

Andrews University

Spring Semester 2019
SPPA-550 Praxis Prep Class

Course Description

Preparatory course designed to establish readiness for the Praxis exam in the areas of audiology, basic human communication processes, clinical management, neurogenic disorders, phonological and language disorders, professional issues, and childhood apraxia of speech, as well as treatment approaches, theory and facilitative strategies.

Additional Course Description

The Standards for Certification in Speech-Language Pathology are addressed in this course. Review of the nine speech and language areas are:

- Articulation
- Fluency
- Voice and resonance, including respiration and phonation
- Receptive and Expressive Language (Phonology, Morphology, Syntax, semantics, and Pragmatics) in Speaking, Listening, Reading, Writing, and Manual Modalities
- Hearing, including the impact on speech and language
- Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction)
- Cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning)
- Social aspects of communication (including challenging behavior, ineffective social skills, lack of communication opportunities)
- Communication modalities (including oral, manual, augmentative)

Course Credit

1.0

Location

Bell Hall 161

Schedule

Monday & Wednesday 1:00 – 2:45
January 7, 2019 – January 30, 2019
Script Planning for Human Simulation
Human Simulation Event - February 7, 2019 (3 – 5 p.m.)
Career Fair – February 11, 2019 (10:30 am to 2:00 pm)

Instructor

Heather Ferguson PhD., CCC-SLP
Associate Professor, Speech-Language Pathology
Bell Hall 114



Department of Speech-Language Pathology & Audiology

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Department Mission

To cultivate competent professionals in a Christ-centered learning environment, who will positively impact and engage the global community.

Core Philosophical Values

We are committed to offering:

- Educational excellence
- Christ-centered environment
- Mutual Respect and Compassion
- Upholding Ethical and Professional Principles
- Highly Qualified Educators
- Patient/Client Interactions
- State of the Art Technology, Innovation, and Physical Plant
- Inter-professional Education (IPE)
- Unique Service Opportunity

MS in Speech-Language Pathology Program Goals

- Students will critically apply the theoretical framework within the field of practice
- Students will prescribe evidence-based procedures for appropriate evaluation and treatment within the scope of practice.
- Students will demonstrate the ability to present information clearly, logically, and critically both orally and in writing.
- Students will demonstrate the understanding and application of ethical standards as they relate to their field of study and inter-professional practice.

Course Objectives

Upon completion of this course students will:

1. Demonstrate knowledge of the requirements of certification, licensure, and skills needed to acquire a clinical fellow position with successful entrance into the profession.
2. Integrate knowledge acquired from all academic clinical coursework related to communication disorders and professional competences, facilitating the successful completion of the National Speech-language pathology/praxis examination.
3. Discuss and review test-taking skills and strategies for standardized tests including clinical and cognitive reasoning and thinking skills required for the National Speech-language pathology/praxis examination.

2014 Applicable Speech-Language Pathology ASHA Certification Requirements

The course addresses the following certification requirements:

Standard IV-B: The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.



Department of Speech-Language Pathology & Audiology

Standard IV-C: The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas:

- Articulation
- Fluency
- Voice and resonance, including respiration and phonation
- Receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, and writing
- Hearing, including the impact on speech and language
- Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding, orofacial myology)
- Cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning)
- Social aspects of communication (including challenging behavior, ineffective social skills, and lack of communication opportunities)
- Augmentative and alternative communication modalities

Standard IV-D: For each of the areas specified in Standard VI-C, the applicant must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.

Standard IV-E: The applicant must have demonstrated knowledge of standards of ethical conduct.

Implementation: The applicant must have demonstrated knowledge of the principles and rules of the current ASHA Code of Ethics.

Standard V-A: The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.

2014 ASHA Standards are addressed through the following outcomes:

ASHA Standard	Outcome	Implementation	Evaluation Criteria
IV-C; IV-D; IV-E	Utilize various resources provided in order to enhance the successful preparation for the passage of the Praxis Examination for Speech-Language Pathology	Study Guides, Study plan, Peer review, Self-Reflection Paper	80% accuracy



Department of Speech-Language Pathology & Audiology

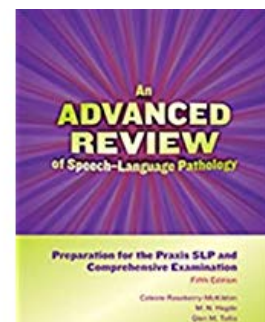
IV-C; IV-D; IV-E	Examine and demonstrate application of test-taking skills and strategies in order to enhance successful preparation and completion of the Praxis Examination for Speech-Language Pathology	Practice Tests, Study plans and presentations, Peer review, Self-Reflection paper	80% accuracy
IV-C; IV-D; IV-E	Examine, discuss and integrate all areas of speech-language pathology related to the prevalence and incidence, screening, assessment and intervention, research, and evidence-based practice in order to be prepared for the Praxis Examination for Speech Language Pathology.	Study Guides, Study Plans and presentations, Practice Tests, Peer review, and Self-Reflection paper	80% accuracy
IV-G; IV-H	Describe and Review requirements of certification, licensure, continuing education, Clinical Fellow year, and other relevant professional credentialing issues in order to successfully transition into the professional field.	Guest speaker from EBS, Career Fair	80% accuracy

Teaching Strategies

- Lectures
- Class discussions
- Presentations
- Research
- Guest Speakers

Required Material - Advanced Review of Speech-Language Pathology (5th Ed.)

