



**CSD 6380: Special Populations (Online)**  
**Harding University**  
**College of Allied Health**  
**3 Credit Hours**

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**Summer 2023 (May 15-July 28)**  
**Office Hours: by appointment**

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**Course Description:**

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

**Pre-Requisites:** Admission into the HU-CSD graduate program.

**Required Materials:**

- Hudson, M. W., & DeRuiter, M. (2021). *Professional Issues in Speech-Language Pathology* (5th edition). Plural Publishing\*  
*\*A free digital copy of this text is available for you using the link the Canvas course.*
- Students should have an active subscription to SimuCase from SpeechPathology.com
- The instructor will supply additional readings and lectures for this course in Canvas.

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

I am here to help you! If you have questions or need to speak with me, please feel free to contact me via e-mail at ([jtraughb@harding.edu](mailto:jtraughb@harding.edu)). I will respond to emails within 24 hours on Monday-Friday, and, as available, on the weekends. The instructor will provide a minimum of 10 hours of

office hours each week to host online chats and individual online appointments. Students should contact the instructor via e-mail to schedule an online meeting.

**Instructional Time:** The instructor will present most of this coursework in an asynchronous learning environment as outlined in Canvas; however, the instructor will schedule face-to-face time in the classroom during the summer on-campus session. If needed during the asynchronous portions, the instructor will schedule synchronous online sessions for Thursday evenings 7:00-9:00 pm CST. When the course material needs synchronous sessions, the instructor will send a link to a Google Meet.

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

**Netiquette:** Since online students cannot see body language and other nonverbal cues, it is essential to word comments carefully and to refrain from such things as sarcasm, which may be taken negatively in the online world. The instructor expects students to practice professional netiquette by demonstrating:

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- a. Respectful debate and the ability to respect other's opinions even in times of disagreement.
- b. Respect to those around them by refraining from off-task behaviors (whispering, texting, e-mailing, social media, shopping, etc.) during synchronous meeting times.
- c. Respect for the well-being of clients and other clinicians by maintaining the confidentiality of client information and adhering to HIPAA regulations
- d. Restraint from attending to their phones, watches, tablets, computer etc. without the instructor's permission.
- e. Respect for the intellectual property presented in this class. The material presented in class is the intellectual property of the instructor. To protect this work, the instructor **must approve all video or audio recordings** of lectures and/or materials presented in this course.

### **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.

### **ASHA Standards:**

ASHA upholds specified standards related to academic and clinical training as well as continuing

education. At the completion of the course, each student will be able to demonstrate the knowledge and skills outlined by the Council for Academic Accreditation (CAA) and the Council for Clinical Certification (CFCC) as they relate to individuals with the specialized needs discussed in this course. This content of this course will include the following CAA and CFCC standards.

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

**Std. 3.1.1B Professional Practice Competencies:** The program must provide content and opportunities for students to learn and demonstrate attributes and abilities in: Accountability, Integrity, Effective Communication Skills, Evidence-Based Practice, and Professional Duty.

**Std. 3.1.2B Foundations of Speech-Language Pathology Practice:** The program must include content and opportunities to learn so that each student can demonstrate knowledge of the discipline of human communication sciences and disorders, basic human communication and swallowing processes including the appropriate biological, neurological, acoustic, psychological, developmental, linguistic, and cultural bases, ability to integrate information pertaining to normal and abnormal human development across the life span, and the nature of communication and swallowing processes.

**Std.3.1.3B Identification and prevention of speech, language, and swallowing disorders and differences.** The program must include content and opportunities to learn so that each student can demonstrate knowledge of the principles and methods of identification of communication and swallowing disorders and differences, as well as principles and methods of prevention of communication and swallowing disorders.

**Std.3.1.4B Evaluation of Speech, Language, and Swallowing Disorders and Differences.** The program must include content and opportunities to learn so that each student can demonstrate knowledge and skills in assessment across the lifespan for disorders and differences associated with articulation, fluency, voice/resonance, receptive/expressive language, hearing, swallowing, cognition, social aspects of communication and augmentative and alternative communication needs.

