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CSD 6350 – Summer 2023
Alternative Modes of Communication
July 5-July 15, 2023
8:30-12:00 pm M-F
Tim Chance, M.S., CCC-SLP

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Harding University Mission: "Harding's mission is to provide a quality education that will lead to an understanding and philosophy of life consistent with Christian ideals."

Speech Pathology Program Mission: at Harding University is to prepare highly competent speech-language pathologists in a rigorous academic curriculum with an emphasis on Christian living. The program is designed to reflect the University's goal of integrating faith, learning and living in order for the students to function within professional and global communities.

Course Description:
This class is designed to introduce students to various communication modalities including oral, manual, augmentative/alternative communication (AAC) techniques, and assistive technologies. Additionally, students will be able to identify potential candidates for AAC, complete a needs assessment, and make appropriate recommendations.

Term: July 3-14, 2023
            8:30-12:00

Contact Information:
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Course Interaction:

During this course, interactions between students and/or faculty should take place via office appointment, email, or in Canvas, Harding's learning management system (frequently called an LMS). My goal is to reply to your communication within one (1) business day. If it is a holiday or a weekend, please keep in mind that a business day may mean more than one (1) day. If you need to reach me sooner, I recommend a text message or phone call. During this course, online office hours can also be arranged at your request. We can schedule a call or we can use technology like Google Hangout or Zoom. These tools are especially helpful when it comes to discussing class concepts and theories, as we can share screens, use white boards to draw equations, etc.

If you need to contact me about another issue (e.g., sickness, an unforeseen hospitalization, a situation beyond your control, prayers, etc.) you may contact me outside of Canvas via my personal email at tchance1@harding.edu or phone. If the matter is urgent (e.g., a missed assignment, unable to meet an assignment deadline), a phone call would be best. If you send me an email or text, please include your name and what class in which you are enrolled.

** **Much of the following information is in reference to the possibility that class should move to an online format at any time for various unforeseen reasons.**

Netiquette: In all of my classes whether online or face to face, I have one basic rule that sums up everything. Mathew 7:12 states that we should "do unto others as we would have them do unto you."

In our profession we will serve various cultures with many different perspectives on life. It is important that we learn to coincide with all. According to *The Quality Matters (QM) Higher Education Rubric: Fifth Edition (2014)*, learner behavior may be culturally influenced, thus it is important that detailed standards for communication are applied to the course. While the list is not all inclusive, the following video reinforces the importance of abiding by generally accepted rules of online netiquette and can easily be applied to in class instruction as well. When it comes to our communication, let's remember the following: Harding University is a Christian University and expectations are that the relationship and communication style between one another should reflect Harding's Christian mission.

Integration of Faith, Learning, and Living: Speech pathology is a profession in which we stand in awe of God's wonderful gifts of the human anatomy, structure, and function. From children learning to speak and utilize language, to a grandparent learning to communicate again, the human body and its ability to develop, change, repair, and replenish is an amazing concept to see unfold. In my course, I hope to always incorporate the role that we as speech pathologists play as an instrument of God in the teaching, developing, and rehabilitation process.

REQUIRED TEXTS:
Glennen, S. L. & DeCoste, D. C. (1997). Handbook of augmentative and alternative communication, Clifton Park, NY: Delmar Cengage Learning
other AAC research as identified during discussion

Pistorius, M. (2013). *Ghost boy: The miraculous escape of a misdiagnosed boy trapped inside his own body*. Nashville: Thomas Nelson.

You may purchase the textbook from the Harding University Bookstore, Amazon, etc.

REQUIRED TECHNOLOGY:

Harding University students enrolled in online classes must have access to an appropriate digital device and a reliable Internet connection. A laptop or desktop is still the recommended device for online learning; the Canvas interface was optimized for desktop displays. Broadband connectivity is required, as many classes incorporate rich media content.

Hardware/Operating Systems

- A personal computer running Microsoft Windows 8 / 10 / or Apple Macintosh running OS X
- Camera/microphone/headphones (sometimes called peripherals)

To see which browsers are supported by Canvas, how to update your browser, and additional required components (e.g., Flash and Java) please visit Canvas. For mobile users, there is a Canvas app available from the Google Play Store or the Apple iTunes store. Because technology changes rapidly, the information contained within this requirement may change, and without advance notice.

ZOOM
Zoom is a tool that provides video conferencing and distance communication capabilities which we will use in this class.

