



CSD 6480 Seminar: Special Topics

Harding University

College of Allied Health

1 Credit Hour

Class Meeting Times – Tuesday – 8:30-9:45 a.m.

Swaid 215

Fall 2024 Syllabus

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

Office: Swaid 206

Phone (office): (501) 279-5670

Office Hours: Please email to set up a time to meet.

Email: jday2@harding.edu

Course Information

Course Description: This is a graduate level course designed to address advanced topics in the field of speech-language pathology.

Course Rationale: The field of speech-language pathology is dynamic, with continuous advancements in research, treatment methodologies, and emerging areas of practice. CSD 6480: Special Topics is designed to provide graduate students with an exploration of various topics in speech pathology that are either newly emerging or have not been extensively covered in the core curriculum.

Prerequisites: Admission in to the HU-CSD graduate program.

Required Materials:

- Hudson, M. W., & DeRuiter, M. (2025). *Professional Issues in Speech-Language Pathology* (6th edition). Plural Publishing.

- The instructor will supply additional readings for this course in Canvas.

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.

Course Navigation: This course will use the Canvas Learning Management System (LMS) to communicate with students, organize and disseminate course content, and to grade assignments. The course content is divided into modules. Each of the modules have associated learning outcomes that align with the course objectives and the ASHA standards. To achieve maximum benefit from the course organization, students should navigate the canvas course using the modules tab. For this class, a week starts on Tuesday at 12:00 a.m. CST and ends at 11:59 p.m. CST the following Tuesday night.

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

This course is designed to deepen your professional skills in speech pathology through a focus on special topics. My hope is that you will learn how to embody Christ-like actions in your interactions with a team of professionals, future clients, and their caregivers. In our field, it is essential not to rush to judgment. We must remember that everyone we encounter has a soul where God desires to dwell. While we may not be able to change others quickly, we always have the choice to show kindness. Kindness has the power to transform lives.

Learning Objectives

Relationship to ASHA standards:

ASHA upholds eight [standards](#) related to academic and clinical training as well as continuing education, acquisition and maintenance of your CCCs. New standards became effective on January 1, 2020. The revised standards are available in your departmental handbook and students are encouraged to review them. This course

primarily contributes to evidence of knowledge and skills described in the following standards outlined by the Council for Academic Accreditation (CAA) and the Council for Clinical Certification (CFCC):

Council for Academic Accreditation (CAA) Standards:

3.1.1B Professional Practice Competencies: The content and opportunities in this course require each student to demonstrate the attributes and abilities of accountability, effective communication, evidence-based practice, and professional duty.

Manage personal well-being as an SLP

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 knowledge and skills in working with individuals with communication and swallowing disorders across the lifespan and by demonstration of ethical conduct, integration and application of knowledge of the interdependence of speech, language, and hearing, engagement in contemporary and 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 skills appropriate to the individual, family members, caregivers, and others involved in care, professionalism and professional behavior that is reflective of cultural and linguistic differences, interaction skills and interpersonal qualities including counseling and collaboration and the ability to work effectively as a member of an interprofessional team.

3.4B Diversity, Equity and Inclusion are reflected through the identification and acknowledgment of culture and language to demonstrate cultural humility, responsiveness, and competence and the impact of social determinants of health and environmental factors.

Council for Clinical Certification (CFCC) Standards:

Standard IV-E: Knowledge of standards of ethical conduct.

Standard IV-G Knowledge of contemporary professional issues.

- Trends in professional Practice- Assessed by essay/reflection questions answered after all guest lectures
- Cultural competency and diversity
- Equity and inclusion
- Educational legal requirements or policies
- Reimbursement procedures – Assessed by essay/reflection questions answered after guest lectures

Standard IV-H Demonstrate knowledge of local, state, and national regulations and policies relevant to professional practice.

Standard V-B-3.A Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the individual(s) receiving services, family, caregivers, and relevant others.

- Assessed by observation and essay/reflection questions answered after guest lectures. 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.

- Assessed by observation and essay/reflection questions after guest lectures. 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. Students will adhere to the ASHA Code of Ethics during discussions and behave professionally.

- Assessed by observation and essay/reflection questions after guest lectures.

Course Learning Objectives (CLOs)

Upon completion of this course, the students should demonstrate their ability to integrate their acquired knowledge and skill into the frameworks of clinical practice in the field of communication sciences and disorders by:

- CLO: Demonstrating knowledge of key concepts related to various special topics surrounding speech pathology via written work (in-depth reflection, quizzes, essay questions, etc.) following oral seminars.
- CLO: Developing strategies to communicate and collaborate with professionals from other fields
- CLO: Recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of others relevant to the topics discussed.
- CLO: Applying principles of elder law, palliative care, or another specialized area to the practice of speech-language pathology.
- CLO: Identifying the legal, ethical, and professional frameworks in the context of various topics discussed.
- CLO: Adhering to the ASHA Code of Ethics during discussions and behaving professionally.

