



## **CSD 3810: Clinical Methods and Procedures: Treatment**

Harding University

College of Allied Health

3 Credit Hours

Class Meetings Times – Tuesday/Thursday 11:30-12:45

Swaid 215

---

**Instructor: Joni Day, M.C.D., CCC-SLP**

**Phone (office): (501) 279-5670**

**Email: [jday2@harding.edu](mailto:jday2@harding.edu)**

**Semester/Term: Spring 2024**

**Office Hours:** Email to set up appointment

---

### **Course Information**

#### **Course Description**

Overview of the clinical process for the remediation of communication disorders. Practical clinical methodology will be emphasized. Observation of clinical activity is required.

#### **Prerequisites**

Prerequisites for class: Passing grade of a C or higher in CSD 3250 and CSD 3260

#### **Course Rationale**

This class will challenge undergraduate students to develop effective communication skills (verbal and written), empathy, and therapeutic problem-solving abilities (clinical judgement) in order to become effective and compassionate individuals in the field of speech pathology.

#### **Course Materials**

**Required materials:** Students may opt in to access an online version of the textbook from the Brackett Library via a link that is made available in the Canvas course. Students will be able to access the online textbook as long as they are a Harding student. If a paper copy of the book is preferred, the students may purchase the book directly from the publisher, Amazon, or any other vendors.

A link to the text book can be found in the Canvas course

- Burrus, A. and Willis, L. (2022) *Professional communication in speech-language pathology How to write, talk, and act like a clinician. (4<sup>th</sup> ed) Plural Publishing, Inc.*
- Various assigned readings in Canvas will also be available

### **Course Communication Protocols**

I am here to help you. I will communicate with you via in-class announcements, Canvas announcements, and your HU e-mail (for small groups, individual messages). Students are responsible for the disbursement of information (including attachments) through these sources. Please contact me via email (jday2@harding.edu), instead of using text messages or the comment box within an assignment. I will respond to emails within 24 hours during the typical work day (8am-5pm) Monday-Friday. Students are expected to check emails daily and a timely response from you is appreciated.

### **University Mission Statement**

With Christ as Lord, Harding University transforms learners for global impact by engaging minds and nurturing faith within a deeply connected community.

### **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.

### **Integration of Faith and Learning Statement**

Speech pathology is a profession in which we stand in awe of God knowing that we are “fearfully and wonderfully made” in HIS image (Psalms 139:14). 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.

## **Learning Objectives**

### **University Learning Outcomes (ULOs)**

This course supports mastery of the following ULOs:

- ULO 2: Students will demonstrate effective communication (written, non-written, spoken)
- ULO 3: Students will examine issues, ideas, artifacts, and/or events in order to formulate or assess an opinion or conclusion.
- ULO 6: Students will appreciate and produce work characterized by originality, imagination, or elegance in design and construction.

### **Program Learning Outcomes (PLOs)**

- Communicate effectively in written, oral, and non-verbal forms, including discipline-specific documentation, and collaboration with team members. (ULO2)
- Design intervention plans for individuals with speech, language, cognition, and hearing impairments

including a therapy approach, relevant goals/objectives, skilled therapy techniques, and relevant therapy materials/activities. (ULO3)

- Demonstrate creativity by designing individualized therapy activities using items from the environment. (ULO6)

### **Course Learning Objectives (CLOs)**

Upon completion of this course, you will be able to:

- PLO3.3 - When given a clinical scenario with a diagnosis, all students will demonstrate the ability to effectively communicate S.M.A.R.T. objectives in a lesson plan, align materials, and document skilled therapy strategies to promote the therapy process, by achieving 80% accuracy on the skills of written and oral communication using a teacher created rubric for the final project.
- PLO6.1 - When given linguistic or cognitive skills, all students will demonstrate the ability to select a relevant therapy approach, create S.M.A.R.T. objectives in a lesson plan, document skilled therapy techniques, and select age/task appropriate materials to promote the therapy process, by achieving 80% accuracy on the content of the final project using a teacher created rubric.
- PLO6.2 - Using case studies on exams, all students will delineate the characteristics of language vs. executive function skills and articulation vs. phonological, select an appropriate therapy approach, and create relevant treatment objectives by achieving a score of 70% accuracy on each of two assignments as judged by the instructor.
- PLO9 - Given a written prompt on exams, 80% of the students will demonstrate originality by using random items listed in the prompt to create therapy activities that coordinate with the short-term objectives and therapy procedures/techniques chosen for a client by achieving 8/10 points.

## **Grading and Assignment Details**

### **Grading Information**

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

Examinations	300 points
Quizzes	100 points
Class Activities (Treatment Plans, Session Plans, SOAP Notes, Goals/Objectives, etc.)	150 points
Article Reviews	45 points
Elicitation Techniques	5 points
Observation Hours	30 points
Final Examination of a Therapy Kit	100

Grade schedule: **A-** 90-100

**B-** 80-89

**C-** 70-79

**D-** 60-69

F- less than 60

### **Late work policy**

Late work is not accepted - exceptional circumstances are handled on a case-by-case basis.

