

COURSE: SPPA 234 Introduction to Speech-Language Pathology & Audiology

Fall 2015 3 credits
Mondays and Wednesdays 130-245
Bell Hall Room 183

INSTRUCTOR: Karen Kellogg M.A. CCC-SLP
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REQUIRED TEXTS: Owens, R.E., Metz, D.E., & Farinella, K. (2011). Introduction to communicative disorders: A lifespan evidence-based perspective. (5th edition). Boston, MA: Pearson. 4th edition is also acceptable.

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 2012-2013 Bulletin, p. 356)

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 2012-2013 Bulletin, p. 38)
Students are personally responsible for obtaining information missed as a result of their absence from class from another student not the instructor.

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: Spelling does matter! Be sure to complete on time. See policy on late work.

Language Components: Group Project: Students within groups will be assigned one component of language (Syntax, Morphology, Semantics, and Pragmatics-excluding Phonology). It is the student's responsibility to answer the following questions as a group, orally present the information and turn in a group report of 2 double spaced pages. It would be a benefit to pre-read Chapter 4 and pay special attention to info presented Sept 16-23 to complete the assignment. I am not looking for perfection but expect you to be creative in generating ideas and knowing key information. Not all answers will be given in class so you may need to search your book and the internet to complete the assignment. **Due September 28.**

1. What does your assigned component mean in professional language and also in the speech you would use to describe the area to a parent of a client or a friend.
2. Give examples of normal and disordered speech within the component
3. How will a deficit in this area impact a child socially and in the educational realm.
4. List several tools you would use to assess a child with this disorder and state rationale for your choices.
5. Name 3 remediation techniques or ideas that you could use in therapy for this disorder, and please explain why these would be helpful.
6. What activities could be provided to parents to help them practice correct speech at home?

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. **Due by Oct 28.**

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. **Due by Nov. 20.**

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	4 at 20 pts and 2 at 10 pts
Tests & final exam	350
Language Component Project	50
“In the News”	50
Interview & presentation	<u>50</u>
Total points	590 or 580 (Depends on which quiz is dropped as your lowest)

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 accommodations under this act, please see me as soon as possible for referral and assistance in arranging such accommodations.

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. Cell phones/tablets must be placed under desk during quizzes, tests and the final evaluation.

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:

August	24	Orientation to class
	26	The Professions <i>Chapter 1</i>
	31	Typical and Disordered Communication <i>Chapter 2</i>
September	2	Respiratory and Laryngeal Systems <i>Chapter 3 (p. 42-49)</i>
	7	Labor Day

9 Articulatory and CNS Systems
Chapter 3 49-56
Chapter 6 141-144

14 Assessment **Quiz #1 20 pts**
Chapter 4

16 Intervention
Chapter 4

21 Language Impairments
Chapter 4 pgs 58-68

23 Language Impairments/Associated Disorders
Chapter 4 68-86

28 Oral Presentations of Group Project **Quiz #2 20 pts**
Reports are due after presentation
Short review for Test 1

30 **TEST 1**

October

5 Articulation & Phonological Disorders
Chapter 9 pgs 230-238

7 Articulation & Phonological Disorders Associated Disorders/Causes
Chapter 9 239-256

12 Fall Recess

14 Autism-Guest speaker Jeni Pepper **Quiz # 3 20 pts**

19 Fluency
Chapter 7

21 No Class

23 Voice Disorders
Chapter 8

28 Student Presentation of Articles /Oral **Quiz #4 10 pts**
Presentation and turning in

October

30 Adult Language and Stroke
Chapter 6

November

2 Motor speech disorders and aphasia
Chapter 6 and 10

4 **TEST 2**

9 Cleft Palate : Guest speaker Cassandra Baer

11 Syndromes associated with Communication Disorders
Handout

16 Hearing **Quiz# 5 10 pts**
Chapter 12

18 Hearing
Chapter 12

23 Swallowing
Chapter 11

30 Presentation of Interviews **Quiz #6 20 pts**

December 2 Presentation of Interviews continued
Review for final exam

Final exam to be determined