Rosenberry-McKibbin, Hegde & Tellis (2018)
Pro-Ed Publishing,





Department of Speech-Language Pathology & Audiology

Course Requirements and Assignments

1. **Written Work:** All assignments must be submitted following APA guidelines. APA style requires a specified title page, 11 or 12 point font, double spaced, one each margins all around, and appropriate headers, and page number. Each written document must follow APA 6th edition style and Andrews University. This excludes assessment/diagnostic reports which will be written to department standards
2. **Technology Requirements:** Each student is required to have access to and have functional knowledge of technology such as PC or MAC. Each student is also required to have working knowledge and understanding of Andrews University online learning management system – learning hub.
3. **Course Hours:** To meet the requirements for this course students will spend approximately 30 hours of direct and indirect course contact, engaging in reading material, reviewing for examinations and completing assignments.

Course Assignments

1. **Study Guide** - Each student will prepare a comprehensive tutorial/study guide for a specific chosen section. The study will be distributed to each member of the class to be utilized for the purpose of studying for the Praxis Exam and other assessments such as the Comprehensive Examination. Students will choose their topic via learning hub discussion board. Student will present a 5 to 7 min highlight of their study guide. The following areas will be topics for assignment:
 1. Anatomy and Physiology
 2. Speech Science
 3. Language Development
 4. Language Disorders
 5. Articulation
 6. Phonology
 7. Fluency

 8. Voice Disorders
 9. Craniofacial Disorder
 10. Dysphagia
 11. Motor Speech Disorders (x2)
 12. Aphasia (x2)
 13. Cognitive Linguistic Disorders
 14. Audiology and Hearing Disorders
 15. Research Methods
 16. AAC – Augmentative and Alternative Communication



Department of Speech-Language Pathology & Audiology

17. Counseling and Professional Issues

18. Right Hemisphere Language Disorders

2. **Practice Tests:** 5 Multiple-choice Questions submitted by each student based on his/her created study guide will be utilized to create practice tests as noted on the schedule below. These tests will be completed in class and graded by peers. Incorrect answers will be researched and the correct answers with a rationale and an appropriate source will be required. Practice tests with corrections and rationale will then be resubmitted to the instructor for grading. **Questions must be submitted to the instructor at least 48 hours before class on the day the specific topic is due.**
 3. **Study Plan:** Each student will prepare a Praxis/Comprehensive Exam study plan. Students are encouraged to create an outline that best reflects their natural learning style and habits. The study plan must include the following:
 - Planned date to take the Praxis (<https://www.ets.org/praxis>)
 - Determine most productive time of day for studying keeping in mind other responsibilities
 - Date, time of day and number of hours the student will study
 - Organize the subjects that will be studied by date/day.
 - Determine method of testing knowledge
 - Outline various methods of learning that are known to be effective based on past experience
- The study plans will be peer reviewed utilizing a noted rubric that can be found on learning hub.
- The initial feedback will include areas of needed improvement to be followed by a final review for continuous verbal and written feedback for continuous improvement of learning.
4. **Career Fair Attendance/Certification and CF presentation:** February 11, 2019. This event will be held in The Howard Performing Arts from 10:30 to 2:00 pm. This is followed by a presentation by Roxanne Pliger of EBS Staffing. Based on this activity, the student will describe and Review requirements of certification, licensure, continuing education, Clinical Fellowship and other relevant professional credentialing issues in order to successfully transition into the professional field in the self-reflection paper.
 5. **Test Taking and Learning Videos:** There are two videos in learning hub that help to offer a deeper understanding of learning and taking multiple choice tests. All students will watch the videos, offer a reflection and comment on two of their classmate's comments. The first video reflection and comments is due on January 18 and the other on January 25.
 6. **Human Simulation** is scheduled for February 7, 2019. Additional information and review of script to follow.



Department of Speech-Language Pathology & Audiology

Topics Addressed in the Course

- American Speech, Language and Hearing Association Standards for Certification
- Praxis Exam Content Areas
- Review of the Big Nine
- Nuances of testing taking
- Study Plan Development
- Collaborative Practice (Inter-professional Human Simulation)
- Professional Practice and Professionalism
- Career Planning

Attendance Policy

Regular attendance to all classes, laboratories and other academic appointments is required of each student. Attendance to all classes is imperative as a means of insuring that students have continuity and develop a working knowledge of the content. Therefore, all absences are counted as absences. Even excused absences are absences. If a student is ill to the point of having to miss more than three classes it may be necessary for the student retake the course missing more than 10% of all classes could result in a failing grade. Class Absences. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence. **This is a pass/fail course. Attendance to all classes and sessions is mandatory.**

Academic Dishonesty Policy

Honesty in all academic matters is a vital component of personal integrity. Breaches in academic integrity principles are taken seriously. Acts of academic dishonesty as described in the University *Bulletin* are subject to incremental disciplinary penalties with redemptive intent. Such acts are tracked in the office of the Vice President for Academic Administration. Repeated and/or serious offenses will be referred to the Committee on Academic Integrity for further recommendations on penalties. Each student will be asked to sign an integrity commitment for this class.

