HARDING UNIVERSITY
(((•COMMUNICATION
SCIENCES & DISORDERS

CSD 6480 Seminar: Special Topics
Harding University
College of Allied Health
1 Credit Hour
Class Meeting Times – Tuesday – 3:45-4:45
Swaid 103

Instructor: Joni Day, M.C.D., CCC-SLP   **Semester/Term: Fall 2023**
Phone (office): (501) 279-5670
Office Hours: Office hours are posted outside my office door. Please email to set up a time.
Email: jday2@harding.edu

Course Information

Course Communication Protocols
I plan to utilize Canvas Announcements as my primary means of communication with you all as a class. I may also send emails to your Harding email account on occasions, especially for individual communication. **I would prefer that you use my Harding email and you can expect a reply form me within 24 hours during the week.** Don't expect emails to be answered during the weekend. I am happy to schedule times to meet with you individually to discuss the course, assignments, quiz, or review an exam. Bottom line, I am here for you. Please do not hesitate to reach out to me if I can be of assistance or service to you.

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.

Course Description

Advanced topics in specialized areas of speech pathology. Specific topics to be assigned each semester.

Integration of Faith and Learning Statement

This course is designed to provide you with special topics that will enhance your professional skills in the field of speech pathology. My desire is that you will learn through this class how to show Christ in your actions with a team of professionals, future clients, and their caregivers. It is my hope that you will not be quick to make judgements in our field. We all need to realize that everyone we encounter has a soul where God desires to dwell. We might not be able to change someone quickly, but we do have the ability to choose to be kind. Kindness changes people.

The following scriptures set the tone for our profession:

"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 Materials:

Required materials

- The instructor may supply readings for this course in a Canvas module.
- Notebook paper and writing utensil
- No computer use in class

Course Learning Objectives (CLO)

Relationship to ASHA standards:

ASHA upholds standards related to academic and clinical training as well as continuing education, acquisition and maintenance of your CCCs.

Upon successful completion of the course the student will demonstrate knowledge of the following objectives and the skills to integrate them into the framework of clinical practice in the field of speech-language pathology:

Standard IV-G Knowledge of contemporary professional issues.

- CLO: The student will demonstrate knowledge of contemporary issues via written work following oral seminars.

Standard V-B-3.A Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.

- CLO: Students will communicate effectively with the speakers and each other during each seminar, recognizing the needs, values, preferred mode of communication, and

cultural/linguistic background of others relevant to the topic.

Standard V-B-3.B Manage the care of individuals receiving services to ensure an interprofessional, team-based collaborative practice.
- CLO: Students will collaborate with speakers from other disciplines during each seminar.

Standard V-B-3.D Adhere to the ASHA Code of Ethics and behave professionally.
- CLO: Students will adhere to the ASHA Code of Ethics during discussions and behave professionally.

Grading and Assignment Details

Grading Information

You will be given feedback during the duration of this course. Feedback will be in the form of a rubric to grade your reflection papers and/or questions. The intent of this feedback is to inform you of how well you met the expectations to components and help you identify strategies for mastering the course material.

Assessment of the knowledge, skills, and proficiency of each student for the purpose of assigning a letter grade at the completion of this course components:

BREAKDOWN OF GRADING   *60 points for each assignment*

> **Grade schedule:**   A- 90-100
> B- 80-89
> C- 70-79
> D- 60-69
> F- 59% and below

Late Work Policy

All assignments given are due according to the assigned time posted on Canvas. Late work will be given a score of zero, but must be submitted to complete the course.

Course Assignment Details:

Course Requirements - *All requirements must be completed to earn credit in the course*
1. Attendance to each special topic seminar is required. If you have an emergency and cannot attend, please let me know as soon as possible, and we will make alternative arrangements.
2. Computers are not to be used in class. Please take handwritten notes.
3. Please be courteous and respectful to all speakers.
4. Out of courtesy for all those participating in the learning process, all cell phones must be muted and not used in class. Do not shop, text, email, or use social media sites during class. The instructor reserves the right to mark a student absent if phone is being used during class without permission.
5. Following each seminar, you will submit a two-page reflection or answer questions asked by the instructor based on what you learned. A rubric will be used to grade the submissions.