### **Course Assignment Details:**

#### **Course Requirements- (must be completed to earn credit in this course):**

- Three exams will be given during the semester
- Student Projects/Presentations: Therapy Kit, Therapy Session Plan, and Oral Presentation.  
--Students will create a Therapy Kit that contains materials for children or adults across these disorders: Cognition, Receptive Language, and Expressive Language. The instructor will assign the therapy target(s) and the students will select the age ranges for their Therapy Kit. Further details surrounding the Therapy Kit will be made available at a later date.
- Quizzes will be given in class over material from required readings and/or recorded lectures assigned in Canvas.
- Each student will complete a minimum of 5 hours of clinical observation, and submit them using the appropriate format outlined in the CSD Observation Protocol. If five hours are not completed and turned in, the student will receive a zero for the assignment. If students turn in all 5 hours, but do not follow the Observation Protocol given, partial credit will be given for this assignment. The observation hours can be obtained via Master Clinician, but **MUST** be assigned by the instructor. You can also observe therapy sessions in the Harding University Speech Clinic, and can also observe a certified SLP in another setting. Please see the clinic manual for rules for obtaining observation hours.
- Written and/or hands-on application assignments will be completed during class or assigned for homework. Written assignments could also include an evidence-based journal article review for specific therapy techniques and approaches. These are designed to help students analyze and apply the material that is being covered in class. Each written/application task will be assigned spontaneously.
- Each student will be assigned a phoneme(s) to research elicitation techniques to share with the class. The student will need to submit the information they researched to Canvas. All information will be printed by the instructor in order to design an Elicitation Notebook for each student.
- Students will be divided in groups and given a case study concerning mock clients who have been diagnosed with delay/disorders in language, cognition, articulation and phonological processing. The groups will be required to compose a treatment plan, session plan, and at times complete a SOAP note.
- Updating entries into Calipso is a course requirement for every class in the CSD department. **In order to receive credit for this course the student must complete the summative portfolio assignment as outlined by this course instructor by the due date established by this course instructor.**

### **Attendance & Participation**

- Students should communicate with their professors via email when missing class for a health issue.
- Two unexcused absences will be tolerated. Upon the third unexcused 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 the grade of "F."
- Students who miss class for any reason are responsible for the content presented. Time will not be spent in class to go over material missed. If a student needs additional assistance an appointment must be scheduled with the instructor by e-mail.

- If an assignment, test, or quiz is missed during an excused absence, the student is responsible for making arrangements to make-up the missed item within one week. After that time, the grade will be a zero. The make-up exam will be of equal value (points), but may vary in format.
- Students with an unexcused absence will not be allowed to make up class activities, tests, or quizzes.
- Any requests for quiz or test date changes must be approved ahead of time with a doctor or university note. No exceptions!
- Students are expected to read and complete assigned materials prior to coming to class and be prepared to participate in class discussions and quizzes. In order to be successful in knowing the course material, students need to ask questions. The instructor is not able answer questions to provide a more in-depth knowledge of the course material if students do not ask.
- Out of courtesy for all those participating in the learning process, remove earbuds and place cell phones on silent mode. Do not text, instant message, e-mail, use social media sites, or “surf the web” during class. The instructor reserves the right to mark a student **absent** if he or she is texting, e-mailing, instant messaging, or using a social media site during class.
- Written work must be reasonably correct in mechanics (e.g., spelling, grammar, punctuation, etc.). Points will be deducted for inadequate work.
- Students **MUST** seek the instructor’s permission to video or audio record a lecture due to copyright laws and HIPAA.
- Students are expected to follow the University policy regarding dress code, as well as, any additional dress requirements for clinic while observing. A student may be asked to leave class or other activities if they are not in keeping with these expectations.
- No cheating will ever be tolerated.
- All exams will be taken via Canvas unless other arrangements have been made between the instructor and student.
- All phones, watches, and earbuds are to be placed in the student’s backpack during an exam. Do not disturb needs to be enabled on your computer during all exams as well as closing all browsers/tabs. Any texting, instant messaging, e-mailing, or social media sites used during a quiz or exam will be considered cheating, and a zero will be given for the quiz and exam.
- Extra credit/bonus points are included in the course requirements and class activities. Extra credit will not be given before or after the final exam.
- In the words of Andy Stanley, ask yourself this question throughout the semester: “In light of my past experience, current circumstances, future hopes and dreams, what’s the wise thing for me to do?”

Attendance policy: [Harding University Attendance Policy](#)

## Submitting Assignments

### 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](#).

## **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 Accommodations**

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 Office of Disability Services and Educational Access as soon as possible in order to get 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, telephone, (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**

The use of generative AI tools is not permitted for any assigned work in this class and constitutes a violation of Harding's Academic Integrity Policy.