- Zoom's Accessibility Policy
- Zoom's Privacy Policy

MINIMUM TECHNICAL SKILLS

During this course, it is expected that students will possess the following set of minimum skills:

- An ability to use a computer
- Competence with Canvas (Harding's LMS)
- Competence with email and file attachments
- Competence with software (e.g., Microsoft Office Suite)
- Installing software
- Competence with search engines (e.g., Google)

CANVAS

Canvas is the learning management system (LMS) used by Harding's online courses. For additional information relating to Canvas, including tutorials, please visit Harding's IST Canvas page or Instructure Canvas Help Center.

CANVAS, INTERNET or TECHNOLOGY OUTAGE

As an online learner, you must be able to manage technical difficulties, as power outages, connection problems and other technical issues are always a possibility. Technology will sometimes fail; for this reason, it is advisable to complete your assigned work prior to the due date.

Instructor - If your instructor experiences a power outage, an Internet service outage, an LMS (Canvas) or other technical issue that significantly affects online assignments, the ability to grade assignments, or the instructor/student communication channel is significantly disrupted, 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. Harding University is not responsible for the student's access to a working computer or reliable Internet service. An Internet outage or computer issue is not an excuse for late work. A backup plan for reliable Internet service and a working computer is prudent. Should you experience any such issues, communicate with your instructor in a timely manner.

TECHNICAL SUPPORT

The first point of contact for questions and concerns relating to your online course is your instructor, who will provide you instructions on how to proceed. For technical assistance or to report a problem, Harding's e-Learning Help Desk is available Monday - Friday between 8:00 a.m. – 5:00 p.m. CST.

Phone: 501-279-5201

Email: elearning@harding.edu Website: eLearning website

Again, please remember that your instructor should be your first point of contact.

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.**

COURSE REQUIREMENTS:
1. Students are required to read all assigned chapters, articles, and materials. During each class period students are required to engage in class participation and questions regarding the topic material.
2. Each student will find a current research article on some aspect of augmentative alternative communication. The student will read and submit for discussion an analysis of the article. This assignment has been discussed via email prior to this class.
3. Each student will participate in group and/or individual lab activities and complete all tasks.
4. Each student will read the novel "Ghost Boy" and complete all assignments that are assigned in relation to this book.
5.Each Student will complete ALL assigned materials including group, individual, and on-line (SimuCase) assignments.

This course has been designed to ensure that students demonstrate required knowledge and skills as outlined in the Standards and Implementation Guidelines for the Certificate of Clinical Competence in Speech-Language Pathology. The specific standards addressed in this course are: , IV-B, IV-C,IV-E,IV-F, V-A,V-B, V-C, V-D

Student Learning Objectives:

Students will:

1. Describe the principals and functions of augmentative and alternative communication as well as identify potential AAC users. (STD IV-B, IV-C)

2. Discuss and explain the assessment and selection process of augmentative and alternative communication. (STD IV-C, IV-D)

3. Interpret assessment data and determine treatment strategies for augmentative and alternative communication intervention. (STD IV-C, IV-D, IV-E, IV-F)

4. Discuss funding and trouble shooting processes of augmentative and alternative communication systems. (STD IV-G)

5. Identify characteristics and needs of differing populations and how they might benefit from augmentative and alternative communication. (STD III-B, III-C, III-G)

6. Describe and apply knowledge about ethic considerations and professional issues and their impact on assessment and treatment of individual with augmentative and alternative communication needs. (STD IV-E, IV-F, IV-G)

At the completion of this course, the participant will be able to:

7. Define Augmentative/ Alternative Communication (AAC), its nature, and components.

8. Identify appropriate candidates for an AAC system.

9. Identify and describe basic features of electronic communication aids for message input, vocabulary organization, and message output.

10. Identify communication needs, participation level of student, and barriers to participation.

11. Identify a cognitive hierarchy for various symbols and considerations for symbol selection and layout.

12. Identify considerations for appropriate selection of AAC system components.

13. Identify members of an AAC assessment team, skills needing assessed, and the evaluation process.

Course Schedule: The course schedule can be found on the opening page of the course in Canvas.

Evaluation and Grading:
Each assignment will be assigned an appropriate number of points. All aspects of the assignment will be considered in grading the assignment including promptness, professionalism, and responsibility. Attendance, class participation and presentation will also, be considered in the final grade. The student will be provided feedback during the duration of the course. This may be in the form of narrative information and/or component grades and will be provided in Canvas' Gradebook. It is possible that supplemental feedback may also be provided via email. However, the intent of this feedback is to inform the student of how well expectations for these components have been met.

Component details may include, but are not limited to, the following: exams, mid-term, quizzes, case studies, current events, projects, research papers, presentations, and participation.

The final grade will be computed as a weighted average of Total Points Earned/Total Points Possible and reflected as a letter grade.

