SPPA550-001
Praxis Prep Class
Spring 2017

BULLETIN COURSE DESCRIPTION
Preparatory course designed to establish readiness for the Praxis exam in the areas of audiology, basic human communication processes, clinical management, neurogenic disorders, phonological and language disorders, professional issues, and childhood apraxia of speech, as well as treatment approaches, theory and facilitative strategies.

Heather Ferguson, M.S. CCC-SLP
Associate Professor of Speech-Language Pathology
Preparatory course designed to establish readiness for the Praxis exam in the areas of audiology, basic human communication processes, clinical management, neurogenic disorders, phonological and language disorders, professional issues, and childhood apraxia of speech, as well as treatment approaches, theory and facilitative strategies.

The Standards for Certification in Speech-Language Pathology are addressed in this course. Review of the nine speech and language areas including:

- Articulation
- Fluency
- Voice and resonance, including respiration and phonation
- Receptive and Expressive Language (Phonology, Morphology, Syntax, semantics, and Pragmatics) in Speaking, Listening, Reading, Writing, and Manual Modalities
- Hearing, including the impact on speech and language
- Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction)
- Cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning)
- Social aspects of communication (including challenging behavior, ineffective social skills, lack of communication opportunities)
- Communication modalities (including oral, manual, augmentative

Course Credit
1.0

Location
Bell Hall 118

Schedule
Monday/Wednesday 1:30 – 3:20
January 9, 2017 – February 1, 2017

Instructor
Heather Ferguson MS-CCC/SLP
Associate Professor in Speech-Language Pathology
Bell Hall 114
Phone: 269-471-6369
Email: hferguson@andrews.edu
**Department Mission**

To cultivate competent professionals in a Christ-centered learning environment, who will positively impact and engage the global community.

**Core Philosophical Values**

**We are committed to offering:**
- Educational excellence
- Christ-centered environment
- Mutual Respect and Compassion
- Upholding Ethical and Professional Principles
- Highly Qualified Educators
- Patient/Client Interactions
- State of the Art Technology, Innovation, and Physical Plant
- Inter-professional Education (IPE)
- Unique Service Opportunity

**MS in Speech-Language Pathology Program Goals**

- To Prepare students for the professional workforce
- Lead students to the completion of a terminal degree in Speech-Language Pathology
- Synthesize and Interpret comprehensive knowledge of communication sciences and disorders
- Effectively integrate knowledge to formulate sound clinical judgments.

**Course Objectives**

**Upon completion of this course students will:**

1. demonstrate extensive knowledge of speech-language pathology concepts and principles as presented on the National Speech-Language Pathology/Praxis Examination.

2. integrate knowledge acquired from all academic and clinical coursework related to communication disorders and professional competencies, facilitating the successful transition into the profession.

3. discuss the nature of multiple choice test questions and actual standardized tests in addition to the critical/cognitive reasoning and thinking skills required for the Praxis Examination for Speech-Language Pathology.

**2014 Applicable Speech-Language Pathology ASHA Certification Requirements**

The course addresses the following certification requirements:

Standard IV-B: The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.

Standard IV-C: The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas:
- Articulation
- Fluency
- Voice and resonance, including respiration and phonation
- Receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, and writing
- Hearing, including the impact on speech and language
- Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding, orofacial myology)
- Cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning)
- Social aspects of communication (including challenging behavior, ineffective social skills, and lack of communication opportunities)
- Augmentative and alternative communication modalities

Standard IV-D: For each of the areas specified in Standard VI-C, the applicant must have demonstrated current 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.

Standard V-A: The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.

