

**COURSE:** **SPPA 234 Introduction to Speech-Language Pathology & Audiology**  
Fall 2013 3 credits  
Tuesdays and Thursdays 2:00 - 3:15  
Bell Hall

**INSTRUCTOR:**

**REQUIRED TEXTS:** Owens, R.E., Metz, D.E., & Farinella, K. (2011). Introduction to communicative disorders: A lifespan evidence-based perspective. (4<sup>th</sup> edition). Boston, MA: Pearson.

For ISBN and price information, please see the listing at the Andrews University Bookstore [www.andrews.edu/bookstore](http://www.andrews.edu/bookstore).

**COURSE DESCRIPTION:** This course is designed to introduce the student to the breadth 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. (AU 2013-2014 Bulletin)

**COURSE OBJECTIVES:** By the end of the semester the student will be able to:

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:

**Class attendance:** Record will be taken during the first five minutes of class. Promptness is important to the continuity of class discussion, and activities done during class are designed to help students put into practice knowledge gained from textbooks and other sources. Per AU attendance policy, being absent more than 20% of class periods (6) may result in an automatic F. (See AU 2013-2014 Bulletin) **Students are personally responsible for obtaining information missed as a result of their absence from class.**

**Quizzes:** Students can expect regular quizzes, 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).

**Readings:** Students are expected to read all assigned readings prior to the class in which they are discussed. The readings will not be explicitly summarized in class. Students should be prepared to integrate material covered in the readings with material presented in class discussions.

### **Assignments:**

**In the News:** You will be responsible for finding and bringing in **five (5)** "Communication Disorders in the News" stories. This will be some sort of item from a newspaper, television program, website, magazine, etc. that has to do with communication disorders. Write a one page summary of the story and hand that in with a copy of the story or a link to where it can be found online if it was a television program. These will be worth 10 points each for a total of 50 points.

**Interview:** You will be responsible for interviewing either a clinician (Speech Language Pathologist or Audiologist) or someone whose life has been affected by a communication disorder (client, patient, parent, spouse, etc.). The interview should have **at least** 10 intelligent questions that require more than a yes/no for an answer and that relate to SPLAD. Write up the questions and answers and hand it in, also be prepared to share some highlights of your interview with the class at the end of the semester. This project will be worth 50 points.

**Examinations:** There will be 3 exams given during the semester, two section tests and a comprehensive final exam. If you miss a test because of a verifiable illness, you must contact the instructor as soon as you become aware you will miss the test. Schedule a make-up exam directly with me within two school days of the missed test, or you may receive a zero for that exam.

## GRADING SUMMARY:

Quizzes	150 - 200
Tests & final exam	350
“In the News”	50
Interview & presentation	<u>50</u>
<b>Total points</b>	600 - 650

A	94 - 100%	C+	78 - 79%
A-	90 - 93%	C	73 - 77%
B+	88 - 89%	C-	70 - 72%
B	83 - 87%	D	60 - 69%
B-	80 - 82%	F	below 60%

**ASHA Certification Standards:** This course is designed to address the following Knowledge And Skills Areas (KASA) required for ASHA certification in Speech-Language Pathology by ASHA’s Council for Clinical Certification (CFCC).

**Standard III-B** The applicant must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, linguistic and cultural bases. This course will expect knowledge in the anatomical, neurological, acoustic, psychological, developmental, linguistic and cultural areas of articulation and language disorders in children.

**Standard III-D:** The applicant must demonstrate 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 of the disorders. Knowledge for this course will be expected in the areas of articulation and language for children.

**Standard IV-B:** Possesses skill in oral and written forms of communication sufficient for entry into professional practice. For this course we will continue the process of becoming proficient in these areas through various projects, evaluation and progress report writing, developing and writing treatment objectives, papers, and presentations.