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

ASSIGNMENTS	POINTS
Exam 1 -General Knowledge	100
Ghost Boy Quiz	30
Lab exercises	50
Group Case Study-Ghost Boy	50
Independent Case Study/Treatment plan	100
Lab: Scavenger Hunt/Online	35
Article Summary	100
SimuCase 1	50
SimuCase 2 Final Exam	200
SimuCase 3 if utilized	100

Attendance/Participation

The very nature and depth of graduate studies mandate students participate in all course activities. Each student's participation is essential for the success of the entire class and the student. Because of the short duration of this class ALL students are expected to attend all classes. For each absence your grade will be lowered one letter grade unless excused by me and the chair of the department. True exchange of graduate-level academic ideas and thoughts can only be achieved with everyone actively participating. The value received from this course will be commensurate with the effort and thought you put into it.

As the student, you are expected to be prepared for class (e.g., read material, analyzed spreadsheets) and to be an active contributor in the learning process.

Rubrics

There are grading rubrics associated with your assessment in this course. It is good practice to review rubrics before you submit your assignments. It will help you formulate your responses and earn full points. All rubrics used in this class will be discussed prior to the assignment and posted at that time.

Deadlines/Late Policy

Students are encouraged to work ahead of deadlines. The deadline for any given assignment represents the date from which points will be taken off for being late. It is important that the posted deadlines for a given assignment are met. This represents the self-paced nature of online learning. Assignments turned in after

the deadline will be charged a 25% per day late penalty. Therefore, no assignment may be turned in after four days have passed from the original deadline. As graduate students, you are held to a high standard. While this policy may seem harsh, what would happen if you missed a deadline at work (yet alone by four days)? No assignment will be accepted after the ending date of the class has passed.

There are exceptions to the rule above. If there is a problem and you are unable to meet a deadline, the onus is on you, the student, to communicate with the instructor in a timely fashion. If you are ill and cannot meet a deadline, you are responsible for contacting the professor before the deadline, not after it passes. After all, if you were too ill to go to work, you wouldn't call-in the day after you failed to show up to work. If you will be traveling for work, have an illness, family problems, a vacation scheduled, etc., please contact your instructor in advance. If an exception is granted, there must be an agreement between the instructor and the student on a mutually agreeable due date for the missed assignment(s).

Writing Style/Referencing

As the accepted writing style of business, psychology, education, and social science programs across the globe (American Psychological Association, 2014), the American Psychological Association publication format (otherwise known as APA Style) is the required writing style for all CSD and graduate speech pathology students.

Learning to conduct scholarly research is a natural part of academic work, and will help you succeed at Harding University. Conducting scholarly, professional and industry research is required for this course. If a source is questionable, e.g., Wikipedia, other wikis, ask.com, answers.yahoo.com, etc., please contact your professor for clarity and permission before using a source that falls outside the scope of traditional academic standards, especially at the graduate level. It is also important that you show how these references assisted your academic work. So, make sure you reference your sources in <u>every</u> assignment you submit, no matter how mundane the assignment may be. Failure to properly and completely cite your sources may constitute plagiarism or cheating, as delineated in the Academic Code of Conduct. Bottom line, remember these two simple rules: 1) give credit where credit is due, and 2) if it isn't your words, ideas or thoughts, it is someone else's and needs to be cited. The following two websites may be of value to you.

- APA Resources
- Purdue Online Writing Lab

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 <u>any</u> form.
- When submitting assignments to Turnitin, when applicable, I acknowledge and adhere to its disclaimer statements.
- I affirm to uphold Harding University's Code of Academic Integrity.

Reservation Statement

The instructor reserves the right to modify and update any part of the syllabus where necessary. It is your responsibility to stay up to date with any changes communicated by the professor.

INSTITUTIONAL POLICIES

Code of Academic Conduct

Students of Harding University are expected to be honorable and to observe standards of academic conduct appropriate to a community of Christian scholars. Harding expects from its students a higher standard of conduct than the minimum required to avoid discipline. All acts of dishonesty in any academic work constitute academic misconduct. This includes, but is not necessarily limited to, the following:

1. *Cheating*: Use or attempted use of unauthorized materials, information or study aids in any academic exercise.

2. *Plagiarism*: Representing the words, ideas or data of another as your own in any academic exercise. This includes the use of Artificial Intelligence (AI) to complete assignments.

3. *Fabrication*: Falsification or unauthorized invention of any information or citation in an academic exercise.

4. *Aiding and Abetting Academic Dishonesty*: Intentionally helping or attempting to help another student commit an act of academic dishonesty.