### 2014 ASHA Standards are addressed through the following outcomes:

<table>
<thead>
<tr>
<th>ASHA Standard</th>
<th>Outcome</th>
<th>Implementation</th>
<th>Evaluation Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV-C; IV-D; IV-E</td>
<td>Utilize various resources provided in order to enhance successful preparation and passage for the Praxis Examination for Speech Language Pathology</td>
<td>Study Guides, Quizzes, Exams</td>
<td>80% accuracy</td>
</tr>
<tr>
<td>IV-C; IV-D; IV-E</td>
<td>Demonstrate application of the types of test questions presented on the Praxis Examination for Speech Language Pathology</td>
<td>Practice Tests and activities</td>
<td>80% accuracy</td>
</tr>
<tr>
<td>IV-C; IV-D; IV-E</td>
<td>Examine and practice specific test-taking skills and strategies in order to be better prepared and improve the performance for the Praxis Examination for Speech Language Pathology.</td>
<td>Practice Tests Class Discussion Presentation</td>
<td>80% accuracy</td>
</tr>
<tr>
<td>IV-C; IV-D; IV-E</td>
<td>Demonstrate appropriate time management, strategies for guessing as well as mental, social, psychological, and emotional preparation activities</td>
<td>Practice Activities and Tests</td>
<td>80% accuracy</td>
</tr>
<tr>
<td>IV-C; IV-D; IV-E</td>
<td>Demonstrate and synthesize in-depth application of the cognitive, behavioral, and affective requirements for optimal performance on the Praxis Examination for Speech Language Pathology.</td>
<td>Practice Tests</td>
<td>80% accuracy</td>
</tr>
<tr>
<td>IV-C; IV-D; IV-E</td>
<td>Examine and discuss all areas of speech-language pathology related to prevalence and incidence, screening, assessment and intervention, research, and evidence based practice in order to be prepared for the Praxis Examination for Speech Language Pathology</td>
<td>Practice Activities and Tests</td>
<td>80% accuracy</td>
</tr>
<tr>
<td>IV-C; IV-D; IV-E</td>
<td>Review and integrate information relative to the assessment and treatment of communication disorders in preparation for the ETS Praxis Examination for Speech Language Pathology.</td>
<td>Practice Activities and Tests</td>
<td>80% accuracy</td>
</tr>
<tr>
<td>IV-G; IV-H</td>
<td>Describe requirements of certification, licensure, continuing education, specialty recognition, and other relevant professional credentialing issues</td>
<td>Activities</td>
<td>80% accuracy</td>
</tr>
</tbody>
</table>

**Teaching Strategies**

- Lectures
- Class discussions
- Presentations
- Research
- Guest Speakers

**Required Material**

*Advanced Review of Speech-Language Pathology (4th Ed.)*  
Rosenberry-McKibbin & Hegde (2015)  
Pro-Ed Publishing

**Course Requirements and Assignments**

1. **Written Work:** All assignments must be submitted following APA guidelines. APA style requires a specified title page, 11 or 12 point font, double spaced, one each margins all around, and appropriate headers, and page
number. Each written document must follow APA 6th edition style and Andrews University. This excludes assessment/diagnostic reports which will be written to department standards.

2. **Technology Requirements**: Each student is required to have access to and have functional knowledge of technology such as PC or MAC. Each student is also required to have working knowledge and understanding of Andrews University online learning management system – learninghub.

3. **Each student will prepare a comprehensive tutorial/study guide for a specific assigned section.** Students will present a 10 to 15-minute presentation on the content of their study guide. As students prepare their study guides they should keep in the mind the content areas of the Praxis Exam which are foundation and professional practice, screening, assessment, evaluation, and diagnosis, and planning, implementation, evaluation of treatment. The study guide must include specific resources secondary to the course text. Prior to the presentation each student will forward 5 multiple choice questions and answers for their section. These must be turned in to instructor at least 48 hours prior to the presentation. These questions will be used as practice during the class session. Students will use these as opportunities to practice concepts, test taking skills etc. **All handouts must be forwarded at least 48 hours before the class so that copies can be made for each classmate.**

This exercise will give each person a comprehensive packet of study material. The topics are as follows:

a. Anatomy and Physiology  
b. Speech Science  
c. Language Development and Disorders  
d. Articulation and Phonology  
e. Fluency  
f. Voice and Craniofacial Disorder  
g. Dysphagia  
h. Motor Speech Disorders  
i. Aphasia  
j. Neurological Disorders  
k. Audiology and Hearing Disorders  
l. Research Methods  
m. AAC – Augmentative and Alternative Communication  
n. Counseling and Professional Issues  