Disability Accommodation

If you qualify for special assistance under the American Disabilities Act, please contact the Student Success office at Nethery Hall 100 or disabilities@andrews.edu. It is the responsibility of all students to inform the instructor of all disabilities that could impact his/her ability to successfully complete the course without

accommodations.

Professionalism

To prepare students for the professional workforce certain guidelines must be adhered to:

- Cell phones must be silenced for all classes
- Personal computers/mac book/tablets may be utilized in the class however, please be courteous and use these devices for class work only.
- Recording devices are allowed only if pre-approved by the instructor. At no time are recordings of any classes permitted to be posted to any public website or social media.
- Late Assignments are unacceptable unless prearranged with instructor.



Department of Speech-Language Pathology & Audiology

- Active participation in class discussions and critiques is an essential part of learning. Without participating and expressing opinions and thoughts, it is impossible to clarify your goals and develop a personal style.

Emergency Protocols

Andrews University takes the safety of its students seriously. Signs identifying emergency protocol are posted throughout buildings. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or sheltering emergency.

Evaluation of Student Performance

To successfully pass this course students must

- Attendance 100% attendance expected
- Presentation 85% of total grade to be considered as passed
- Reflection 85% of total grade to be considered as passed
- Study Guide 85% of total grade to be considered as passed
- Quizzes/Exam 100% completion and reflection expected
- Participation 100% participation
- Career Fair Attendance mandatory
- Praxis Prep Workshop Attendance mandatory
- Human Simulation Attendance and 100% participation mandatory

Grading Scale

Pass/ Fail Score. See above evaluation and student performance expectations

Course Schedule/Outline

Date	Topic	
January 7	Syllabus Review Standards for Certification Praxis Structure	
January 9	Review of practice test questions Peer review expectations and guidelines Comprehensive Exam Information	Practice test
January 14	Student Presentations: Counseling and Professional Issues Speech Science Fluency Motor Speech Disorders Research Methods	Practice test in the presented areas
January 16	Student presentations: Anatomy and Physiology Language Development Language Disorder Articulation	Practice test on the presented areas Study plan due and distributed first review



Department of Speech-Language Pathology & Audiology

	Phonology	
January 18	No class	Video Reflection and Comments Due
January 21	MLK DAY – No Class	
January 23	Student Presentations: Aphasia Audiology and Hearing Disorders Cognitive Linguistics Disorders Dysphagia	Final peer review feedback for study plans due Practice test in the presented areas
January 25	No Class	Video Reflection and Comments Due
January 28	Students Presentation: AAC Voice Craniofacial Disorders Right Hemisphere Language Disorders	Practice test in the presented areas
January 30	Praxis Preparation Workshop	
February 7	Human Simulation Event	
February 11	Career Fair – 10:30 – 1:00 @ HPAC EBS Presentation 1:30 – 3:30 BH 118 Lunch will be served	

Disability Accommodation

If you qualify for special assistance under the American Disabilities Act, please contact the Student Success office at Nethery Hall 100 or disabilities@andrews.edu.

Change to the Course

Changes: At the discretion of the teacher some assignments, quizzes, tests and projects may be changed for an enhanced learning experience for the students. Likewise the class schedule is fluid if more time or less is needed to cover each topic mentioned.

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INSTRUCTOR PROFILE



Heather Ferguson, M.A. CCC-SLP

Chair

Program Director, MS SLP

Associate Professor of Speech-Language Pathology



Department of Speech-Language Pathology & Audiology

Education

Andrews University - BS Speech-Language Pathology and Audiology

Southern Connecticut State University - MS Speech-Language Pathology

Andrews University - PhD., Higher Education Administration

Biography

Heather Ferguson, an associate professor of Speech-Language Pathology completed her undergraduate degree at Andrews University in Speech-Language Pathology and Audiology, M.S. degree in Speech-Language Pathology at Southern Connecticut State University, and her PhD at Andrews University in Higher Education Administration.

Prior to joining the faculty of Andrews University Heather worked as a school based speech-language pathologist for Bridgeport Public Schools in Bridgeport, Connecticut for 12 years. While working for Bridgeport Public Schools Heather served as a team member for a cooperative early intervention and education program for Bridgeport Public School and the Royal Bafokeng of South Africa. Her areas of interest and specialty are in language disabilities and their impact on literacy for school-aged children. Research interests are in college student achievement, language and literacy, and voice/vocal abuse.

Heather was born in Toronto, Ontario, Canada. She is married to Pastor Mario Ferguson and together they have two children, Micah and Malaika.