

**SPPA 234 - 3 CREDITS**  
**INTRODUCTION TO SPEECH PATHOLOGY AND AUDIOLOGY**  
**FALL SEMESTER, 2010**

**CLASS SCHEDULE:**

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

**INSTRUCTOR:**

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

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**REQUIRED TEXT:**

Owens, R.E., Metz, D.E., & Haas, A. (2011). Introduction to communicative disorders: A lifespan evidence-based perspective. (4<sup>th</sup> 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.
3. Become familiar with the interdisciplinary nature of the profession, and obtain a comprehensive overview of speech-language pathology & audiology as complex disciplines.

**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. **Students are**

**personally responsible for obtaining information lost as a result of their absence.**

2. Quizzes. Eight to ten section quizzes will be scheduled throughout the semester. These will be worth 15-20 points each. Quizzes may not be made up, but students will be allowed to drop their lowest score (including quizzes missed as a result of excused and unexcused absences).

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

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

**I.**

(a) Arrange an **observation** of a speech-language pathologist or audiologist providing services to a child or an adult during the current semester. Students, not the instructor, are responsible for setting up their observations. The instructor will provide a list of local professions during the first month of class.

(b) Write and submit an **observation report** using the form provided.

*[These observations may be done in teams of two. An observation report must be submitted by each student. You may observe either an audiologist OR speech-language pathologist].*

**II.**

(c) Submit a **7-10 page paper** (based on informed imagination!) entitled: **“A Day in the Life of a Speech-Language Pathologist/ Audiologist: Reflections on the Journey”**.

**Please Note:**

1. The paper and observation may (but not necessarily) complement each other;
2. Please note that the aspect of your paper regarding the “day” will need to specify particular (i) work setting/s (school, hospital, outpatient clinic, doctor’s office, etc); (ii) client age range (adult, child, infant); (iii) disability type (Hearing, Language, Voice, Fluency, etc); and (iv) specific SLP/AUD activities.
3. The “journey” section will demonstrate your understanding of the process of becoming a professional.
4. This paper is worth 75 points and will be graded according to the following guidelines:
  - i.. Organization/clarity (including appropriate grammar and spelling);
  - ii. Content appropriateness (factual and credible);
  - iii. Level of Creativity/Interest (after all, we do have interesting lives!!)
  - iv. Sources (obtainable from books, journals, personal interviews, observations, etc.).

[These must be documented at the end of the paper in a list of “references”]

v. Professional presentation (cover page, etc)

**(Please attend to information contained in the rubric attached to this syllabus and submit the rubric with your paper. Papers without rubrics will not be graded).**

### III.

With your teammate, share the highlights of your observations with your classmates in a 5-7 minute oral presentation on December 3<sup>rd</sup>.

See Attached Rubric.

- i. Papers & observation reports are due on **Tuesday, November 25, at class time.**
- ii. Late papers will **not** be accepted.

### 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 (8-10)	160-200 POINTS
2. Tests (2)	200
3. Exam (final)	150
4. Observation (Written)	20
4. Observation (Oral report)	15
4. Paper	<u>75</u>
	650

### 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 (ADA) , and Section 504 of the Rehabilitation Act of 1973, please see the instructor as soon as possible for referral to the campus' Student Success office and assistance in arranging "reasonable" accommodations. Please note that students meeting the criteria for assistance, need to submit a signed Accommodations Referral Form which verifies the disability and the recommended accommodations prior to the activity for which an accommodation is being requested. Please note that at the college level, students are entitled to accommodations but not curricular modifications.

### **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. The teacher reserves the right to request the exit of students whose cell phones create an unnecessary disruption to the class. Texting during class is considered unprofessional behavior, and will not be tolerated.

### **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.

### **ASHA Certification Standards**

This course addresses the following Knowledge and Skill Areas (KASA) (at an introductory level) required for ASHA certification in Speech-Language Pathology by ASHA's Council for Clinical Certification (CFCC):

- A. **Standard III-B:** The applicant must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. This course will expect knowledge in the anatomical, neurological, acoustic, psychological, developmental, linguistic and cultural of several communication processes.
- B. **Standard III-C:** The applicant must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including their etiologies, characteristics, anatomical/physiological, acoustic psychological, developmental, and linguistic and cultural correlates.
- C. **Standard IV-B:** Possesses skill in oral and written and other forms of communication sufficient for entry into professional practice.