5. *Conduct unbecoming a professional while participating in a practicum, internship, field*

experience, or any similar academic experience: Conduct unbecoming a professional includes, but is not limited to, standards of conduct stated in the

general Harding University catalog as well as standards and codes of conduct associated with professional organizations related to the student's academic discipline.

6. *Respect*: Students are expected to respect other classmate's opinions and ideas at all times. Since students cannot see body language and other non-verbal cues, it is essential that comments be worded carefully and refrain from such things as sarcasm, which can be taken negatively in the online world. Read posts for content and then read posts for context. If the message can be taken negatively in any way, the suggestion is to re-word the post until you are sure that it will not be taken defensively. Another key issue is to refrain from certain discussions that evoke strong reaction. This may include such things as:

-Stereotypes of any nature, whether it be profession or class of people

-Politics

In Class Professional Conduct:
Please abide by the following rules to allow for the best learning environment for you and your fellow classmates.
1. Cell phone policy- Turn off cell phones. (Any exceptions must be discussed with the instructor.) No text messaging allowed, no matter how quiet yours may be. No cell phones or electronic devices during quizzes and exams or you will earn a "0" on your quiz or exam.
2. No lap-top usage for surfing the web. Laptops may be used strictly for note taking. (Proof may be required and you may be required to produce the notes.) No "IMs" (instant messaging) during class.
3. Come to class on time to minimize distractions and be considerate of the rest of the class. Clinical assignments and meetings with supervisors do not constitute a valid reason for being late or missing a class. Arrange your schedule accordingly!!
4. Any requests for assignment changes must be approved ahead of time. No exceptions.

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, psychological, vision, hearing, etc.) 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 Director *as soon as possible* in order to get academic accommodations in place for the remainder of the semester.)

Since some graduate courses are taught at different sites and students will not have access to the Disabilities Office located on Harding University's Searcy campus, the student must self-identify with the instructor of the course and submit documentation by fax or mail to the Disabilities Office on our main campus. The

necessary forms are available. Upon receiving the appropriate documentation approved by ADA Guidelines, academic accommodations may be set up by the instructor via a telephone conference with the Disabilities Director. If you have questions, please contact Bridget Smith, Disabilities Director, at (501) 279-4019 or bdsmith@harding.edu or room 219 of the Student Center.

Academic Grievance Policy

If a student believes that he or she has reason to question the decision of a faculty member with regard to the final grade received in a course or the unreasonable denial of academic progression, a procedure has been established to resolve the grievance. The student must register his or her complaint in writing to the faculty member within seven business days following the alleged incident, except that if the grievance involves a final grade, it must be filed within ten business days after final grades are posted by the Registrar. Within the written complaint, the student must set forth reasons and grounds for the grievance. The policy set forth in the graduate catalog titled Academic Grievance Procedure establishes the procedures for such grievance resolution. All students should be familiar with this policy

Time Management Expectations/Credit Hour Calculator Statement:

All courses at Harding meet federal and HLC regulations and meet or exceed university requirements regarding credit hours. For every hour in class, the typical student should expect to spend at least three clock hours on course-related work, including but not limited to out of class time spent reading, problem solving, reviewing, organizing notes, preparing for upcoming quizzes/exams and other activities that enhance learning.

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.

Graduate 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 an established dress code.

	CSD 6350 Alternative Modes of Communication Course Schedule Summer 2023 Summer II July 3rd-14th 8:30-12:00	
July	3	Introduction, Discuss requirements, Lecture and Discussion on chapters 1-6 (STD IV-B, IV-C, IV-G)
	4	No Class Holiday
	5	Continue Lecture Ch 1-6 Assign SimuCases and Independent Case study Development and Treatment plan for given scenarios w/Assistive Technology Project (STD IV-B, IV-C, IV-G)
	6	In Class Case Study – Simucase (STD III-C, III-D, IV-G)
	7	Exam 1 General Knowledge - (STD IV-F, IV-G) Bring your laptop

		Discuss SimuCase 1- in Class
	10	Lab Day (Scavenger Hunt) and Online Scavenger Hunt Case Study Discussions Lab Day and Lunch
	11	(STD IV-C, IV-D, V-A, V-B, V-C) Language Acquisition through Motor Planning-Jennifer Herzog
	12	Article Discussion Ghost Boy discussion, Group Project and Quiz
	13	Nancy Dunn and Friends - Arkansas Easter Seals Outreach
	14	Case Study Discussions Presentations of Independent Case study due SimuCase 2- Final Exam Laptop needed.

**Article discussion and Summary due in class on Wednesday, July 12th for discussion.

Please note that this is a tentative schedule. I will adhere to this schedule as closely as possible. Some changes may occur.