“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
Upon completion of this course, the following Student Learner Objectives (SLOs) of the CSD Department will be obtained:

SLO 2: Demonstrate knowledge of basic human communication processes including biological, acoustic psychological, developmental, and linguistic and cultural bases across the lifespan.

SLO 3: Demonstrate knowledge of the nature of speech, language, hearing and communication disorders and differences in the following areas:
- Articulation - Clinical experience, simulated therapy experiences
- Receptive and expressive language - clinical experience, simulated therapy experiences.
- Hearing, including the impact on speech and language - clinical experience, simulated therapy experiences
- Communication modalities - clinical experience, simulated therapy experiences

SLO 5: Demonstrate a basic knowledge of the standards of ethical conduct.

SLO 6: Demonstrate a basic knowledge of evidence based practice.

SLO 7: Demonstrate a basic knowledge of contemporary professional issues and professional credentials.

SLO 8: Complete 5 of the minimum of 40 clock hours in a supervised clinical setting.

Upon completion of this course, the following University Learning Outcomes (ULOs) will be obtained:

ULO 2: Students will analyze ethical concerns and apply Christian values to evaluate solutions to ethical conflicts.

ULO 3: Students will demonstrate effective written and oral communication with appropriate consideration for the context and audience, both as a presenter/writer and an observer/evaluator.

ULO 4: Students will gather and evaluate available information and make a reasoned argument based on that data.

ULO 5: Students will contribute effectively as a member of a team working toward a shared goal.

ULO 6: Students will apply knowledge and skills in interpersonal, multi-cultural, and international domains in order to support effective and appropriate interaction in a variety of cultural contexts.

ULO 8: Students will apply creative methods characteristic of the arts and literature to generate innovative and original solutions to problems in different contexts.
ULO 10: Students will reason using numerical data in order to effectively solve problems and explain data in authentic contexts.

ASHA upholds specified standards related to academic and clinical training as well as continuing education. This course provides an introduction to the 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 to be excused. Upon the third unexcused absence, your final grade will be lowered by one letter grade. As stated in the Student Handbook, excessive absences can result in being dropped from the course with the grade of “F.”
- Any requests for quiz or test date changes must be approved ahead of time with a doctor or university note. No exceptions!
- Students who miss class for any reason are responsible for the content presented. Time will not be spent in class to go over material missed. If a student needs additional assistance an appointment must be scheduled with the instructor by e-mail. If an assignment, test, or quiz is missed during an excused absence, the student is responsible for making arrangements to make-up the missed item within one week. After that time, the grade will be a zero. The make-up exam will be of equal value (points), but may vary in format or in concepts assessed.
- Students are expected to read and complete assigned material prior to coming to class and be prepared to participate in class discussions and quizzes.
- Out of courtesy for all those participating in the learning process, all cell phones must be turned off 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 sites during class. Any texting, e-mailing, or social media sites used
during a quiz or test will be considered cheating, and a zero will be given for the assignment.

- Written work must be reasonably correct in mechanics (e.g. spelling, grammar, punctuation, etc.). Points will be deducted for inadequate work.
- Submitting work taken directly from another source will be considered plagiarism and a violation of the academic integrity policy of the University. No credit will be given on the assignment.
- All assignments given are due at the beginning of class (11:30 a.m.), or the assigned time posted. 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.
- Extra credit/bonus points are included in the course requirements and class activities. There will NOT be any extra credit/bonus points offered by the instructor once grades have been finalized in Canvas.
- “Don’t be upset by the results you didn’t get with the work you didn’t do.”
- In the words of Andy Stanley, ask yourself this question throughout the semester: “In light of my past experience, current circumstances, future hopes and dreams, what’s the wise thing for me to do?”

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

- Two exams will be given throughout the semester. Each exam is worth 100 points.

- Speech and Language Therapy Kit, Therapy Plan, and Oral Presentation (FINAL EXAM):
  Students will create a kit that contains materials for children and adults across these disorders: Articulation/Phonological, Cognition/Language, Oral Motor, and Sensory. The instructor will assign the disorders and age populations to each student.
    1. The kit must be contained within a portable framework (i.e., box, small bag, briefcase, etc.)
    2. The Oral Presentation (8-10 minutes), should be a guided tour of the Therapy Kit as the individual 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 $?).  
- One therapy item (NOT GAMES OR TOYS) from the Clinic Materials Room.  
- Give a demonstration of how your materials can be used (what teaching/learning techniques apply).  
- Describe and demonstrate how ONE of your items from the kit can be used at least two different ways.

