

**SPPA 234 - 3 CREDITS
INTRODUCTION TO SPEECH PATHOLOGY AND AUDIOLOGY
FALL SEMESTER, 2007**

CLASS SCHEDULE:

TR 12:30-1:45 P.M.

INSTRUCTOR:

Lena G. Caesar, Ed.D., Ph.D., CCC-SLP

Office Location: 157-C, Bell Hall

Office Phone: 471-6369 Office Hrs: 11:30 – 12:30 T, R

Home Phone: 471-9139

E-mail Address: lcaesar @ andrews.edu

REQUIRED TEXT:

Owens, R.E., Metz, D.E., & Haas, A. (2007). Introduction to communicative disorders: A lifespan perspective. (3rd edition). Boston, MA: Allyn & Bacon.

COURSE DESCRIPTION:

This course is designed to introduce the student to the breath and scope of the professions of speech-language pathology and audiology. Possible etiologies and characteristics of various communication problems encountered by clinicians will be discussed, as well as language and communication differences from a multicultural perspective.

COURSE OBJECTIVES:

Upon completing the course, the student will:

1. Demonstrate a basic understanding of the fields of Speech-Language Pathology and Audiology, the populations involved, and the services provided.
2. Demonstrate familiarity with professional terminology employed in the fields of Speech-Language Pathology and Audiology.

COURSE REQUIREMENTS:

1. Attendance. Class attendance is both an expectation and a requirement. Absence from more than 20% of scheduled classes (including labs) will result in an automatic F. If you know you will be unable to attend class, please provide notification, prior to class time.

2. Quizzes. Ten section quizzes will be scheduled throughout the semester. These will be worth 10-20 points each. Quizzes may not be made up, but students will be allowed to drop their lowest score.

3. Examinations. There will be three (3) theoretical examinations (worth 100-150 points each) scheduled during the quarter--two partial exams, and one final comprehensive exam.

4. Final Project. Each student will be required to:

(a) arrange an **interview/observation** with a speech-pathologist or audiologist.

These observations should be done in teams of two. You may observe either an Audiologist OR speech-language pathologist. An observation report must be submitted.

OBSERVATION TEAMS WILL BE SET UP ON A WEEKLY SCHEDULE

(b) submit a **3-5 page paper** (based on informed imagination!) entitled:

“Biography of a Speech-Language Pathologist/ Audiologist”.

This paper is worth 50 points and will be graded according to the following guidelines:

1. Organization/clarity (including appropriate grammar and spelling);
 2. Content appropriateness (factual and credible);
 3. Level of Creativity/Interest (after all, we do have interesting lives!!)
 4. Sources (obtainable from books, journals, personal interviews, observations, etc.).
- These must be documented at the end of the paper.

(c) With your teammate, share the highlights of your observations/paper with your class for 5-7 minutes in an oral presentation on December 6th. See Attached Rubric,

Papers & observation reports are due on **Thursday, November 20, at class time.** Late papers will not be accepted. **(Please attend to information contained in the rubric attached to this syllabus and submit with your paper).**

GRADES

Grades will be based on the percentage of total points earned in relation to total possible points. Total possible points for assignments are as follows:

1. Quizzes (10)	120 POINTS
2. Tests (2)	200
3. Exam (final)	150
4. Observation Report	20
4. Paper	<u>50</u>
	540

Grading Scale:

<u>Grades</u>	<u>%</u>
A	94 - 100
A-	90 - 93
B+	86 - 89
B	82 - 85
B-	79 - 81
C+	75 - 78
C	70 - 74
C-	67 - 69
D	63 - 66
F	below 63

Relevant Policies

ACADEMIC DISHONESTY:

Andrews University as a Seventh-day Adventist institution, expects students to demonstrate the ability to think clearly and exhibit personal moral integrity in every sphere of life. Honesty in all academic matters is a vital component of personal integrity. Breaches in academic integrity principles are taken seriously by the university. Acts of dishonesty as described in the Bulletin are subject to disciplinary penalties with redemptive intent. In this class, dishonesty will be punishable by warning, receipt of a lower/failing grade, or dismissal from class. Students who are found to be dishonest will receive zero points toward any assignment used in fulfillment of a course requirement.

DISABILITY ACCOMMODATIONS:

If you qualify for accommodations under the Americans Disabilities Act, please see the instructor as soon as possible for referral and as soon as possible for referral and assistance in arranging such accommodations.

CELL PHONES:

Cell phone disruptions of any type are not permitted during class time. Students are therefore requested to turn cell phones completely off—including vibration mode—when entering the class. Students whose cellphones are deemed responsible for disrupting classes, will be asked to leave class immediately and to create no further disruptions.

