</td>
<td>Lecture/Discussion</td>
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<tr>
<td>8</td>
<td>Beyond Basic Therapy</td>
<td>Chapter 9</td>
<td>Lecture/Discussion</td>
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<td></td>
<td>Oct. 15- No Class</td>
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<td>(Outside Assignment)</td>
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<td>9</td>
<td>Enhancing Performance</td>
<td>Chapter 10</td>
<td>Lecture/Discussion</td>
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<tr>
<td>10</td>
<td>Observation Week</td>
<td></td>
<td>Observations/ Written Activities</td>
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<tr>
<td>11</td>
<td>Enhancing Performance</td>
<td>Chapter 10</td>
<td>Lecture/Discussion</td>
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<td></td>
<td></td>
<td>Review for Exam 2</td>
</tr>
<tr>
<td>12</td>
<td>EXAM # 2</td>
<td></td>
<td>Nov. 10th - Written Exam in Class</td>
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<td>Nov. 12th-No Class</td>
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<td>due to ASHA-Outside class assignment</td>
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<tr>
<td>13</td>
<td>Elicitation Techniques for Phonemes</td>
<td></td>
<td>Class Activities/ Discussions</td>
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<tr>
<td>14</td>
<td>Thanksgiving Holiday</td>
<td></td>
<td>Nov. 23rd-27th</td>
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<tr>
<td>15</td>
<td>Student Presentations-Speech and</td>
<td></td>
<td>Lecture/Discussion</td>
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<td></td>
<td>Language Therapy Kits</td>
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<td>Dec. 1st and Dec. 3rd</td>
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<tr>
<td>16</td>
<td>Student Presentations-Speech and</td>
<td></td>
<td>Lecture/Discussion</td>
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<td></td>
<td>Language Therapy Kits</td>
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<td>Dec. 8th and Dec. 10th</td>
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<td>Dec. 10th-Observe</td>
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<tr>
<td>17</td>
<td>FINAL</td>
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<td>Dec. 16th 10:30-12:30 Written Exam in Class</td>
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</table>
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