3. The following item will need to be contained in the written portion of the project:
   - Itemized list of all the items in your Therapy Kit (How did you make them?, Where did you buy them and for how much?, What website did you use for your items?).  
   - LTGs and STOs that relate to your target given.  
   - Materials used and teaching and learning techniques that apply and are age appropriate.  
   - Description of how ONE of your items from the kit can be used at least two different ways.

- 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. You will have one week to complete the quiz. If the quiz is not completed in a week, you will receive a zero.

- Each student will complete a minimum of 5 hours of clinical observation, and submit them using the appropriate format outlined in the CSD Observation Protocol. Some of these observation hours will be provided in class. The remaining hours can be completed under the supervision of an ASHA certified speech language pathologist, on Master Clinician, or in the Harding University Speech and Hearing Clinic. The assignment is worth 80 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. If you DO NOT receive credit for the hours submitted in Calipso, you must make arrangements to meet with the instructor to correct the submission errors BEFORE the semester ends. If you DO NOT meet with the instructor to make corrections to the observation hours, you will receive a ZERO for the assignment and the hours will NOT count towards the observation hours you must obtain for graduation.

- 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. Students missing class that day will not be allowed to make up the assignment, unless the absence is excused.
• Each student will be assigned a phoneme and will present to the class elicitation techniques that were not discussed in class. The student will need to type out the information they researched and submit the information to Canvas. All information will be printed by the instructor in order to design an Elicitation Notebook for each student.

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

• Students will be 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.

• Students will be given a case study dealing with language/cognition delays 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.

• Students will select a children’s book to review with the class, and discuss all targets that could be addressed in therapy only using the selected book. Students are then required to upload the information to Canvas.

• One, possibly two class periods will be devoted to eating lunch/playing games with the residents at Harding Place. This will provide an opportunity for students to interact with the elderly population, and observe cognitive and communicative skills typically of this population.

• There will be a Canvas Discussion set up after experiences at Harding Place. Each student is required to write a journal entry about their experience. After reading the journal entries, students are required to continue the discussion by commenting on three of the journal entries. 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.

• Each student will complete portions of a language sample analysis (LSA) using Sampling Utterances and Grammatical Analysis, Revisited (SUGAR). *More information will be provided in class.
• Updating entries into the Summative Portfolio Notebook is a course requirement for every class in the CSD department. In order to receive credit for this course the student must complete the summative portfolio assignment as outlined by this course instructor by the due date established by this course instructor. If you do not have the Summative Portfolio Notebook, you will need to provide all assignments in a file folder to the instructor. Upon receiving your notebook, you will then need to add all information from the file folder to the notebook.

Final grades will be based on the percentage of the total points accumulated as listed below:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two Examinations (100 points each)</td>
<td>200</td>
</tr>
<tr>
<td>Quizzes</td>
<td>80</td>
</tr>
<tr>
<td>Class Assignments (MLU, Lang. Sample, etc.)</td>
<td>150</td>
</tr>
<tr>
<td>Elicitation Notebook Project</td>
<td>20</td>
</tr>
<tr>
<td>Articulation/Phonological Treatment Plan</td>
<td>50</td>
</tr>
<tr>
<td>Expressive and Receptive Treatment Plan</td>
<td>50</td>
</tr>
<tr>
<td>Observation</td>
<td>80</td>
</tr>
<tr>
<td>Harding Place/Canvas Discussion</td>
<td>30</td>
</tr>
<tr>
<td>Language Sample Analysis using SUGAR</td>
<td>100</td>
</tr>
<tr>
<td>Children’s Book Therapy Targets</td>
<td>20</td>
</tr>
<tr>
<td>Final Examination/Therapy Kit</td>
<td>200</td>
</tr>
</tbody>
</table>

980 Total Points

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 of the North Central Association of Colleges and Schools. 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.