**Std.3.1.5B Intervention to Minimize the Effects of Changes in the Speech, Language, and Swallowing Mechanisms.** The program must include content and opportunities to learn so that each student can demonstrate knowledge and skills in intervention for communication and swallowing differences with individuals across the lifespan to minimize the effect of those disorders and differences on the ability to participate as fully as possible in the environment.

**Std 3.1.6B General Knowledge and Skills Applicable to Professional Practice.** The program must include content and opportunities to learn so that each student acquires the knowledge and skills to work with individuals with communication and swallowing disorders across the lifespan by demonstrating ethical conduct, integration and application of knowledge of the interdependence of speech, language, and hearing, engagement in contemporary professional issues and advocacy, engagement in self-assessment over the duration of the program to improve effectiveness in the delivery of clinical services, clinical education and supervision, clinical counseling, professional behavior reflective of linguistic and cultural differences, interpersonal qualities for counseling and collaboration, and the ability to work as a member of an

interprofessional team.

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

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

**Std. IV-C:** Demonstrate the ability to analyze, synthesize and evaluate knowledge of communication disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, linguistic, and cultural correlates in the areas of speech sound production, voice and resonance, receptive and expressive language, literacy, hearing, cognition, and social aspects of communication.

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

**Std. V-A:** Demonstrate sufficient oral and written communication skills for entry into professional practice.

**Course Objectives:**

Upon completion of this course, the student will be able to apply their knowledge to:

1. Reflect and discuss the correlation of bias (implicit, explicit and innate), and social/cultural injustice and its influence in the practice of speech language pathology. (**Std. 3.4B, IV-G**)
2. Discuss the ACE screener and the impact of trauma on the development of communication skills. (**Std. 3.4B, IV-G**)
3. Compare/contrast the influence of neglect versus abuse, and design assessment/intervention plans for individuals in this population. (**Std. 3.1.1B, IV-D**)
4. Describe the role of the SLP as a mandated reporter. (**Std 3.1.1B, IV-G**)
- 5.. Define and apply the terminology related to genetic abnormalities in individuals with developmental disabilities. (**Std. 3.1.2B, Std. IV-B**)
6. Identify the etiology and the hallmark characteristics of the syndromes that are commonly associated with communication/swallowing disorders. (**Std 3.1.2B, IV-C**)
7. Explain the role of the SLP and their understanding of genetics when working with individuals who represent a special population. (**Std. 3.1.2B, Std. IV-B**)
8. Evaluate various aural (re)habilitation approaches including the differences in traditional SLP services and those provided by a listening and spoken language specialist and compare/contrast the viewpoints within the Deaf cultures. (**Std 3.4B, IV-D**)

9. Discuss the prevention and impact of autism, genetic disorders, metabolic disorders, craniofacial anomalies, hearing disorders, or trauma and the relationship between these and an individual's cognitive and communication skills. (Std.3.1.2B, Std.3.1.3B, Std IV-B, Std IV-C, Std IV-D)

10. Apply knowledge and skill to establish a differential diagnosis between velo-pharyngeal incompetence and velo-pharyngeal inadequacy. (Std. 3.1.4B, IV-D)

11. Discuss the dx process for individuals with autism including differences in the educational and medical facilities. (Std. 3.1.4B, IV-B)

12. Compare/contrast the theories of analytic language learning and gestalt language learning (Std 3.1.2B, IV-C)

13. Discuss the disparities that individuals (and their families) who have disabilities face in the U.S. society (Std 3.1.2B, IV-C)

14. Conduct an evidence-based, developmentally, and culturally appropriate, diagnostic evaluation for individuals that represent a special population. (Std.3.1.1B, Std.3.1.4B, Std IV-D)

15. Design an evidence-based, developmentally, and culturally appropriate, treatment plan for individuals that represent a special population. (Std.3.1.1B, Std.3.1.5B, Std IV-D)