### **Course Recordings**

Canvas content and class recordings (e.g., Echo360) are protected by copyright. Without written permission from the instructor, content (written, audio, video) may not be downloaded or shared with anyone. Most content and recordings will indicate copyright by the symbol ©. However, a symbol is not required to protect copyrights, so unless you have permission to download or share recordings or content, you should not do so. Doing so violates Academic Integrity Policies and may result in disciplinary actions.

### **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](http://harding.mywconline.com) or ask questions via email at [HardingUniversityWritingCenter@gmail.com](mailto:HardingUniversityWritingCenter@gmail.com).

### **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.

### **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.

### **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. These services can be found in the following link: [Academic Support Services](#)

### **Student Support Services**

Harding offers a wide variety of student support services. These services can be found in the following link: [Student Support Services](#)

### **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.

Course Schedule: \*Dates are subject to change. It is your responsibility to stay up to date with any changes communicated by the professor in class and/or in Canvas.

<b>Week</b>	<b>Topics</b>	<b>Readings</b>	<b>Activities</b>
<b>1</b>	Orientation and Introduction to Course/ Review  Flow of Therapy	Reading provided in Canvas	Introductions/Course Expectations  Lecture/Discussion & Class Activity
<b>2</b>	Ingredients of Good Therapy: Basic Skills: Behavior Modification, Reinforcements, Key Teaching Strategies, and Session Design  Documentation and Technical Writing-Treatment Documentation	Reading provided in Canvas  Chapter 4- Read entire chapter, Chapter 6 – Read pages 79-90 and pages 104-106, Chapter 7 read pages 107-113	Lecture/Discussion & Class Activity  Lecture/Discussion & Class Activity
<b>3</b>	LTGs, STOs, and SOAP Notes	Writing Lab	Class Activities
<b>4</b>	Diagnostic Reports, Long-Term Progress Reports, & Professional Correspondence	Chapter 5 - Read pages 69-74 Chap. 8, 117-119 Chap.9, 123-132	Lecture/Discussion/Class Activity
<b>5</b>	Interaction with Clients and Families AND Interacting with Supervisors  <b>EXAM 1</b>	Chapter 10- read entire chapter AND Chapter 13-read entire chapter	Lecture/Discussion/Class Activity  <b>September 19<sup>th</sup> -- EXAM 1</b>
<b>6</b>	Intervention for Executive Functions in Children to Adults	Assigned readings given in class or in Canvas. Use of the ASHA Portal	Lecture/Discussion/Class Activity
<b>7</b>	Intervention for Executive Functions in Children to Adults	Assigned readings given in class or in Canvas. Use of the ASHA Portal	Lecture/Discussion/Class Activity
<b>8</b>	Intervention for Language in Infants and Preschool Children	Assigned readings given in class or in Canvas. Use of the ASHA Portal	Lecture/Discussion/Class Activity

<b>9</b>	Intervention for Language in Infants and Preschool Children/ Emergent Literacy	Assigned readings given in class or in Canvas. Use of the ASHA Portal.	Lecture/Discussion/Writing Activity
	Intervention for Language in School-Age Children Through Adolescence	Assigned readings given in class or in Canvas. Use of the ASHA Portal.	Lecture/Discussion/Writing Activity
<b>10</b>	Intervention for Language in School-Age Children Through Adolescence with a Literacy Component	Assigned readings given in class or in Canvas. Use of the ASHA Portal.	Lecture/Discussion/Writing Activity
<b>11</b>	<b>EXAM 2</b>		<b>October 29<sup>th</sup> --- EXAM 2</b>
	Intervention for Speech Sound Disorders	Assigned readings given in class or in Canvas. Use of the ASHA Portal	Lecture/Discussion/Class Activity
<b>12</b>	Intervention for Speech Sound Disorders	Assigned readings given in class or in Canvas. Use of the ASHA Portal.	Lecture/Discussion/Class Activity
<b>13</b>	Elicitation Techniques and Prompts/Cues for Speech Sound Disorders	Present elicitation techniques for assigned phoneme(s)	<b>November 12<sup>th</sup> - Present elicitation techniques</b>
	Intervention for Speech Sound Disorders	Assigned readings given in class or in Canvas. Use of the ASHA Portal	Lecture/Discussion/Class Activity
<b>14</b>	<b>EXAM 3</b>		<b>November 19<sup>th</sup> - EXAM 3</b>
	<b>Counseling in Speech Pathology</b>	Assigned readings given in class or in Canvas. Use of the ASHA Portal	Lecture/Discussion/Class Activity
<b>15</b>	<b>Thanksgiving Break</b>	_____	_____
<b>16</b>	<b>Observation hours due</b>		<b>Observation Hours Due December 3<sup>rd</sup></b>
	<b>Student Presentations- Language Therapy Kits</b>		<b>Presentations of Language Therapy Kits during regular class times of 11:30-12:45 on December 2<sup>nd</sup> and December 5<sup>th</sup></b>
<b>17</b>	<b>Student Presentations- Language Therapy its</b>		<b>Presentations of Language Therapy Kits during finals week on December 11<sup>th</sup> from 10:30-12:30</b>