6. This course may utilize discussion forums. Please participate fully in the discussion forum to receive credit for the assignment.
7. For you final, you must complete a course evaluation (via Google forms) to receive credit for the course.

Attendance & Participation

Participation/Attendance: 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 as well as the success of the student. True exchange of graduate level academic ideas and thoughts can only be achieved with everyone actively participating. Attendance of each in person is expected and will be recorded. I truly want you to be successful in knowing this course material but cannot answer questions, that you do not ask.
Attendance policy: Harding University Attendance Policy

Submitting Assignments

Assignments will be submitted via Canvas.

Remediation of Course

If a student is not achieving course learning objectives, not demonstrating essential skills, professional practice competencies, or meeting CFCC standards as determined by the course instructor the student will be notified. The student, instructor, clinical educator, and/or clinical director (as appropriate) will meet to develop a written individualized remediation plan that supports student progress toward achieving the needed outcomes.
The remediation plan will include identified weaknesses supported by evidence (ie, exam results, presentation, clinical performance, quiz grades, etc.). In addition, the remediation plan will include specific tasks, outcomes, and a timeline for completion.

The written plan will be shared with the student's graduate advisor and department chair. A copy of the plan will be placed in the student's Calipso account and the course will be marked as "in remediation" on their KASA. Upon successful completion of the remediation plan the instructor, student, and advisor will sign the form acknowledging the completion of the remediation plan and then digitally file the form in the student's KASA in Calipso. The course and associated learning objectives can then be marked as completed. If the remediation of skills is not completed successfully, the student will repeat the course. If the remediation is ongoing at the end of the semester, the student will receive a grade of Incomplete for the course.

Technology Details

Learning Management System

Canvas is the Learning Management System (LMS) used in this course. Canvas sends an email confirmation to your Harding University email once an assignment is graded or an announcement is posted. Canvas can be accessed using Harding's Canvas Login. For additional information relating to Canvas, including tutorials, and supported web browsers, please visit Harding's IST Canvas page or Instructure Canvas Help Center. Click here for Instructure Canvas Accessibility and Privacy Policies.

Technical Support

For technical assistance from 8:00 a.m. - 5:00 p.m., M-F, please contact the e-Learning Help Desk at
Phone: 501-279-5201

Email: elearning@harding.edu
Web: [E-Learning Web Address](#)
For Canvas assistance, search [Canvas Guides](#).

Policies and Procedures

University Policies

University 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 Accreditation of the Higher Learning Commission as well as standards of many discipline-specific specialty accrediting agencies. 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 units. Course-specific student learning outcomes contribute to student achievement of program-specific learning outcomes that support student achievement of holistic university learning outcomes. All academic units design annual assessment plans centered on measuring student achievement of program learning outcomes used to sequentially improve teaching and learning processes. Additionally, a holistic assessment of student achievement of university learning outcomes is coordinated by the university Director of Assessment and Testing used to spur continuous improvement of teaching and learning.

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 Office of Disability Services and Educational Access at the beginning of each semester. If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Director of Disability Services and Educational Access as soon as possible in order to put academic accommodations in place for the remainder of the semester. The Office of Disability Services and Educational Access is located in Room 239 in the Student Center on the Harding University Searcy campus. Since some graduate courses are taught at different sites and students will not have access to the Office of Disability Services and Educational Access located on the Searcy campus, the student must self-identify with the instructor of the course and submit documentation by fax (501-279-5702) or mail (915 E. Market Ave., Box 12268, Searcy, AR 72149-5615) to the Office of Disability Services and Educational Access on the Searcy campus. The necessary forms are available at https://www.harding.edu/student-life/disabilityservices. Upon receiving the appropriate documentation approved by ADA guidelines, academic accommodations may be set up by the instructor via a telephone conference with the Director of Disability Services and Educational Access. If you have questions, please contact the Office of Disability Services and Educational Access at DisabilityServices@harding.edu or (501) 279-4019.

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 Director of Academic Affairs. All instances of dishonesty will be handled according to the procedures delineated in the Harding University catalog.

