HARDING UNIVERSITY
((•COMMUNICATION
SCIENCES & DISORDERS

CSD 6530: Clinical Issues in the Late Adolescent through the Early Adult Population

Harding University
College of Allied Health
5 Credit Hours
Class Meetings Times – Tuesday/Thursday 12:00-2:30
Swaid 103

Instructor: Amy Baker, M.S., CCC-SLP   **Semester/Term: Spring 2025**
Phone (office): (501) 279-4638   **Office Hours: by appointment**
Email: abaker10@harding.edu

Instructor: April Watson, M.A., CCC-SLP
Phone (office): (501) 279-5326
Email: awatso11@harding.edu

Course Information

Course Description

Communication development and disorders (speech, language and hearing) in late adolescents through the early adult population. Strategies for preventing the onset of communication disorders at this stage of life will be addressed as well as intervention methodologies. Typical appraisal procedures and instruments used with this population will be reviewed.

Course Rationale

This course aims to equip you with information regarding clinical issues related to the target population of late adolescent and early adulthood. Our main objective is to prepare you for clinical work with people who are impacted by difficulties or differences in their communication, their loved ones, and anyone who needs to be educated appropriately about these topics. We want you to know where to look for reputable resources and current, evidence-based information. Our hope is that you feel confident when treating the various disorders and differences associated with this population in order to help your client achieve optimal outcomes from the assessment and treatment process.

Required course materials:

Brookshire, R. (2015). *Introduction to neurogenic communication disorders* (8th Ed.). St. Louis: Mosby Elsevier. ISBN 978-0-323-07867-2

Lebby, P. & Aspell, S. (2007). *The source for TBI in children & adolescents*. East Moline, IL: LinguiSystems.

Schwartz, S. (2020). *The source for voice disorders: Adolescent & adult* (2nd Ed.). East Moline, IL: LinguiSystems.

Genova, L. (2011). *Left neglected*. Gallery Books. ISBN 978-1439-164655

Prizant, B. (2022) *Uniquely Human,* updated and expanded edition. Simon & Schuster. ISBN 978-1982-193898

SimuCase

Intedashboard

ExamSoft

Recommended materials:

McFarland, D. (2015). *Netter's atlas of anatomy for speech, swallowing and hearing* (2nd Ed.). St. Louis: Mosby/Elsevier Press.

Course Communication Protocols

We are here to help you. We 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 the disbursement of information (including attachments) through these sources. Please contact us via email ([abaker10@harding.edu,](mailto:abaker10@harding.edu) awatso11@harding.edu), instead of using text messages or the comment box within an assignment. We 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. **When emailing about the course, please include BOTH of us on the email, so we can keep communication clear.**

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

In this course, we will discuss some of the ways that the Lord created each of us differently and magnificently. Our ability to find the beauty in the way that a person communicates is a gift of seeing all people through the lens of Christ and recognizing that what we have to say is more important than how it is said. All voices need to and should be heard and as a member of this class, we will discuss ways that we can help those who may have been told differently or who may feel differently. We strive in our lives to be faith-laced and take that perspective in teaching this subject matter as well. As clinicians who are followers of Jesus, our faith should be woven, or laced, throughout all we do. In this course, we hope to encourage that viewpoint as we learn.
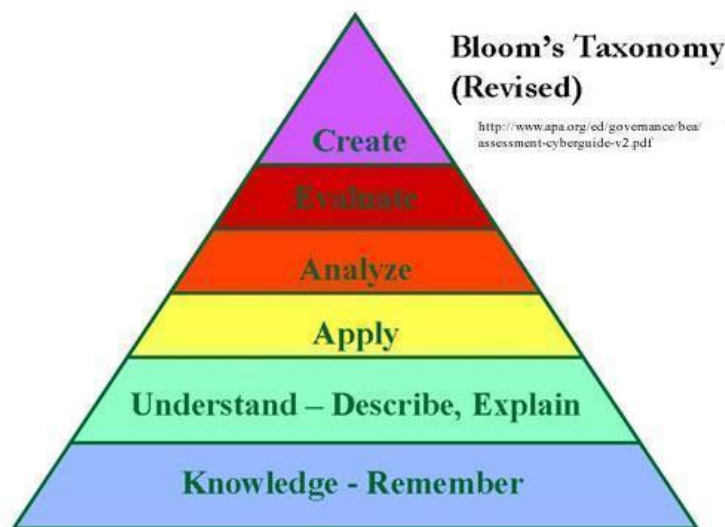
Learning Objectives

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. The current 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 Standards 3.1B and 3.4B.