16. Create and present an advocacy campaign to address disparities involving individuals with communication disorders. (Std.3.1.1B, Std.3.1.3B, Std V-A)

### **Course Grading:**

Assessment of the knowledge, skills, and proficiency of each student for the purpose of assigning a letter grade at the completion of the course will be based on a weighted scale. The instructor will provide students with feedback throughout the duration of this course. Feedback may in the form of graded assignments, written/verbal comments, and/or written/verbal comments from other students in the class. The instructor will use the following scale when determining course grades: A=90-100%, B=80-89%, C=70-79%, D=60-69%, F=0-59%

### **Assignments:**

Discussion boards (see rubric in course)	5%
Clinical Projects	45%
Exams (in ExamSoft)	50%

**Late work policy:** All assignments are due at the time posted in Canvas (central time zone). The instructor considers work submitted after the time/date noted on in canvas as late. The instructor will consider late work for feedback, but late assignments will not be eligible for points.

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

The instructor has divided the content of this course into modules, with each module corresponding to a topic of the course Each of the modules have associated learning objectives

which align with the course objectives and the ASHA standards. For weeks 1-10, the week will begin on Monday at 12 a.m. CST and end on Sunday at 11:59 p.m. CST. The eleventh (and last week) will begin on Monday at 12 a.m. CST and end on Friday at 5:00 p.m. CST.

**Course Expectations/Professional Conduct:**

The nature and depth of academic study at the master’s level requires an internal motivation to engage with and expand from the required course material to achieve competency. Therefore, each student’s participation is critical for the true exchange of thoughts and ideas. To maximize the learning opportunities for all students, it is imperative that student’s demonstrate ethical work habits, and professionalism. Therefore, the instructor will expect the students to:

1. Demonstrate academic integrity by submitting his/her own work. Students should adhere to copyright and plagiarism laws. As such, the use of any external information, including another digital device, class notes, resources etc. during an unauthorized assignment, quiz, or exam is cheating. Students who violate this expectation will receive a grade of “zero” points and the consequences outlined in the department/university handbooks.
2. Complete assigned tasks **before** each class meeting or discussion board post. This class will use ongoing discussions as a part of the learning format. Though there is a due date assigned for each discussion, the due date represents the last day to participate. To achieve full credit for the discussions, students must demonstrate their preparation and active engagement prior to the due date. Students must engage in ongoing discussions by effectively synthesizing/analyzing information from their peers and extending the discussion by offering new information that either supports agreement to the information presented by his/her peers, and/or presenting evidence to dispute a post.
3. Submit neat and orderly work. Written work should be reasonably correct in mechanics (ex: spelling, grammar, punctuation) with appropriate formatting and citations. The instructor encourages students to use the HU writing center for assistance in editing their work or gaining assistance with APA.
4. Have access to an appropriate digital device and a reliable Internet connection. A laptop or desktop is the recommended device for online learning with the Canvas interface. Course participation will require broadband connectivity, as many classes incorporate rich media content.
5. Respect the instructor’s intellectual property. The information presented in class, regardless of the medium used, is the intellectual property of the instructor the author of cited sources. Students may not capture, download, store, share, copy, or use this work except for class without permission.

**Course Organization**

<b>Date</b>	<b>Module Units/Activities</b>
<b>Module 1:</b> Wk 1 May 15-21 Wk 2 May 22-28	Trauma (Abuse and Neglect) & Bias

<b>Module 2:</b> Wk 3 May 29-June 4 Wk 4 June 5-11	A glance at genetics, epigenetics, metabolic effects, and syndromes
<b>Module 3:</b> Wk 5 June 12-18 Wk 6 June 29-25	Hearing Disorders
<b>Module 4:</b> Wk 7 June 26-July 2 Wk 8 July 3-9 Wk 9 July 10-16	Craniofacial Anomalies—Cleft lip & Palate
<b>Module 5:</b> Wk 10 July 17-23 Wk 11 July 24-28	Autism

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

**Academic Integrity Policy:**

Honesty and integrity are characteristics that should describe each one of us as servants of Jesus Christ. As your instructor, I pledge that I will strive for honesty and integrity in how I handle the content of this course and in how I interact with each of you. I ask that you join me in pledging to do the same.