**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/ Review of Artic.&amp; Phonological Disorders and Language Disorders</td>
<td>The Essential Ingredients of Good Therapy: Basic Skills, Chapter 1</td>
<td>Introductions/Course Expectations</td>
</tr>
<tr>
<td>2</td>
<td>The Essential Ingredients of Good Therapy: Basic Skills</td>
<td>Chapter 1</td>
<td>Lecture/Discussion</td>
</tr>
<tr>
<td>3</td>
<td>The Essential Ingredients of Good Therapy cont. Information Reporting Systems and Techniques</td>
<td>Chapter 1, Chapter 2</td>
<td>Lecture/Discussion</td>
</tr>
<tr>
<td>4</td>
<td>Intervention for Articulation and Phonology in Children</td>
<td>Chapter 3</td>
<td>Lecture/Discussion</td>
</tr>
<tr>
<td>5</td>
<td>Intervention for Articulation and Phonology in Children</td>
<td>Chapter 3</td>
<td>Lecture/Discussion</td>
</tr>
</tbody>
</table>

EXAM 1

EXAM -February 9th
<table>
<thead>
<tr>
<th></th>
<th>Intervention for Language in Infants and Preschool Children</th>
<th>Chapter 4</th>
<th>Lecture/Discussion/ Dev. Milestone Reviews/ MLU Review/Lang. Sample Review/LSA Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Intervention for Language in School-Age Children Through Adolescence</td>
<td>Chapter 5</td>
<td>Lecture/Discussion Lang. Sample Analysis due Feb. 21st LTGs/STOs Writing Activity Session Plan Writing Activity</td>
</tr>
<tr>
<td>8</td>
<td>Intervention for Autism Spectrum Disorder (ASD)</td>
<td>Chapter 6</td>
<td>Lecture/Discussion LTG and STOs writing activity</td>
</tr>
<tr>
<td>9</td>
<td>SPRING BREAK</td>
<td></td>
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<tr>
<td>10</td>
<td>Book Review-Presentations</td>
<td></td>
<td>Book Review due March 13th on Canvas. Presentations begin on March 14th EXAM March 16th</td>
</tr>
<tr>
<td>11</td>
<td>Intervention for Adult Aphasia with Introduction to Traumatic Brain Injury (Introduction)</td>
<td>Chapter 7</td>
<td>Lecture/Discussion</td>
</tr>
<tr>
<td>12</td>
<td>Intervention for Motor-Speech Disorders: The Dysarthrias, Apraxia of Speech, and Dysphagia (Introduction)</td>
<td>Chapter 8</td>
<td>Lecture/Discussion</td>
</tr>
<tr>
<td>13</td>
<td>Intervention for</td>
<td>Chapter 9</td>
<td>Lecture/Discussion</td>
</tr>
<tr>
<td>Day</td>
<td>Topic</td>
<td>Chapter</td>
<td>Activity</td>
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</tr>
<tr>
<td>14</td>
<td>Intervention for Voice and Alaryngeal Speech (Introduction)</td>
<td>10</td>
<td>Lecture/Discussion</td>
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<tr>
<td>15</td>
<td>Client and Family Counseling</td>
<td>11</td>
<td>Lecture/Discussions</td>
</tr>
<tr>
<td></td>
<td>Multicultural Issues in Intervention</td>
<td>12</td>
<td>Lecture/Discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>OBSERVATION HOURS DUE- April 20th</td>
</tr>
<tr>
<td>16</td>
<td>FINAL-Student Presentations-Speech and Language Therapy Kits</td>
<td></td>
<td>Presentations begin April 25th</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Presentations cont. April 27th</td>
</tr>
<tr>
<td>17</td>
<td>FINAL- Student Presentations cont.</td>
<td></td>
<td>May 3rd 10:30-12:30-Presentations cont. End of class paperwork/discussions.</td>
</tr>
</tbody>
</table>

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

Other important dates:

February 13th IP Movie at 6:00 in the Administration Auditorium

April 3rd Night at the Round Table 5:30-8:00 in Heritage (Regions, Cone, and Founders Rooms)- Bonus points will be offered to those who attend Night at the Round Table.