Course Learning Objectives (CLOs)

Upon completion of this course, you will be able to:
- Describe anatomy & physiology of the vocal mechanism (Std 3.1.2B)
- Describe respiration, phonation, resonance and articulation related to modulation of voice (Std 3.1.2B)
- Identify measurable variables as related to modulation of voice (acoustic, perceptual) (Std 3.1.2B)
- Identify etiologies and describe characteristics of vocal pathologies (functional, organic and neuropathologic) and the mechanical, acoustic and aerodynamic effects of each (Std 3.1.3B)
- Identify high-risk populations for voice disorders and their specialized evaluation and treatment needs as well as prevention methodologies in various clinical, educational and corporate settings (Std 3.1.3B)
- Outline a complete evaluation protocol and identify clinically appropriate assessment tools. Include history as well as acoustic and perceptual ratings and interpret voice production data using current literature (Std 3.1.4B)
- Identify techniques for assessing the psychosocial impact of voice disorders across the lifespan (Std 3.1.4B)
- Identify evidence-based treatment approaches including behavioral, medical, pharmacological and surgical and identify management procedures including referrals and recommendations (Std 3.1.5B)
- Outline the anatomical and physiological changes in patients with tracheostomies. Identify procedures for assessing communication needs and speaking valve selection. (Std 3.1.4B)
- Describe evidence-based treatment approaches and supportive outcomes to alaryngeal speech production (Std 3.1.5B)

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- Recognize the needs of specific and culturally diverse populations (transgender, transsexual, non-English speakers, professional voice users, aging individuals) (Std 3.4B)
- Analyze, synthesize and evaluate knowledge regarding communication and swallowing disorders, cognitive and social aspects of communication and AAC in the adolescent and young adult population (Std 3.1.3B)
- Describe appropriate management procedures for adolescents and young adults with communication disorders arising from TBI, including recommendations and referrals (Std 3.1.5B)
- Identify individuals at risk for TBI and outline preventative methodologies. (Std 3.1.3B).
- Discuss ethical conduct, advocacy and contemporary issues as related prevention, evaluation and treatment in the target populations. (Std 3.1.6B)
- Demonstrate knowledge of and the ability to analyze and synthesize research in the disorders addressed in this course and with the target populations and the ability to integrate pertinent research into evidence-based clinical practice. (Std 3.5B)

Bloom's Taxonomy (Revised)
http://www.apa.org/ed/governance/bea/assessment-cyberguide-v2.pdf

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

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

In a graduate course of this nature, we should be interacting with the material at the top of Bloom's Taxonomy. To meet this objective, this course will utilize a teaching approach known as the "flipped classroom" – specifically, this class will employ a Team Based Learning approach. These are teaching theories that are gaining popularity – look them up online if you'd like to know more about how we will be approaching this course. Your time outside of class will be structured to provide you with the foundational levels of the material (**knowledge** and **understanding**) using assigned readings, video lectures and other resources. We will utilize our class time to build upon that foundation. We will **apply** the knowledge to case studies, **analyze** patient characteristics, available literature and expert opinion, **evaluate** diagnostic findings, conflicting ideas, patient preference and evidence based practice. Finally, we will **create** sound treatment plans, diagnostic reports, family education materials and goal statements that are consistent with current best practices in speech-language pathology. Utilizing this framework, you should expect to spend your outside class time building a foundation for yourself so that our class time is used to take you to a higher level of mastery. You will learn the "**what**" outside of class so that we can address the "**how**" and "**what now**" during our class time.