**TENTATIVE SCHEDULE**

*(Subject to change at the teacher's discretion and with advanced notice to students)*

<u>Date</u>	<u>Topic</u>	<u>Assignment</u>
<b>August</b> 24	<b><u>Orientation &amp; Introduction</u></b>	<u>Chapter 1</u> (Appendix A & B)
26		The Professions
31	Typical & Disordered Communication	<u>Chapter 2</u> (Quiz: 1)
<b>September</b> 02	Anat. & Physiology (Resp.)	<u>Chapter 3</u> (Quiz:2)
07	Anat. & Physiology (Laryng.)	
09	Anat. & Physiology (Artic)	
<b>WOP</b> 14	Childhood Lang. Disorders	<u>Chapter 5</u> (Quiz:3)
16	Dev. Literacy Disorders	<u>Chapter 6</u> (Quiz:5)
21	Language Ass & Intervention	<u>Chapter 4</u> (Quiz:5)
23	{Class Make-up Day}	
28	<b>EXAM # 1</b>	<u>Exam covers chapters 1,2,3,4 &amp; 5</u>
30	Artic. & Phonological Dis	<u>Chapter 10</u> (NO Quiz)
<b>October</b> 05	Artic. & Phonological Dis	
07	Fluency Disorders	<u>Chapter 8</u> (Quiz:10)
12	<b>FALL RECESS</b>	
14	Fluency Disorders	

	19	Voice Disorders	<u>Chapter 9</u>	(Quiz: 8)
	21	Voice Disorders		
<b>Autism Conference</b>	26	Adult Language Disorders	<u>Chapter 7</u>	( Quiz:9)
	28	Adult Language Disorders		
<b>November</b>	2	EXAM # 2	<u>Exam covers chapters 7,8,9, &amp; 10</u>	
	4	Cleft Lip & Palate	<u>Chapter 11</u>	(No Quiz)
	09	Cleft Lip & Palate		
	11	Neurogenic Speech Imp.	<u>Chapter 12</u>	(Quiz;11)
	16	Swallowing Disorders	<u>Chapter 13</u>	(quiz:12)
	18	Swallowing Disorders		
	23	Hearing Impairments	<u>Chapter 14</u>	(Quiz:13)
	25	<b>THANKSGIVING</b>	<b><u>Final Project &amp; Report Due</u></b>	
<b>December</b>	30	Hearing Impairments		
	02	<b>Team Share</b> <i>(Did you see what I saw?)</i>		
	07	<b>FINAL EXAM</b>	<u>13:30-15:30 PM</u>	
	<b>HAVE A</b>	<b>VERY MERRY</b>	<b><u>CHRISTMAS!!!!!!</u></b>	

**RUBRIC**  
**FOR FINAL PAPER**  
(Please turn in rubric with assignment)

Name: \_\_\_\_\_

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

Total Points: \_\_\_\_\_



## Introduction to Communication Disorders

Team Share Rubric  
*{Did you see what I saw?}*

Name (s): \_\_\_\_\_

1. Followed Guidelines: (10) \_\_\_\_\_ **points**

- Where observed \_\_\_\_\_
- When observed \_\_\_\_\_
- Who C \_\_\_\_\_ P \_\_\_\_\_
- What observed \_\_\_\_\_
- How: Method/Intervention \_\_\_\_\_
- Lessons Learned \_\_\_\_\_
- Other: \_\_\_\_\_

2. Clearly and Audibly Presented (3) \_\_\_\_\_ **points**

3. Evidence of Teamwork (2) \_\_\_\_\_ **points**

**Total:** \_\_\_\_\_ /15

**SPPA234**  
**Introduction to Speech-Language Pathology & Audiology**  
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 audiologists 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.