Examination Exits:

Students will not be allowed to leave the classroom during examinations. All personal matters (tissue, bathroom trips, etc.) should be handled prior to the start of examinations.

TENTATIVE SCHEDULE

<u>Date</u>	<u>Topic</u>	<u>Assignment</u>
August 28	<u>Orientation & Introduction</u>	
30	The Professions	<u>Chapter 1</u>
September 4	Human Communication	<u>Chapter 2</u> (Quiz: 1)
6	Human Communication	
11	Anat. & Physiology	<u>Chapter 3</u> (Quiz:2)
13	Anat. & Physiology	
WOP 18	Anat. & Physiology	
20	Language Dev & Disorders	<u>Chapter 5a</u> (Quiz:3) pp.92 -122
25	Language Dev & Disorders	
27	Language Ass & Intervention	<u>Chapter 5b</u> (Quiz:5a) pp.123-138
October 2	Difference or Disorder	<u>Chapter 4</u> (Quiz:5b)
4	EXAM # 1	<u>Exam covers chapters 1,2,3,4 & 5</u>
9	FALL RECESS	
11	Adult Language Disorders	<u>Chapter 7</u> (NO Quiz)
16	Artic. & Phonological Dis	<u>Chapter 10</u> (Quiz:7)
18	Artic. & Phonological Dis	
23	Fluency Disorders	<u>Chapter 8</u> (Quiz:10)
25	Fluency Disorders	

	30	Voice Disorders	<u>Chapter 9</u> (Quiz: 8)
November	1	Voice Disorders	
November	6	EXAM # 2	<u>Exam covers chapters 7,8,9, & 10</u>
	8	Cleft Lip & Palate	<u>Chapter 11</u> (No Quiz)
	13	Cleft Lip & Palate	
	15	Neurogenic Speech Imp.	<u>Chapter 12</u> (Quiz;11)
	20	Neurogenic Speech Imp.	<u>Final Project & Report Due</u>
	22	THANKSGIVING	
	27	Swallowing Impairments	<u>Chapter 13</u> (quiz:12)
	29	Swallowing Impairments	
December	4	Hearing Impairments	<u>Chapter 14</u> (Quiz:13)
	6	Team Share	
	11	FINAL EXAM	<u>13:30-15:30 PM</u>
HAVE A		VERY MERRY	<u>CHRISTMAS!!!!!!</u>

RUBRIC
FOR FINAL PROJECT
(Please turn in rubric with assignment)

Name: _____

- | | |
|---|-----|
| 1. NEATNESS AND PRESENTATION
(My paper has a cover page, is neat, organized and professional). | /5 |
| 2. MECHANICS AND STRUCTURE
(My paper is divided into paragraphs, uses appropriate headings, has well-structured sentences and correct spelling). | /10 |
| 3. CONTENT
(My paper is relevant to the topic, thorough, credible and factual). | /25 |
| 4. CREATIVITY and INTEREST
(I have added an interest/personal touch to the way I have presented or researched this paper). | /5 |
| 5. SOURCES
(I have used and documented information from at least three sources one of which is a personal interview with a speech pathologist or audiologist). | /5 |

Total Points: _____

Observation Report

Name(s) of Student(s): _____
Place of Observation: _____
Type of Observation: (Circle One) SLP AUD
Clinician Observed: _____
Client Age: (Circle One) Adult Child

Date and Time of Observation: _____

I. Suspected Disorder or Diagnosis:

II. Procedures/Activities Observed:

III. Summary of Results

IV. Recommendations from the clinician

V. Your Impressions, Observations regarding the Session

Intro to Communication Sciences and Disorders

Pre Post test

Name: _____

Indicate whether you believe these statements are True or False

1. T F The job of a speech-language pathologist (SLP) and that of an audiologist is actually quite similar.
2. T F There is an acute shortage of speech-language pathologists and audiologists in the United States.
3. T F Graduate schools are willing to accept any one who is interested in an SLP into their programs.
4. T F An individual who has completed a B.S. degree in SLP/AUD is qualified to function as a certified therapist.
5. T F Speech therapists mostly deal with children who stutter and can't pronounce certain sounds..
6. T F Most audiologist find jobs in the public school system.
7. T F A Master's degree is an optional requirement for employment in most states.
8. T F Speech therapists work only with children, whereas audiologists work only with the elderly.
9. T F Speech-language therapists and audiologists are involved with the medical community and therefore need to be knowledgeable of medical terminology.
10. T F Speech-language therapists and audiologists find jobs in a variety of settings, with a variety of populations.