Development of critical thinking skills is a primary objective of this course. Critical thinking (Bhatnagar, 2013) includes:

- The ability to discriminate essential from trivial information
- Successful consolidation of information in memory and the ability to easily retrieve it
- The ability to apply knowledge
- The ability to present facts from different angles
- The skill to seek information for a full understanding of a case, to explore alternatives and seek explanations

Grading and Assignment Details

Grading Information

Group Projects – 10% of course grade (Std 3.1.3B)
 a) Education – you will create a piece of relevant educational material with target educational audience – will be discussed further in class
 b) Prevention – you will create a prevention program for a target disorder and a target audience– will be discussed further in class

RATs/Team Maintenance – 20% of course grade
 Each class (not group) will divide the 20% between iRAT, tRAT and Team Maintenance areas. You may divide the percentage however you choose, but each area must be at least 5% and Team Maintenance may not be more than 10%. Insufficient preparation for iRATs (scores less than 50% on any given quiz) will result in a student earning the same number of percentage points for the corresponding tRAT. Team Maintenance scores will be awarded at midterm and at the end of the semester. Additionally, we will score you on the usefulness and quality of your feedback to your teammates so you will want to spend some time providing specific, useful, and meaningful feedback to teammates.

Individual Projects – 25% of course grade
 a) Krempels Center project – 5%
 b) Voice Diagnostic project – 10%
 c) Tracheostomy simulation with Nursing – 5%
 d) Completion (at 90%) of Sarah, Doug, Colt, and Judith in SimuCase 5%

Exams – 45% of course grade as follows:
 Exam 1 – 15% – Voice disorders
 Exam 2 - 15% – Cognition/issues related to TBI/RHD, and Autism
 Final Exam – 15% Comprehensive essay

Grade schedule: **A**- 90-100
 B- 80-89
 C- 70-79
 D- 60-69
 F- less than 60

***** If you find yourself struggling with the material, please make an appointment to meet with us.

Late work Policy
No late work will be accepted in this class and will be given a score of zero.

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 Requirements- (must be completed to earn credit in this course):
Completion of all projects and exams is required to receive credit for this course.

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.

Technology Details

Technology Requirements
Canvas is the Learning Management System (LMS) used in this course. Canvas sends an email confirmation to your Harding University email once an assignment is graded or an announcement is posted. Canvas can be accessed using Harding's Canvas Login. For additional information relating to Canvas, including tutorials, and

supported web browsers, please visit [Harding's IST Canvas page](#) or [Instructure Canvas Help Center](#). Click here for [Instructure Canvas Accessibility](#) and [Privacy Policies](#).

Technical Support

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

Phone: 501-279-5201

Email: elearning@harding.edu

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

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

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

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Click here for [Instructure Canvas Accessibility](#) and [Privacy Policies.](#)

Policies and Procedures

University Policies

Drop and Add Dates

The official start date is January 13 and the last day to add this class is January 17. The course will end on May

1 and the last day to drop is April 23. 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

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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 for some assignments with appropriate acknowledgment and citation but not for any other assigned work. We will let you know which projects/assignments allow for AI use. Contact us if you are in doubt as to whether you are 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. Please use the following link for acknowledging/citing generative AI in your assignments. **[APA](APA)**

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, GoogleMeet, etc) the student must turn on their camera. Student faces must be visible but the backgrounds can be blurred.

Course Policies
- Attendance and full participation are expected at each class meeting. If you are attending your off-site placement, it is expected that you attend class.
- Students are expected to read assigned material prior to class and be prepared to participate in class discussions. Students who miss class are responsible for the content.
- Please don't text during class and avoid behaviors such as whispering and talking that are disruptive to your classmates. We see you. If you have an urgent situation that requires your attention, just let us know.
- We have a no laptop policy in class. On days you will need your laptop (RATS, group projects, etc) we will let you know ahead of time.
- Written work must be reasonably correct in mechanics (e.g. spelling, grammar, punctuation, etc.). Although this may not be a writing class *per se*, professional communication is an important part of professional practice; points will be deducted for inadequate work. All work should be submitted in Times New Roman 12-point font. Refer to materials from your Research & Writing course as well as your APA Manual (7th Edition) for clarification and examples of good writing.
- Deadlines should be adhered to. Late work is not accepted and earns a grade of zero.
- 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.
- No audio/video recordings of class may be made without the instructors' consent.
- Students are encouraged to review exams as needed with the course instructors. Students scoring below 70% on any exam will be **required** to meet with an instructor to review exam performance and clarify any gaps in knowledge. Appointments may be made to answer any questions the student may have regarding quiz grades. Students are expected to take ownership and responsibility of their course grades.

