CSD 6220 – Clinical Issues in the School-Aged Population

Spring 2024 (5 credit hours)
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Class Meetings: Monday 11:30-1:15; Tuesday 11:30-1:15; Friday 11:30-1:15

Harding University Department of Communication Sciences and Disorders 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 Information

Course Description
Communication development and disorders (speech, language, and hearing) in the early to middle school-age children. Topics will include relevant legislation and policies that affect clinical practice in the school setting; prevention and advocacy related to this population and setting; differential diagnosis of disorders related to speech, language, and hearing in this population; treatment strategies and considerations for this population and setting; and relationships and interplay among the professional scope of practice, ethical principles, and federal legislation.

Required Course Materials

Hudson, M.W., & DeRuitter M. (2025). Professional Issues in Speech-Language Pathology and Audiology (6th Ed.). San Diego: Plural Publishing. (ISBN: 9781635506556)
Paul, R., Norbury, C., & Gosse, C. (2018). Language disorders from infancy through adolescence (5th ed.). St. Louis: Mosby. (ISBN: 9780323442404)
Peña-Brooks, A. & Hegde, M. N. (2015). Assessment and treatment of articulation and phonological disorders in children (3rd ed.). Austin, TX: ProEd. (ISBN: 9781416405801)

Additional Resources
www.masterclinician.org
www.speechpathology.com
SimuCase
Additional readings and resources will be posted on Canvas.

Technology Requirements
Students will need personal computers that meet the minimum specification to support ExamSoft/Examplify software. Students will need access to Microsoft Word and Wifi capabilities for internet-based software use.

Professional Standards and Learning Objectives

Relationship to Accreditation and Clinical Certification Standards

Upon completing this course, the following CFCC Standards will be met. <mark>The instructor may remediate selected concepts while allowing the student to earn course credit.</mark>

<u>CFCC Standards</u>
Professional Practice Competencies The program must provide content and opportunities for students to learn so that each student can demonstrate the following attributes and abilities and demonstrate those attributes and abilities in the manners identified. Accountability, Integrity, Effective Communication Skills, Clinical Reasoning, Evidence-Based Practice, Concern for Individuals Served, Cultural Competence, Professional Duty, and Collaborative Practice.

Standard IV-B Demonstrate knowledge of the basic human communication processes including biological, neurological, acoustic, psychological, developmental, and linguistic, and cultural bases associated with the school-age population.
Standard IV-C B Demonstrate knowledge of communication disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural bases (speech sound production, voice and resonance, language, hearing, cognition, and social aspects) associated with the school-age population.
Standard IV-D Demonstrate knowledge of the principles and methods of prevention, assessment, and intervention for communication disorders associated with the school-aged population.
Standard IV-E Demonstrate knowledge of standards of ethical conduct for working with school-aged children and for working in the school setting.
Standard IV-G Demonstrate knowledge of contemporary professional issues related to school-aged population.
Standard IV-H Demonstrate knowledge of national regulations and policies relevant to professional practice.
Standard V-A Demonstrate oral and written communication skills sufficient for entry into professional practice.

<u>CAA Standards</u>
Standard 3.1.1B Demonstrate understanding of various models of service delivery of SLP services; Demonstrate understanding of education landscape and how to facilitate access to services; Use valid scientific and clinical evidence in decision-making regarding assessment and intervention; Apply current knowledge, theory, and sound professional judgment in approaches to intervention; Use clinical judgment and self-reflection to enhance clinical reasoning; Critically evaluation information sources and apply information to appropriate populations; and Integrate evidence in the provision of SLP services.

Course Learning Objectives (CLOs)

- Students will use their knowledge of disorders in the school-aged population to:
    - Develop an age-appropriate assessment plan utilizing evidence-based research
    - Differentially diagnosis
    - Design an effective treatment plan utilizing evidence-based research, including appropriate behavioral objectives, setting, dosage, format, and provider.
- Students will use their knowledge of contemporary issues such as billing, legislation, ethics, and documentation to make service decisions.
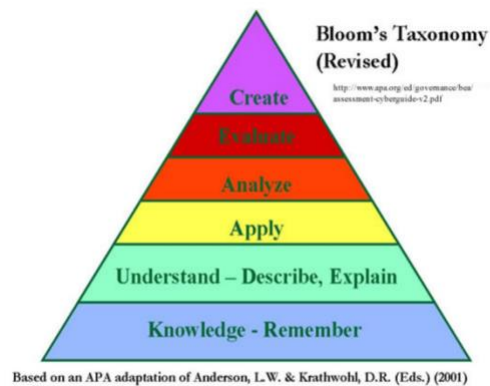
Module Learning Objectives (MLOs)

Module learning objectives are specific and describe observable student mastery of knowledge, skills, and attitudes. They align with the accreditation and clinical certification standards and the course learning objectives, either implicitly or explicitly. They provide tangible checkpoints as a student progresses through the course. The module learning objectives can be found in Canvas, and the course schedule at the end of the syllabus.

