



SPPA234-001

Introduction to Speech- Language Pathology and Audiology

Fall 2017

BULLETIN COURSE DISCRIPTION

An introduction to the professions of speech-language pathology and audiology, this course surveys the possible etiologies and characteristics of various communication problems encountered by clinicians. Language and communication differences in a multicultural society are also examined.

Karen Kellogg, M.A. CCC-SLP
Adjunct Professor of Speech-Language Pathology



Department of Speech-Language Pathology & Audiology

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

Fall 2017 3 credits
Tuesday and Thursday 1230-1:45
Bell Hall Room 118

INSTRUCTOR:

Karen Kellogg M.A. CCC-SLP
E-mail: karnekellogg@gmail.com Phone: 471-6370
The best way to reach me is at the above gmail address. I am only available on campus during class time.

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.

For ISBN and price information, please see the listing at the Andrews University Bookstore 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 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.



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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 unless as a last resort. After 3 absences excused/or not excused, each absence will result in a 2 percent drop in the final grade. Student should contact teacher as soon as possible when an absence is anticipated through email.**

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 27th.**

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?



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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 31**

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 Dec 5th**.

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
Tests & final exam	300
Language Component Project	50
“In the News”	50
Interview & presentation	50

Total points 530

510 with dropped quiz

A 94 - 100%
A- 90 - 93%
B+ 88 - 89%
B 83 - 87%
B- 80 - 82%

C+ 78 - 79%
C 73 - 77%
C- 70 - 72%
D 60 - 69%
F below 60%



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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 by email or delivered by a fellow student. 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



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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. Using a cell phone/laptop for purposes other than class work will be addressed as a professional infraction of the code you signed and receive appropriate warning.

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	29	Orientation to class	
	31	The Professions – Chapter 1	
September	5	No Class	
	7	Typical and Disordered Communication – Chapter 2	
	12	Respiratory and Laryngeal Systems Chapter 3 (p. 42-49)	
	14	Articulatory and CNS Systems Chapter 3 (p. 49-56) Chapter 6 (P. 141-144)	
	19	Assessment Chapter 4	QUIZ #1 20 Pts
	21	Intervention Chapter 4 / Assignment Lang. Comp.	
	26	Language Impairments Chapter 4 pgs. 58-68	
	28	Language Impairments/Associated Disorders Chapter 4 (Pgs. 68-86)	
October	3	Oral Presentations of Group Project on Language Components Reports are due after presentations <i>Short review for Test 1</i>	QUIZ #2 20 Pts
	5	TEST 1 Chapters 1,2, and 4	
	10	Fall Break	
	12	Articulation & Phonological Disorders <i>Chapter 9 (pgs 230 – 238)</i>	
	17	Articulation & Phonological Disorders Associated	

INSTRUCTOR PROFILE



Karen Kellogg, M.A. CCC-SLP
Adjunct Professor Speech-Language Pathology

Education

Michigan State University BA Elementary Education 1981

Michigan State University MA Speech Pathology 1984

Biography

Karen Kellogg is an Adjunct Professor for Andrews University in the department of Speech-Language Pathology and Audiology.

Born in Southwestern Michigan, Karen graduated from Michigan State University with a B.A. in Elementary Education in 1981. She received her M. A. in Speech Pathology in 1984 from the same institution. She has worked over 30 years in the public and private sector as a school speech-language pathologist.

Karen teaches Introduction to Speech-Language Pathology and Audiology, Normal Language Development and Child Language Disorders.

She is the mother of one daughter Megan, and proud grandmother of Nico and Jake.