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 (potential online) 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 us and we 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 your instructors is expected. Your personal safety is our primary concern. We will handle any instances that arise on a case-by-case basis.

Academic Support Services

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

- Library
- Testing
- Tutoring
- Writing Center

Student Support Services

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

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

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Changes to Syllabus Notice

The instructors reserve 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 instructors.

Course schedule below

Date	Topic	Class prep/reading	Activity
Week 1 – Jan 14	COURSE OVERVIEW		Form teams, course overview, review of TBL, shared experiences, housekeeping
Week 1 – Jan 16	VOICE-OVERVIEW	Watch Kristie Knickerbocker video in Echo 360 Schwartz, Chapter 1 Read "*Facilitating Behavioral Change in Voice Therapy_ The Relevance of Motivational Interviewing*" in Canvas	Voice overview discussion Build a larynx *Standard 3.1.2*
Week 2 – Jan 21	VOICE-EVALUATION	Schwartz, Chapter 2	Evaluating assessments, CAPE-V practice Voice in a Jiff resource *Standard 3.1.4*
Week 2 – Jan 23	VOICE- TX	Schwartz, Chapters 3	Guest lecture- ENT *Standard 3.1.2, 3.1.4, 3.1.5*
Week 3 – Jan 28	VOICE- ENT	RAT covers Ch. 1-3 in Schwartz and journal article from Jan 16	**RAT #1** *Standard 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6* Kay Pentax case studies *Standard 3.1.2, 3.1.4, 3.1.5*
Week 3 – Jan 30	VOICE- HNC	Schwartz, Chapter 5	Patient Perspective – guest lecture Oral Cancer Screenings (prep for UB on 2/8) Laryngectomy Care and Communications *Standard 3.1.1, 3.1.3, 3.1.6*

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Week 4 – Feb 4	GENDER AFFIRMING VOICE THERAPY	Read "*Listening to gender diverse people of color: barriers to accessing voice and communication care*" Read "*Meeting the Needs of Trans and Gender Diverse Youth*"	Review master clinician videos on gender affirming voice therapy Case studies discussion *Standard 3.1.4, 3.1.5, 3.1.6, 3.4* **Simucase due: Sarah, debrief in class** *Standard 3.1.4, 3.1.6, 3.4*
Week 4 – Feb 6	VOICE- GOAL WRITING	Read Ch. 4 Schwartz Watch Austin Collum presentation in Canvas Read "*Voice Therapy for the Beginning Clinician*" article in Canvas Read *"A Taxonomy of Voice Therapy"* article in Canvas	Exploring Intervention methods Present techniques/tx methods drawn in class *Standard 3.1.5* Goal writing practice- ICF *Standard 3.1.2, 3.1.3, 3.1.5*
Week 5 – Feb 11	VOICE- LARYNGOSCOPY	RAT 2 covers Schwartz Ch. 4-5 and journal articles from Feb 6	**RAT #2** *Standard 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6* Videostroboscopy workshop *Standard 3.1.2, 3.1.4*
Week 5 – Feb 13	TRACHS	View five Passy-Muir videos in **trach module** on Canvas	Review trach sim procedure, trach information Master clinician video on trachs *Standard 3.1.1, 3.1.3, 3.1.4, 3.1.6* **Simucase due: Colt, debrief in class** *Standard 3.1.3, 3.1.5*
Week 6 – Feb 18	VOICE- PROFESSIONAL USE	Review singing voice specialists powerpoint Read "*Voice Rehabilitation and Resilience Work With The Commercial Singer:A Concept Piece*"	Lecture-- professional voice use *Standard 3.1.3, 3.1.4, 3.1.5* **Simucase due: Judith, debrief in class** *Standard 3.1.4* **Voice DX project due** *Standard 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.4, 3.5*
Week 6 - Feb 20	**EXAM**		**Exam #1** *Standard 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.4*
Week 7 – Feb 25	TBI/RHD/EF	Lebby & Aspell 1-3 Watch Echo lecture on TBI- 40 min (slides and audio version available as well)	Intro to TBI Concussion sim Evaluating the assessment measures *Standard 3.1.2, 3.1.3, 3.1.4*
Week 7 – Feb 27	TBI/RHD/EF	Echo lecture on RHD 43 min (slides and audio available) Brookshire Chapter 10	**RAT #3** Case Studies/EBP Treatment ICF goal writing activity- translation of deficits to "real life" function