4. Each student is required to develop and submit a **PRAXIS EXAM STUDY PLAN**. Each student will prepare a Praxis Exam study plan. This is a plan that will also help you when studying for the Comprehensive Exam. To begin each student should determine an approximate date that they would like to take the praxis. Once that date is established a study plan should be formulated including the date, time of day and number of hours that the student will study, the subject that will be studied and a method of testing knowledge. The student should keep in mind their most productive time of day, other responsibilities such as school, work, family care etc. See attached for a suggested outline however, students can and are encouraged to create an outline that best reflects their needs.
5. **Human Simulation Exercise.** The School of Health Professions has developed a human simulation exercise that will occur on February 10, 2017. This simulation will include several other programs to offer the implementation of a cohesive and comprehensive case management. The speech-language pathology students participating will among other things determine appropriate assessments, diagnosis, and intervention plan. Additional Information will follow early in the semester. Goals and Objectives are as follows:

a. HSE will promote a climate of mutual respect and shared values to work with individuals of other health professions.

b. Student participating in the HSE will demonstrate patient and community-centered health care in an environment of teamwork and collaboration.

c. Student participating in the HSE will choose appropriate channels to communicate with patients, communities, families, and other health professionals considering the priority and content of the message.

d. HSE will support students through the process of team work values as they deliver safe, timely, efficient, and equitable health care.

6. **Course Hours:** To meet the requirements for this course students will spend approximately 30 hours of direct and indirect course contact, engaging in reading material, reviewing for examinations and completing assignments.

http://web.mit.edu/uaap/learning/test/plan.html#style

**Topics Addressed in the Course**

- American Speech, Language and Hearing Association Standards for Certification
- Praxis Exam Content Areas
- Review of the Big Nine
- Nuances of testing taking
- Study Plan Development
- Collaborative Practice (Interprofessional Human Simulation)
- Professional Practice and Professionalism

**Attendance Policy**

Regular attendance to all classes, laboratories and other academic appointments is required of each student. Attendance to all classes is imperative as a means of insuring that students have continuity and develop a working knowledge of the content. Therefore, all absences are counted as absences. Even excused absences are absences. If a student is ill to the point of having to miss more than three classes it may be necessary for the student retake the course missing more than 10% of all classes could result in a failing grade. Class Absences. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.
Academic Dishonesty Policy

Honesty in all academic matters is a vital component of personal integrity. Breaches in academic integrity principles are taken seriously. Acts of academic dishonesty as described in the University Bulletin are subject to incremental disciplinary penalties with redemptive intent. Such acts are tracked in the office of the Vice President for Academic Administration. Repeated and/or serious offenses will be referred to the Committee on Academic Integrity for further recommendations on penalties. Each student will be asked to sign an integrity commitment for this class.

Disability Accommodation

If you qualify for special assistance under the American Disabilities Act, please contact the Student Success office at Nethery Hall 100 or disabilities@andrews.edu. It is the responsibility of all students to inform the instructor of all disabilities that could impact his/her ability to successfully complete the course without accommodations.

Professionalism

To prepare students for the professional workforce certain guidelines must be adhered to:

- Cell phones must be silenced for all classes
- Personal computers/mac book/tablets may be utilized in the class however, please be courteous and used those devices for class work only.
- Recording devices are allowed only if pre-approved by the instructor. At no time are recordings of any classes permitted to be posted to any public website or social media.
- Late Assignments are unacceptable unless prearranged with instructor.
- Active participation in class discussions and critiques is an essential part of learning. Without participating and expressing opinions and thoughts, it is impossible to clarify your goals and develop a personal style.

Emergency Protocols

Andrews University takes the safety of its students seriously. Signs identifying emergency protocol are posted throughout buildings. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or sheltering emergency.

Evaluation of Student Performance

- Attendance 20%
- Presentation 20%
- Quizzes/Exam 15% (This is based on growth and mastery)
- Participation 15%
- Human Simulation 20%
- Career Fair 10%

Grading Scale

A grade below a C is considered a failure of this course.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>94.0 – 100.0%</td>
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<tr>
<td>A-</td>
<td>90.0 – 93.99%</td>
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<tr>
<td>B+</td>
<td>87.5 – 89.99%</td>
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<tr>
<td>B</td>
<td>83.5 – 87.49%</td>
</tr>
<tr>
<td>B-</td>
<td>80.0 – 83.49%</td>
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<tr>
<td>C+</td>
<td>77.5 – 79.99%</td>
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### Course Schedule/Outline