Academic dishonesty will result in penalties up to and including dismissal from the class with a failing grade and will be reported to the Associate Provost. All instances of dishonesty will be handled according to the procedures delineated in the Harding University catalog.

**Students with disabilities:**

It is the policy for Harding University to accommodate students with disabilities, pursuant to federal and state law. Therefore, any student with a *documented disability* condition (e.g. physical, learning, or psychological) who needs to arrange reasonable accommodations must contact the instructor and the Disabilities Office at the *beginning* of each semester. (If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Disabilities Office *as soon as possible* in order to get academic accommodations in place for the remainder of the semester.) **The Disabilities Office is located in Room 226 of the Student Center and may be reached at (501) 279-4019 or [bdsmith@harding.edu](mailto:bdsmith@harding.edu).**

**Assessment:**

Harding University, since its charter in 1924, has been strongly committed to providing the best resources and environment for the teaching-learning process. The board, administration, faculty, and staff are wholeheartedly committed to full compliance with all criteria of the Higher Learning Commission.

The university values continuous, rigorous assessment at every level for its potential to improve student learning and achievement and for its centrality in fulfilling the stated mission of Harding.

Thus, a comprehensive assessment program has been developed that includes both the Academic units and the Administrative and Educational Support (AES) units. Specifically, all academic units will be assessed in reference to the following Expanded Statement of Institutional Purpose: **The University provides programs that enable students to acquire essential knowledge, skills, and dispositions in their academic disciplines for successful careers, advanced studies, and servant leadership.**

**Dress Code:**

All members of the Harding community are expected to maintain standards of modesty and decency in dress appropriate to the Christian lifestyle and consistent with professional employment expectations. For these reasons, students are expected to adhere to a professional dress code for all outside activities (professional events/conferences) and the Harding University Speech Clinic for clinical activities and observations. During class, students are expected to adhere to the dress code policies established within the HU student handbook. A student may be asked to leave class or other activities if they are not in keeping with these expectations.

**Time Management Expectations:**

For every course credit hour, the typical student should expect to spend at least three clock hours per week of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, problem solving, reviewing, organizing notes, preparing for upcoming quizzes/exams, developing and completing projects, reading feedback, and other activities that enhance learning. For this three-hour course, which means that it will demand approximately 135 hours (13.5 hours/week) to successfully meet the course objectives.

**Technology:**

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

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

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

Unless specifically allowed, the instructor will consider any use of outside resources (notes, technology, handouts etc) used on a graded assessment as a violation of academic integrity. When suspected, the instructor will enter notify the student to discuss the violation, and enter a grade of zero for the assignment. For technical support, please contact the e-learning help desk M-F 8:00 am-5:00 pm at 501-279-5201 or [elarning@harding.edu](mailto:elarning@harding.edu).



### **Personal Mission Statement**

It is my goal to equip you with the tools to integrate faith and learning in your daily life as a student and in the professional practice of speech-language pathology. It is my prayer that you will incorporate Christian values into the profession as you expand your understanding of communication disorders and the effects that they have on individuals and their families. I pray that you will be a guiding light to the individuals that you serve. In addition to academic coursework and clinical experience, qualities such as unyielding personal ethics, sensitivity, patience, resourcefulness, tact, and perseverance are essential components of a skilled therapist. I hope that you will discover these qualities within yourself and that you will be able to improve them in each of your classmates and clients. As we journey through this semester and we encounter the many mysteries and the complexities of the human mind, the human body and the human personality. I pray that you will join with me in the acknowledgement of the following...

*“I praise you because I am fearfully and wonderfully made: your works are wonderful, I know that full well.” (Psalm 139:14). So, “whatever you do, whether in word or deed, do it all in the name of the Lord Jesus, giving thanks to God the Father through him.” Colossians 3:12-14; 17*