If the student earns less than 70% on an assignment or its contents tied to standard/competency/objective, that student will be provided with remediation in the identified area(s). The remediation process will not replace the original grade of said assignment. Still, it will allow for a standard or competency to be documented as met and aid the student with future assignments.

In an upper-level course of this nature, we should be interacting with the material at the top of Bloom's Taxonomy. To reach the upper levels of Bloom's, the instructor of this course will teach in a modified "flipped classroom" style utilizing components of a pedagogy termed Team-Based Learning. This teaching style allows students to take on a deeper level of mastery while allowing for higher-level learning and critical thinking. In this teaching style, the student will spend time outside class interacting with the assigned material, including readings, video lectures, quizzes, or other resources. We will apply the newly acquired **knowledge** to class activities such as **case studies**, **discussions, analysis, and evaluation**. By the end of the course, the student will **create** treatment and assessment plans utilizing evidence-based practice. My goal for you is to master the course content, develop the ability to think and problem solve, prepare to be a lifelong learner, develop interpersonal skills, and enjoy this class.

(adapted from Larry Michaelsen https://teambasedlearning.site-ym.com/page/introducing_TBL)

Bloom's Taxonomy (Revised)

http://www.apa.org/ed/governance/bea/assessment-cyberguide-v2.pdf

Create
Evaluate
Analyze
Apply
Understand – Describe, Explain
Knowledge - Remember

Based on an APA adaptation of Anderson, L.W. & Krathwohl, D.R. (Eds.) (2001)

Course Policies and Professional Conduct

- Attendance is expected. The role will be checked at each class meeting. Two unexcused absences will be tolerated. Upon the third absence, your final grade will be lowered by one letter grade per number of days absent over 2. As stated in the Student Handbook, excessive absences can result in being dropped from the course with a grade of "F."
- Communication Protocols – Outside of class, communication between the instructor and students will be through Harding University email. Students are expected to check their Harding email at least once a day. Students are expected to reply to an email within 12-24 hours (business days), and the same is expected from the course instructor.
- Students are expected to read the assigned material before class and participate in class discussions. Students who miss class for any reason are responsible for all content. Time will not be spent in class reviewing material with students who have missed class. If the student needs additional assistance, an appointment should be scheduled with the instructor.
- The instructor does not permit recording (visual or audio) of any type. The instructor may record classes available to students with an excused absence or other appropriate circumstances.
- All typed assignments must be double-spaced, using Times, Times New Roman, or Arial font. All font sizes for typed assignments must be size 12.
- Students may be called on to answer questions and provide opinions during class discussions.
- All cell phones must be turned off during class and out of sight.
- Written work must be correct in mechanics (e.g., spelling, grammar, punctuation, etc.) Points will be deducted for inadequate work.
- Submitting work directly from another source will be considered plagiarism and a violation of the University's academic integrity policy. No credit will be given on the assignment.
- Cheating will never be tolerated. You will be turned in on the spot, excused to leave, and not come back. 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.
- All assignments will be submitted on the assigned day at the beginning of class time. Late work is unacceptable.
- Any requests for test changes must be approved **ahead** of time. No exceptions!
- The instructor will return student work as promptly as possible.
- No make-up quizzes are permitted.
- Late Assignments are unacceptable unless prearranged with the instructor.

The best way to contact me is through the Harding email. Please contact me sooner rather than later if you find yourself struggling with the material.

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 University expects from its students a higher standard of conduct than the minimum required to avoid discipline. Harding expects its students to conduct themselves as responsible citizens in a Christian community. Enrollment at the University is viewed as a privilege that brings the attendant responsibilities and accountability. In order to encourage Christian living and growth, the University administers a student Code of Conduct. This code is provided to every student upon enrollment.

Upon registration to the University, students acknowledge and agree to abide by this code. Harding University reserves the right to refuse admission or dismiss students whose lifestyle is not consistent with the Christian principles for which Harding stands; and when the general welfare of the institution requires such action. Students suspended for disciplinary reasons during a semester may receive a grade of "F" in all courses for that semester. Please visit the appropriate Harding University Student Handbook (undergraduate or graduate/professional) for further details.

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 any form.
- When submitting assignments to Turnitin, I acknowledge and adhere to its disclaimer statements.
- To uphold Harding University's Academic Integrity Covenant

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.