Grading and Assignment Details

Grading Information: The instructor will assess the knowledge, skills, and proficiency of each student for the purpose of assigning a letter grade at the completion of the course and to assist students in monitoring their progress towards the course competencies. To improve student performance, the instructor will provide feedback on assignments. Feedback may be in the form of graded assignments, written/verbal comments from the instructor, or comments from other students in the class. Students are expected to read and implement the feedback. The instructor will provide the total value and the due date of each assignment in Canvas.

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

Late Work Policy: To demonstrate the desired dispositions of the profession, the instructor requires that students submit work on time. All homework assignments are due at the beginning of class on the expected due date, regardless of attendance. The instructor considers assignments as late if submitted after the time/date noted in Canvas. The instructor does not accept late work.

Remediation:

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.

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

Course Assignment Details

Course Requirements - *Must be completed to earn credit in the course*

1. Attendance to each special topic seminar is required.
2. Please be courteous and respectful to all speakers.
3. 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.
4. 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.
5. This course may utilize discussion forums. Please participate fully in the discussion forum to receive credit for the assignment.
6. There will be quizzes for you to complete.
7. For you final, you must complete a course evaluation (via Google forms) to receive credit for the course.
8. 70% accuracy

Attendance & Participation

Consistent and punctual attendance is expected at the graduate level. Two absences are allowed. Absences

may occur for illness, appointments, interviews, and travel; however, missed work will receive a score of zero and opportunities for alternative assignments will not be given. Students are responsible for all class content. Every absence beyond two will result in the final course grade being lowered by a letter. Exceptions to this policy will be rare, and considered on a case-by-case basis.

Submitting Assignments

Assignments will be submitted via Canvas. There will also be times that you will take quizzes or submit reflections in ExamSoft.

Technology Details

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: elarning@harding.edu

Web: [E-Learning Web Address](#)

For Canvas assistance, search [Canvas Guides](#).

For ExamSoft/Examplify assistance: search [ExamTaker Support](#), call 1-866-429-8889 ext 1, or email at support@examsoft.com.

Technical Skills

The following foundational skills are expected of all students who access Canvas. This list represents a minimum expectation of your ability to function effectively in a technical Environment.

1. Access Harding's Canvas and navigate course content
2. Written communication skills, email, attachments, uploading, and downloading Capabilities
3. Online etiquette (netiquette), including privacy and security awareness
4. How to change browser / refresh a page / other basic computer tasks
5. Navigate the Internet for scholarly research
6. Utilize basic software / app programs needed for word processing, data analysis, and presentations

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

Drop and Add Dates

The official start date is August 19th and the last day to add this class is August 23rd. The course will end on December 3rd and the last day to drop is November 20th. Please refer to the University's policy regarding drop/add if you have specific questions.

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 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 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.

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.

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 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 or ask questions via email at HardingUniversityWritingCenter@gmail.com.

Generative AI is NOT allowed for any purpose

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.

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.

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.

Dress Code

All members of the Harding community must dress with modesty and decency appropriate to the Christian lifestyle and consistent with professional employment standards. For these reasons, students are expected to adhere to a dress code described in the Student Handbook, which faculty, staff, and administration will enforce.

Distance Education

For any element of a course conducted via teleconference (Zoom, Google Meet, etc.) the student must turn on their camera. Student faces must be visible but the backgrounds can be blurred.

Course Policies

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. 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 can be taken negatively in the online world. Read posts for content and then read posts for context. If the message can be taken negatively in any way, the suggestion is to re-word the post until you are sure that it will not be taken defensively. Another key issue is to refrain from certain discussions that evoke strong reaction. This may include such things as:
 - Stereotypes of any nature, whether it be profession or class of people
 - Politics, no matter your personal leanings, respect should be shown in differences of opinions and ideas

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.

Instructor

If your instructor experiences a power outage, Internet service outage, LMS (Canvas), or other technical issues that significantly affect the timing of distributing online assignments, grading assignments, or significantly interfere with communicating with students, adjustments to due dates will be made.

Student

If you experience a power outage, Internet service outage, LMS (Canvas) or other technical issues, nonetheless you are held responsible for completing your assigned work in a timely manner. Harding University is not responsible for the student's access to a working computer or reliable Internet service. Internet outages or having computer issues is not an excuse for late work. A backup plan for reliable Internet service and working computers is prudent.

Testing Issues

If you experience issues with an Internet connection, power outage, computer, or LMS (Canvas) and are unable to complete or submit a test, do not panic. Your first step is to contact me as your instructor and I will provide you with instructions on how to proceed. You may also report a problem to the E-learning help desk (501-279-5201). Response time is dependent on the time of day. The E-learning help desk is manned Monday through Friday from 8:00 am – 5:00 pm.