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		RAT covers Ch. 1-3 Lebby and Brookshire Ch. 10	RHD discussion *Standard 3.1.5*
Week 8 – March 4	TBI/RHD/EF	Presentations	Krempels Center project due- present in class- see rubric in Canvas *Standard 3.1.1, 3.1.2, 3.1.3, 3.1.5, 3.1.6* **Team maintenance feedback due at midnight** *Standard 3.1.1, 3.1.6*
Week 8– March 6	TBI/RHD/EF	Presentations	Krempels Center project due- present in class- see rubric in Canvas *Standard 3.1.1, 3.1.2, 3.1.3, 3.1.5, 3.1.6*
Week 10 – March 11	TBI/RHD/EF		COMPS DAY
Week 10 - March 13	TBI/RHD/EF	Lebby & Aspell 4-6	Guest panelists to speak on TBI experiences/perspectives from those living with TBI *Standard 3.1.1, 3*
Week 11 - March 18	TBI/RHD/EF	*Left Neglected* by Lisa Genova	Discuss Left Neglected in class *Standard 3.1.1, 3.1.6* **Simucase: Doug due, debrief Doug in class** *Standard 3.1.2, 3.1.3, 3.1.4, 3.1.6*
Week 11 - March 20	EF	Lebby & Aspell Chapters 7-9 RAT covers Lebby Ch. 4-9	**RAT #4** *Standard 3.1.2, 3.1.3, 3.1.4, 3.1.5,* Assessments of EF- Evaluating the assessment measures. Get with your group to learn aspects of the test (complete Google doc as assigned) and present in class *Standard 3.1.1, 3.1.4, 3.4*
Week 12 – April 1	EF	Lebby & Aspell Ch 10-11 Echo on cognition- 1 hr	Guest Lecture- EF intervention *Standard 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6*
Week 12 – April 3	AUTISM	Various readings on autism- see Canvas	Autism case studies and project (in class) *Standard 3.1.1, 3.1.2, 3.1.3, 3.1.5, 3.1.6*
Week 13 – April 8	AUTISM	*Uniquely Human* by Barry Prizant, Ph.D, CCC-SLP	Book discussion *Standard 3.1.2, 3.1.3, 3.1.6*
Week 13 - April 10	AUTISM/DEV DISABILITIES		Guest panelists- living with young adults with disabilities *Standard 3.1.1, 3.1.6*
Week 14 - April 15	ADULTS & DEV DISABILITIES		Guest lecture- adolescents/young adults with developmental delay; animal-assisted therapy *Standard 3.1.2, 3.1.3, 3.1.5, 3.1.6, 3.4*
Week 14 - April 17	AUTISM		Guest lecture- autism with adolescents *Standard 3.1.1, 3.1.4, 3.1.5, 3.1.6, 3.4*
Week 15 – April 22	TRACH SIM		Sign up for trach sim

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Week 15 April 24	**Exam**		**Exam #2** *Standard 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.4*
Week 16 – April 29	EDUCATION/ PREVENTION		Education/prevention projects *Standard 3.1.1, 3.1.2, 3.1.3, 3.1.5, 3.1.6*
Week 16 - May 1	EDUCATION/ PREVENTION WRAP UP		Education/prevention projects *Standard 3.1.1, 3.1.2, 3.1.3, 3.1.5, 3.1.6* Questions, job pictures **Team maintenance feedback due at midnight** *Standard 3.1.1, 3.1.6*

Key Dates
Upward Bound IP screening clinic (**required**)- February 8 8:00-1:00 **This may move.**
Trach sim with nursing (**required**)- April 22, 3:00 (sign up for individual times, coming soon)
Spring Break - March 24 - 28   Dead Week – April 28 - May 2
Finals Week – May 5 - 9   GRADUATION DAY! May 10, 2025