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>January 9</td>
<td>Syllabus Review</td>
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<td></td>
<td>Standards for Certification</td>
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<td></td>
<td>Praxis Structure</td>
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<td></td>
<td>Study Habits – Video Series</td>
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<tr>
<td>January 11</td>
<td>Pre-test</td>
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<td></td>
<td>Review of Practice Test Questions</td>
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<tr>
<td></td>
<td>Study Habits – Video Series</td>
</tr>
<tr>
<td>January 16</td>
<td><strong>MLK DAY – No Class</strong></td>
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<tr>
<td>January 18</td>
<td>Study Schedule Outline Due – Learning hub Dropbox</td>
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<td></td>
<td>Human Simulation Review and Prep</td>
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<td>January 23</td>
<td><strong>Presentation of:</strong></td>
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<td></td>
<td>Counseling and Professional Issues</td>
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<tr>
<td></td>
<td>Anatomy and Physiology</td>
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<tr>
<td></td>
<td>Speech Science</td>
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<td></td>
<td>Fluency</td>
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<td></td>
<td><strong>Practice Test</strong></td>
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<tr>
<td>January 25</td>
<td><strong>Presentation of:</strong></td>
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<tr>
<td></td>
<td>Language Development and Disorder</td>
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<tr>
<td></td>
<td>Aphasia</td>
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<td></td>
<td>Neurological Disorders</td>
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<tr>
<td></td>
<td>Audiology and Hearing</td>
</tr>
<tr>
<td></td>
<td><strong>Practice Test</strong></td>
</tr>
<tr>
<td>January 30</td>
<td><strong>Presentation of:</strong></td>
</tr>
<tr>
<td></td>
<td>Motor Speech Disorders</td>
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<tr>
<td></td>
<td>Articulation and Phonology</td>
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<tr>
<td></td>
<td>Voice and Craniofacial Disorders</td>
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<tr>
<td></td>
<td>Dysphagia</td>
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<tr>
<td></td>
<td><strong>Practice Test</strong></td>
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<tr>
<td>February 1</td>
<td><strong>Presentation of:</strong></td>
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<tr>
<td></td>
<td>Research Methods</td>
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<td></td>
<td>AAC</td>
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<td></td>
<td><strong>Practice Test</strong></td>
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<td></td>
<td><strong>Post Test</strong></td>
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<tr>
<td>February 10</td>
<td>SHP Inter-professional Simulation Activity</td>
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<td></td>
<td>1:30 to 3:30</td>
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<tr>
<td>February 13</td>
<td><strong>Career Fair – 11:00 – 1:30 @ HPAC</strong></td>
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<tr>
<td></td>
<td>EBS Presentation 1:30 – 3:00 BH 118</td>
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<tr>
<td></td>
<td>Lunch will be served – Location to be announced</td>
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</tbody>
</table>

### Grade Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>73.5 – 77.49%</td>
</tr>
<tr>
<td>C-</td>
<td>70.0 – 73.49%</td>
</tr>
<tr>
<td>D</td>
<td>65.0 – 69.99%</td>
</tr>
<tr>
<td>F</td>
<td>Below 65%</td>
</tr>
</tbody>
</table>
Attendance Policy
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Class Absences. Whenever the number of absences exceeds 20% (10% for graduate classes) of the total course appointments, the teacher may give a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.

Disability Accommodation
If you qualify for special assistance under the American Disabilities Act, please contact the Student Success office at Nethery Hall 100 or disabilities@andrews.edu.

Change to the Course
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.

Emergency Protocols
Andrews University takes the safety of its student seriously. Signs identifying emergency protocol are posted throughout buildings. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or sheltering emergency.
Education

Andrews University BS Speech-Language Pathology and Audiology
Southern Connecticut State University MS Speech-Language Pathology

Biography

Heather Ferguson, an associate professor of Speech-Language Pathology and Audiology completed her undergraduate degree at Andrews University in Speech-Language Pathology and Audiology and her M.S. degree in Speech-Language Pathology at Southern Connecticut State University. Presently, Heather is pursuing her PhD in Higher Education Administration.

Prior to joining the faculty of Andrews University Heather worked as a school based speech-language pathologist for Bridgeport Public Schools in Bridgeport, Connecticut for 12 years. While working for Bridgeport Public Schools Heather served as a team member for a cooperative early intervention and education program for Bridgeport Public School and the Royal Bafokeng of South Africa. Her areas of interest and specialty are in language disabilities and their impact on literacy for school aged children.

Heather was born in Toronto, Ontario, Canada. She is married to Mario Ferguson and together they have two children, Micah and Malaika.

Current Research or Professional Activities

Working on PhD at Andrews University