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):

[Academic Support Services](#)

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):

[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 below

Module/Week	Topic	Homework for before and after class	Associated Standards
1	Introduction to Course and Expectations	-----	-----
2	How to Prevent Supervisor and Student Burnout- Angelyn Franks	<ul style="list-style-type: none">• Attend Supervisor Dinner• Complete reflection	3.1.1 B 3.1.6 B
3	Hospice and Palliative Care Jennifer Williams, BSN, RN	Before Class: <ul style="list-style-type: none">• Read: Palliative Care and Hospice Care – Chapter 20, pages 407-409	Std IV-G Std V-B-3A Std V-B-3B 3.1.1 B

		<p>After Class:</p> <ul style="list-style-type: none"> • Complete reflection/quiz 	<p>3.1.6 B 3.4 B</p>
4	<p>Elder Law Steve McClelland, Certified Elder Law Attorney</p>	<p>After Class:</p> <ul style="list-style-type: none"> • Complete reflection/quiz 	<p>Std IV-H Std V-B-3B Std V-B-3D Std IV-G 3.1.1 B 3.1.6 B 3.4 B</p>
5	<p>Medicaid- To Bill or Not to Bill Joni Day, M.C.D., CCC-SLP</p>	<p>Before Class:</p> <ul style="list-style-type: none"> • Read Arkansas Medicaid Guidelines for ST in Canvas • Read Health Care Legislation, Regulation, and Financing (Medicaid) Chapter 10, pages 205-top of page 208 <p>After Class:</p> <ul style="list-style-type: none"> • Complete reflection/quiz 	<p>Std IV-E Std IV-G Std IV-H Std V-B-3D 3.1.1B</p>
6	<p>Medicaid Fraud and Elder Mistreatment/Abuse Josh Biviano, Detective Sergeant for White County Sheriff's Office-Major Crimes Unit</p>	<p>Before Class:</p> <ul style="list-style-type: none"> • Read Elder Mistreatment/Abuse – Chapter 20, pages 396-407 • Read fraud information assigned in the Canvas course <p>After Class:</p> <ul style="list-style-type: none"> • Complete reflection/quiz 	<p>Std IV-E Std IV-G Std IV-H Std V-B-3D 3.1.1B</p>
7	<p>SLP Burnout and How to Deliver Bad News to Patients/Spouse/Caregivers Dr. Jeanne Alexander, LPC,NCSP</p>	<p>Before Class:</p> <ul style="list-style-type: none"> • Read information assigned in the Canvas course. • Read Chapter 24 (entire chapter) <p>After Class:</p> <ul style="list-style-type: none"> • Complete quiz/reflection 	<p>Std V-B-3A Std V-B-3B 3.1.1 B 3.1.6 B</p>
8	<p>Neurodiversity Affirming Therapy Makala Spencer, M.S., CCC-SLP</p>	<p>Before Class:</p> <ul style="list-style-type: none"> • Read information assigned in the Canvas course. 	<p>Std IV-G Std V-B-3A</p>

	Pediatric Sensory Trained SLP	After Class: <ul style="list-style-type: none"> Complete reflection/quiz 	Std V-B-3B Std V-B-3D 3.1.6 B 3.4 B
9	Dyslexia Dr. Susan Grogan, Ph.D. Associate Professor of Reading	Before Class: <ul style="list-style-type: none"> Read information assigned in Canvas. After Class: <ul style="list-style-type: none"> Complete reflection/quiz 	Std IV-G Std V-B-3A Std V-B-3B Std V-B-3D 3.1.1 B 3.1.6 B
10	Neurodiversity – Strength Based Goal Writing Makala Spencer, M.S., CCC-SLP Pediatric Sensory Trained SLP	After Class: <ul style="list-style-type: none"> Goal writing activity Submit goals to Canvas Complete reflection/quiz 	Std IV-G Std V-B-3A Std V-B-3B Std V-B-3D 3.1.6 B 3.4 B
11	Building Your Career Julia Hartis, M.S., CCC-SLP	Before Class: <ul style="list-style-type: none"> Read Chapter 8 (entire chapter) After Class: <ul style="list-style-type: none"> Complete the reflection about the in-class scenarios. 	Std IV-G Std V-B-3A Std V-B-3B Std V-B-3D 3.1.1B
12	Executive Function Evaluations Joni Day, M.C.D., CCC-SLP	Before Class: <ul style="list-style-type: none"> Read information assigned in Canvas After Class: <ul style="list-style-type: none"> Complete reflection/quiz 	Std IV-G Std V-B-3A Std V-B-3B Std V-B-3D 3.1.6 B
13	Executive Function Therapy for the younger population Joni Day, M.C.D., CCC-SLP	Before Class: <ul style="list-style-type: none"> Read information assigned in Canvas After Class: <ul style="list-style-type: none"> Complete reflection/quiz 	Std IV-G Std V-B-3A Std V-B-3D 3.1.6 B
14	Technology for Service Delivery Student, Professional Practice, Training and Service Delivery Lindsey Tredway, CCC-SLP	Before Class: <ul style="list-style-type: none"> Read Chapter 23 (entire chapter) After Class: Complete reflection/quiz	Std IV-G Std V-B-3A Std V-B-3B Std V-B-3D 3.1.1B

15	Thanksgiving Break	-----	-----
16	Day in the Life of a Neonatologist Dr. Kevin Barnett, Neonatologist at Unity Hospital	<p>Before Class</p> <ul style="list-style-type: none"> • Read information assigned in Canvas <p>After Class</p> <ul style="list-style-type: none"> • Complete reflection/quiz 	Std IV-G Std IV-H Std V-B-3A Std V-B-3B Std V-B-3D 3.1.1 B 3.1.6 B