## COURSE POLICIES:

**Late work:** Assignments and projects will not be accepted for full credit if turned in late. If you cannot be at class because of an excused absence, yet you wish to have your assignment/project receive full credit, please be sure your work gets to me by the time class begins. Late work will be discounted 10% each day until a 50% reduction has been reached. No credit will be given for work turned in after that time.

**Academic dishonesty:** Andrews University, as a Seventh-Day Adventist Christian 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 your instructor and the University. Academic dishonesty is a serious offence. It can be defined as (but not limited to):

Falsifying official documents; Plagiarizing, which includes copying others= published work and/or failing to give credit properly to other authors and creators; Misusing copyrighted material and/or violating licensing agreements; Using media from any source or medium, including the Internet with intent to mislead, deceive, or defraud; Presenting another's work as one's own; Using material during a quiz or exam other than those specifically allowed by the teacher; Stealing, accepting, or studying from stolen quizzes or exam materials; Copying from another student during a regular or take-home test or quiz; Assisting another in acts of academic dishonesty. Please see the Student Handbook for information regarding University enforcement penalties for academic dishonesty. (Andrews University 2012-2013 Bulletin, p. 38). In addition, a student will receive a reduced grade, and may receive a failing grade in the course.

**American Disabilities Act:** If you qualify for accommodation under the American Disabilities Act, please see contact Student Success in Nethery Hall 100 (disabilities@andrews.edu or 269-471-6096) as soon as possible so that accommodations can be arranged.

**Cell Phones:** All cell phones are to be turned **off** during class time. Ringing or vibrating phones are a distraction to the students as well as to the instructor.

**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.

## TENTATIVE CLASS SCHEDULE:

<b>August</b>	27	Orientation to class	
	29	The Professions <i>Chapter 1 &amp; Appendix A &amp; B</i>	
<b>September</b>	3	Typical and Disordered Communication <i>Chapter 2</i>	
	5	Anatomy & Physiology <i>Chapter 3 (p. 50-64)</i>	<b>Quiz #1</b>
	10	Anatomy & Physiology <i>Chapter 3 (p. 64-77)</i>	
	12	Assessment & Intervention <i>Chapter 4</i>	<b>Quiz #2</b>
	17	Assessment & Intervention <i>Chapter 4</i>	
	19	Language Impairments <i>Chapter 5</i>	
	24	Language Impairments <i>Chapter 5</i>	
	26	Literacy Impairments <i>Chapter 6</i>	<b>Quiz #3</b>
<b>October</b>	1	<b>Test #1</b>	
	3	Articulation & Phonological Disorders <i>Chapter 10</i>	
	8	Articulation & Phonological Disorders <i>Chapter 10</i>	
	10	Fluency <i>Chapter 8</i>	<b>Quiz #4</b>
	15	<b>Fall Break - No class</b>	

	17	Fluency <i>Chapter 8</i>	
	22	Voice Disorders <i>Chapter 9</i>	<b>Quiz #5</b>
	24	Voice Disorders <i>Chapter 9</i>	
	29	Adult Language Disorders <i>Chapter 7</i>	<b>Quiz #6</b>
	31	Adult Language Disorders <i>Chapter 7</i>	
<b>November</b>	5	Neurogenic Speech Disorders <i>Chapter 12</i>	<b>Quiz #7</b>
	7	<b>Test #2</b>	
	12	Cleft Lip & Palate <i>Chapter 11</i>	
	14	Swallowing <i>Chapter 13</i>	<b>Quiz #8</b>
	19	Swallowing <i>Chapter 13</i>	
	21	Hearing Impairments <i>Chapter 14</i>	
	26	Hearing Impairments <i>Chapter 14</i>	<b>Quiz # 9</b>
	28	<b>Thanksgiving Break</b> - No class	
<b>December</b>	3	Hearing Impairments <i>Chapter 14</i>	
	5	Presentations	<b>Quiz #10</b>
	12	<b>Final Exam</b> Thursday 1:30 - 3:30pm.	