



CSD 6220 – Clinical Issues in the School-Aged Population

Harding University
College of Allied Health
5 Credit Hours

Class Meetings: Monday 11:30-1:15; Tuesday 11:30-1:15; Friday 11:30-1:15
Swaid 103

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Semester/Term: Spring 2025
[Office Hours](#)

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.

Course Rationale

This course is essential for preparing speech-language pathology students to serve school-age children in educational settings effectively. Communication development significantly impacts academic achievement and social interactions during this critical stage. Understanding and addressing this population's speech, language, and hearing disorders is vital for supporting their success.

The course equips students with relevant legislation (e.g., IDEA), ethical principles, and the professional scope of practice required to navigate school-based clinical practice. Students will learn to differentiate disorders, design effective interventions, and advocate for equitable services. By emphasizing evidence-based strategies and prevention, the course ensures future clinicians are well-prepared to make a meaningful impact in the lives of children and their families.

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.

Required Course Materials

Hudson, M.W., & DeRutter 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 specifications to support ExamSoft/Examplify software. Students will need access to Microsoft Word and Wifi capabilities for internet-based software use.

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, and individual messages). Students are responsible for disseminating information (including attachments) through these sources. Please get in touch with me via email (jfisher1@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 your timely response would be appreciated.

Professional Standards and Learning Objectives

Relationship to Accreditation and Clinical Certification Standards

ASHA upholds eight [standards](#) related to academic and clinical training, continuing education, and the 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. Each course and module objective is aligned with the applicable standards to ensure comprehensive coverage of the required competencies. The instructor may remediate selected concepts while allowing the student to earn course credit.

Course Learning Objectives (CLOs)

1. Identify and describe the biological, neurological, acoustic, psychological, developmental, and linguistic factors influencing communication development in early to middle school-age children. (Standard IV-B)
2. Analyze the etiologies and characteristics of speech, language, and hearing disorders in school-age children, including cultural and linguistic influences. (Standard IV-C)
3. Critically evaluate research methodologies and integrate findings into evidence-based practices for the prevention, assessment, and treatment of communication disorders. (Standard IV-F)
4. Apply principles of federal legislation such as IDEA and Section 504 to clinical decision-making and service delivery models in school settings. (Standard IV-H)
5. Explain the interdependence of speech, language, and hearing development and its impact on communication disorders across the lifespan. (Standard IV-B and IV-C)
6. Identify and implement appropriate prevention strategies for communication disorders in educational settings. (Standard IV-D)
7. Develop and utilize differential diagnostic skills to distinguish between speech, language, and hearing disorders in early to middle school-age children. (Standards IV-C and IV-D)
8. Formulate culturally and linguistically appropriate treatment plans tailored to school-age children with communication disorders' unique needs. (Standard IV-D)
9. Demonstrate knowledge of ethical principles and standards of conduct in delivering speech-language pathology services. (Standard IV-E)
10. Evaluate the role of interdisciplinary collaboration in managing communication disorders and coordinate care with other professionals. (CAA3.1.6B and Standard V-H)
11. Discuss contemporary professional issues in speech-language pathology, including advocacy, diversity, equity, and inclusion. (Standard IV-G)
12. Utilize assessment tools and methods to evaluate receptive and expressive language skills, phonological processing, and social communication abilities in school-age children. (CAA 3.1.2B)
13. Create and present a comprehensive case study integrating assessment data, legislative considerations, and evidence-based treatment recommendations. (Standards IV-F, IV-H, and CAA 3.1.6B)

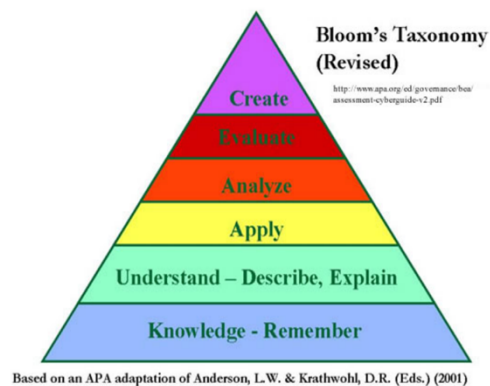
Module Learning Objectives (MLOs)