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):
- Advising
- Registration
- Financial Aid
- Student Life
- Counseling
- Career Services

Academic Integrity: 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.

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. In addition, students are expected to wear appropriate face masks and abide by the University's Health and Hygiene Covid protocol.

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.**

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
The remainder of the semester.)
The Disabilities Office is located in Room 205 in the Student Center,
telephone, (501) 279-4019.

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.

   This course adheres to university guidelines regarding workload requirements per credit hour

Grading and Assignment Details
The value of each exam and assignment toward the final grade is listed below.

RATS/Peer Feedback = 10%; Presentations/Projects = 30%; Weekly Assignments = 20%;
*Exams 1-3 = 20%; *Final Exam = 20%

* Must average 70% on all exams (including the final) to earn course credit. If a student does not earn an average of 70% across all major course exams (without rounding), a grade of D will be recorded for the course, regardless of the average on other class assignments.

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. Extra credit opportunities are generally not available so please submit your best work on time.

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

You will be given feedback during the duration of this course. Feedback may be in the form of assignment comments, emails, course announcements, corrections of quizzes, and grades. This feedback intends to inform you of how well you met the expectations for the course objectives. Assessments will include the following: exams, quizzes (RATS), weekly assignments, and participation.

Course Schedule
(Subject to change as needed. See Canvas for up-to-date, due dates, and reading guides)

Week/Module	Topic	Pre-class Assignments	Classroom Activities	Standards/Professional Practice Competencies
January 8 Module 1 Introduction: Law, Legislation, and Policies in the Public School	- Course Expectations - Team creations	- Syllabus - Academic Integrity Exercise - Refer to Canvas for Module 1 Reading Guide	-Team assignments - Discussion - RAT #1 (syllabus)	3.1.1B Professional Practice Competencies (CAA): -Professional Duty -Collaborative Practice CFCC: IV-E, IV-G
January 10	- SLPs in the Educational System - Legislative Foundation		-RAT #2 -Discussion/Application Activity	3.1.1B Professional Practice Competencies (CAA): -Integrity CFCC: IV-E, IV-G
January 12	- RTI		Guest Speaker	CFCC: IV-E, IV-G

Module 1 Objectives
- Explain the evolution of the SLPs role in school and the influence of special education on the role of the SLP.
- Define "education reform" and its importance for SLPs in the public schools
- Associate children, their environments, and educational trends with the role of SLP in public schools.
- Discuss how the concepts of free appropriate public education (FAPE) and least restrictive environment (LRE) apply to speech, language, and hearing programs
- Demonstrate understanding of relevant mandates in the Individuals With Disabilities Education Improvement Act of 2004 (IDEA 2004) and why they are required by law.
- Demonstrate understanding of the Elementary and Secondary Education Act (ESEA) and its requirements for both general and special education
- Compare and contrast the similarities and differences among the provisions of IDEA 2004, Section 504, and the Americans with Disabilities Act of 1990 (ADA).

Week/Module	Topic	Pre-class Assignments	Classroom Activities	Standards/Professional Practice Competencies
January 15 **MLK Day: No Classes**			NO CLASS MEETING	
January 17 Module 2 Speech Sound Disorders (Assessment)	-Assessment -Differential Diagnosis	Module 2 Reading Guide	-RAT #3 -Transcription Practice	3.1.1B Professional Practice Competencies (CAA): -Evidence-Based Practice CFCC: IV-B, IV-C. IV-D, IV-E, IV-F

January 19	Assessment and Due Process		-Application Exercises -Assessment tool speed dating	3.1.1B Professional Practice Competencies (CAA): -Evidence-Based Practice CFCC: IV-B, IV-C. IV-D, IV-E, IV-F, V-A
January 22	Childhood Apraxia of Speech & Dysarthria of Speech		Case Studies/Application Exercises	3.1.1B Professional Practice Competencies (CAA): -Evidence-Based Practice CFCC: IV-B, IV-C. IV-D, IV-E, IV-F, V-A
January 24	Classroom/Curriculum and Cultural/linguistic Considerations in Assessment		Case Studies/Application Exercises	3.1.1B Professional Practice Competencies (CAA): -Cultural Considerations -Evidence-Based Practice
January 26			Exam #1	

Module 2 Objectives
- Identify key components of a thorough SSD assessment that allows for differential diagnosis and analysis.
- Distinguish between disordered speech sound production versus dialectal differences.
- Demonstrate competence in phonetic transcription of typical and disordered speech using the International Phonetic Alphabet (IPA)
- Understand multicultural issues in assessment and intervention for phonological disorders
- Demonstrate ability to make a correct diagnosis of SSD (articulatory/phonetic, phonological/phonemic, motor speech disorders.