Course Academic Conduct

All acts of dishonesty in any academic work constitute academic misconduct. As a student of Harding University, you should avoid all cases that will be construed as 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.

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 any [Harding University student handbooks](#) 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 classmates' opinions and ideas at all times.

Special Note on the use of AI such as ChatGPT

Unless your instructor includes instruction on acceptable usage of ChatGPT or a similar A.I. product in the course, your use of artificial intelligence for writing any part of an assignment will be considered academic fraud, and you will risk being removed from the program. It is our sincere hope that you understand the connections between reading, writing, and learning. Writing about something helps build neural pathways that aid you in connecting your new knowledge within the context of knowledge you've already learned. Skipping this step and using something written by AI or by another person means you are cheating yourself out of learning. Please be responsible and ethical in your coursework, and please submit your own writing.

Referencing Information

As the accepted writing style of business, psychology, education, and social science programs across the globe, the American Psychological Association publication format (otherwise known as APA Style) is the required writing style for this course. 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. It is also important that you show how these references assisted your academic work; so make sure you reference your sources in every 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.

- APA Resources
- Purdue Online Writing Lab

The Harding University Writing Center is also available to provide help with planning, writing, organizing, or revising an essay as well as with using MLA, Chicago, or APA formats. You can schedule an appointment with the Writing Center at harding.mywconline.com or ask questions via email at HardingUniversityWritingCenter@gmail.com.

Turnitin
During this course, the originality of various assignments submitted by students will be checked via Turnitin, an organization leading the way in both plagiarism detection and student learning. Turnitin provides institutions, faculty, and students with a variety of academic tools, including originality checks, online grading capabilities, and even peer-reviewed feedback. Turnitin is integrated with the assignment settings used by the instructor when preparing assignments in Canvas.

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 denial of academic progression, a procedure has been established to resolve the grievance.

The student must initiate the written Academic Grievance Appeal within five business days after notification of the final grade in Pipeline or notification of denial of academic progression. In cases of both course grade and academic progression appeals, students are encouraged to first engage the involved faculty member in a good faith discussion (in person or via telephone or email) as the first step in resolving any concerns. If resolution is not achieved, a student may submit a written academic grievance by following the policy set forth in the Harding University catalog. All students should be familiar with this policy.

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.

Canvas or Internet Outage Policy
As a learner, you must be able to manage technical difficulties such as power outages, connection problems, and other technical issues. Technology will sometimes fail. For this reason, it is advisable to complete your assigned work prior to the due date.

Inclement Weather
If inclement weather prohibits your participation in any element of this course, prompt communication with me is expected. Your personal safety is my primary concern. We will handle any instances that arise on a case-by-case basis.

Academic Support Services
Harding offers a wide variety of academic support services. While this list is not all-inclusive, the following links may be useful to students (some services may not be applicable for graduate or professional students):
- Library
- Testing
- Tutoring
- Writing Center

Student Support Services
Harding offers a wide variety of student support services. While this list is not all-inclusive, the following links may be useful to students (some services may not be applicable for graduate or professional students):
- Counseling
- Student Life
- Financial Aid

Course Schedule

The schedule of speakers and topics can be found in the individual modules in Canvas as speakers and topics are subject to change.

The following is a list of topics planned for discussion this semester:
- Supervisors' Dinner – Dr. Elizabeth Cleveland – "An Introduction to Invisible Disabilities"
- "Helping a Patient Achieve Shalom"
- "Day in the Life of a Neonatologist"
- "To Bill or Not to Bill" (Medicaid Regs and Medicaid Fraud)
- How to Address Behaviors During Therapy
- Dyslexia
- CF and Job Experiences as an SLP
- Self-Care and Combating Speech Therapist Burnout

- Elder Law
- Sensory Processing and Development
- 100 Families
- Executive Capacities (Executive Function and Executive Skills)
- Additional topics of interest are subject to be added

Changes to Syllabus Notice

The instructor reserves the right to modify and update any part of the syllabus where necessary. You can expect that these changes will be for your perceived benefit and will be communicated in Canvas. It is your responsibility to stay up to date with any changes communicated by the professor.