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 a student scores below 70% on an assignment or its components linked to a standard, competency, or objective, remediation will be provided to address the identified areas of need. While the original grade for the assignment will remain unchanged, the remediation process will ensure the standard or competency is documented as met and will support the student's success on 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)



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 = 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 Policies and Professional Conduct

- 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
- 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.
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- 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. 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 RATs are permitted.
- Late Assignments are unacceptable unless prearranged with the instructor.

University Policies

Drop and Add Dates

The official start date is January 13, 2025, and the last day to add this class is January 17, 2025. The course will end on May 9, 2025, and the last day to drop is April 23, 2025. 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

In this course, generative AI tools may be used with appropriate acknowledgment and citation for certain assignments as communicated by the instructor but not for any other assigned work. In other words, unless the instructor specially communicates AI may be used on a particular assignment, AI is not to be used. Contact your instructor if you are in doubt about using generative AI tools appropriately in this course. You are responsible for checking facts, finding reliable sources, citing appropriately, and making a careful, critical examination of any work that you submit. Failure to acknowledge and cite the generative AI or using generative AI on assignments not approved for AI use is academically dishonest and constitutes a violation of Harding's Academic Integrity Policy. [APA citation of AI](#).

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.

Resources

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](#)
- [Career Services](#)
- [Counseling](#)
- [Student Life](#)

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
(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
Weeks 1 & 2 <u>Module 1</u> Introduction: Law, Legislation, and Policies in the Public School	- Course Expectations - Team creations	- Syllabus - Refer to Canvas for Module 1 Reading Guide	-Team assignments - Discussion	3.1.1B Professional Practice Competencies (CAA): -Professional Duty -Collaborative Practice CFCC: IV-E, IV-G
	- SLPs in the Educational System - Legislative Foundation		-RAT -Discussion/ Application Activity	3.1.1B Professional Practice Competencies (CAA): -Integrity CFCC: IV-E, IV-G
	RTI		Guest Speaker	CFCC: IV-E, IV-G
			Exam #1	

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).

Weeks 3, 4 & 5 <u>Module 2</u> 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
	Evidence Based Assessment		-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
	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
	Classroom/Curriculum and Cultural/linguistic Considerations in Assessment		Case Studies/Application Exercises	3.1.1B Professional Practice Competencies (CAA): -Cultural Considerations -Evidence-Based Practice
			Exam #2	

Module 2 Objectives

- Identify key components of a thorough evidence-based 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).

Weeks 6, 7, & 8 <u>Module 3</u> 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
	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
			Exam #3	

Module 3 Objectives

- Demonstrate a basic understanding of various approaches to treating articulatory and phonological 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 an evidence-based treatment approach

Weeks 9, 10, & 11 <u>Module 4</u> Language, Reading, and Learning in School; Assessment of Language for Learning; Assessment of Advanced Language		Module 4 Reading Guide	RAT	3.1.1B Professional Practice Competencies (CAA): -Cultural Considerations -Evidence-Based Practice CFCC: IV-B, IV-C, IV-D, IV-E, IV-F
			-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
			-Complete peer review in Intedashboard	3.1.1B Professional Practice Competencies (CAA): -use self-reflection -professional duty -collaborative practice -accountability -cultural considerations
			Simucase	CFCC: IV-D, IV-E, IV-G, V-A
			Exam 3	

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.

Weeks 12, 13, and 14 <u>Module 5</u> 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
		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
			Exam #4	

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.

Weeks 15 & 16 <u>Module 6</u> Disorders Associated with Hearing, Voice, and Resonance		Module 6 Reading Guide	RAT #6	
	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
	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
	FINAL EXAM	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.