January 29 Module 3 Speech Sound Disorders (Treatment)	SSD Treatment	Module 3 Reading Guide	RAT #4	3.1.1B Professional Practice Competencies (CAA): -Cultural Considerations -Evidence-Based Practice CFCC: IV-B, IV-C. IV-D, IV-E, IV-F
January 31-February 9	SSD Treatment and Classroom/Curriculum and Cultural/Linguistic Considerations in Treatment		-Mock tx case assigned -Lecture -Discussion -Case Studies -Mock tx presentations	3.1.1B Professional Practice Competencies (CAA): -Cultural Considerations CFCC: IV-B, IV-C. IV-D, IV-E, IV-F

Module 3 Objectives
- Demonstrate a basic understanding of a variety of approaches to the treatment of articulatory and phonological disorders and plan a program of clinical management.
- Demonstrate use of evidence-based treatment.
- Develop a treatment plan for an authentic case study including appropriate behavioral objectives and evidence-based treatment approach

February 12 Module 4 Language, Reading, and Learning in School; Assessment of Language for Learning; Assessment of Advanced Language		Module 4 Reading Guide	RAT #4	3.1.1B Professional Practice Competencies (CAA): -Cultural Considerations -Evidence-Based Practice CFCC: IV-B, IV-C. IV-D, IV-E, IV-F
February 14 – 28			-Mock Dx case assigned -Lecture -Discussion -Case Studies -Assessment speed dating -Literacy Assessments -Simucase Assignment	3.1.1B Professional Practice Competencies (CAA): -Cultural Considerations -Evidence-Based Practice CFCC: IV-D, IV-E, IV-G, V-A
March 1			MIDTERM EXAM (Exam #2) -Complete peer review in Intedashboard	3.1.1B Professional Practice Competencies (CAA): -use self-reflection -professional duty -collaborative practice -accountability -cultural considerations
March 4-8			SPRING BREAK	
March 11			-Complete Simucase	CFCC: IV-D, IV-E, IV-G, V-A

Module 4 Objectives
- Discuss the role of SLP's in early intervention and responsiveness to intervention (RTI) models of intervention
- List the characteristics of school-aged children with language and learning deficits.
- Compare and contrast oral and written language.
- Identify effective strategies for promoting literacy through oral language support and instruction
- Discuss methods of referral and case-finding.
- Discuss the uses of standardized tests at the elementary school level.
- Describe nonstandardized assessment methods for students in elementary grades.

- Complete language analysis procedures for conversation and narratives.
- Understand, use, and write up dynamic and curriculum-based assessment methods.

March 15 Module 5 Intervention for the Language-for-Learning Period; Intervention for Advanced Language		**Module 5 Reading Guide**	**RAT #5**	**3.1.1B Professional Practice Competencies (CAA):** **-Cultural Considerations** **-Evidence-Based Practice** **CFCC: IV-D, IV-E, IV-F**
March 18-April 3		Treatment plan, IEP, Curriculum/Common Core/ Models of Interventions	Lecture, Discussion, Team Application Activities	3.1.1B Professional Practice Competencies (CAA): -Cultural Considerations -Evidence-Based Practice CFCC: IV-D, IV-E, IV-F
April 5			Exam #3	

Module 5 Objectives
- Demonstrate a basic understanding of a variety of approaches to the treatment of language disorders and plan a program of clinical management.
- Demonstrate the use of evidence-based treatment.
- Develop a treatment plan for an authentic case study including appropriate behavioral objectives and evidence-based treatment approach.

April 8 Module 6 Disorders Associated with Hearing, Voice, and Resonance		**Module 6 Reading Guide**	**RAT #6**	
April 10-17	Disorders Associated with Hearing, Voice, and Resonance		Lecture, Discussion, Team Application Activities	3.1.1B Professional Practice Competencies (CAA): -Cultural Considerations -Evidence-Based Practice CFCC: IV-D, IV-E, IV-G
April 19-26	Assessment and Treatment Design for Hearing Impairment Simulation		Hearing Impairment Simulation	3.1.1B Professional Practice Competencies (CAA): -Cultural Considerations -Evidence-Based Practice CFCC: IV-D, IV-E, IV-G
TBD (week of April 29th)	FINAL EXAM (Exam #4)	Final Peer Review in Intedashboard		

Module 6 Objectives
- Demonstrate a basic understanding of a variety of approaches to the treatment of hearing, voice, and resonance disorders in the school-aged population and plan a program of clinical management.
- Demonstrate the use of evidence-based treatment.
- Develop a treatment plan for an authentic case study including appropriate behavioral objectives and evidence-based treatment approach.

Changes to Syllabus Notice

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.