Introduction to Communication Sciences and Disorders

Ciara Leydon

Available at: https://works.bepress.com/ciara_leydon/21/
SLP 200: INTRODUCTION TO COMMUNICATION DISORDERS
FALL SEMESTER 2016

Course information:
Days: Mondays and Thursday - 9:30-10:45
Location: Speech Lab 1-E-01

Instructor information:
Name: Ciara Leydon, PhD, CCC-SLP
Office: E-2-25
Office Hours: Mondays (10:45-11:30), Thursdays (11-3) and Friday (2-3)
Telephone: (203) 365-4518
Email: leydonc@sacredheart.edu

Place of Course in Program: The purpose of this course is to provide you with an overview of the field of communication sciences and disorders. You will gain your first exposure to speech-language pathology and audiology through lectures, videos, and clinical in-person and online observations. The course will cover biological foundations of speech, language, hearing and swallowing; communication disorders across the lifespan; an introduction to the role of the speech-language pathologist in identifying, assessing, and treating communication disorders; as well as insights into the impact of communication disorders on individuals and their families.

Course Description: This course provides a general introduction to normal and disordered speech, language, swallowing and hearing in children and adults. Over the course of the semester, we will consider the nature of communication disorders, reviews the various conditions associated with communication disorders, and introduces professional practices in speech-language pathology and audiology.
American Speech-Language-Hearing Association (ASHA) and CCFC Standards: (http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/)

IV-B Basic Human Communication: 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...

IV-C Knowledge of Communication Disorders: 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 articulation, fluency... (This standard is achieved primarily at the graduate level).

IV-H Professional Credentials: The applicant must have demonstrated knowledge of entry level and advanced certifications, licensure, and other relevant professional credentials, as well as local, state, and national regulations and policies relevant to professional practice.

College of Health Professions (CHP) learning objectives (LO):

LO 3: Promote development of knowledge, skills, attitudes and values of professional behaviors including ethical practice that will lead to success in future health care practice.

LO5: Facilitate the development of effective skills in communication and collaboration with individuals of all backgrounds, beliefs and values.

Text:


Course Policies:

- Academic Honesty: A standard of honesty, fairly applied to all students, is essential to a learning environment. Students abridging a standard of honesty must accept the consequences; penalties are assessed by appropriate classroom instructors or other designated people. Serious cases may result in discipline at the college or University level and may result in suspension or dismissal. Dismissal from a college for academic dishonesty, constitutes dismissal from the University (University Student Handbook).

- Attendance and Class Participation: Students are expected to attend each class; attendance will be taken. Each student is expected to read assigned material prior to class and participate in class discussions. Students may be called on to answer questions and provide opinions during discussions. Students who miss class are
responsible for content. Any student who misses a class has the responsibility for obtaining copies of notes, handouts, assignments, etc. If additional assistance is still necessary, an appointment should be scheduled with the instructor. Class time is not to be used to go over material with students who have missed class. Please plan to attend class. When absent, you may miss some important information.

- Submission of work taken directly from another source (e.g. lesson plan copied from a book, the internet, or material developed by another student) will be considered plagiarism and grounds for no credit on the assignment. Students are encouraged, however, to use a variety of resources in obtaining ideas and illustrations that will help them complete assignments independently. See the APA Guide for the correct method to cite other authors’ work.
- University policy dictates that students must seek the instructor's permission to record class lectures.
- All cell phones/pages must be silenced during class time. Please do not check you phone, text, surf the internet, email etc. during class time as you will miss information, you will distract others, as well as your instructor. You will be asked to leave class if your behavior distracts your instructor or peers.
- Students are required to show conduct consistent with professional standards as discussed in class when conducting on-site observations. You will be asked to leave class, or an observation, if you fail to be respectful and professional to your peers, your instructor, or anyone else.
- Work done outside of class must be reasonably correct in mechanics (e.g. spelling, grammar, punctuation, etc.). One whole grade will be deducted for inadequate work.
- All typed assignments completed outside of class must be double-spaced, using Times, Times New Roman, or Arial font. All font sizes for typed assignments must be size 11-12. Any font size less than 11 or larger than 12 will be returned ungraded.
- APA style is required for written papers, including table, figure, and graph formats, references and citations, and appropriate professional language use. One whole grade will be deducted for absent citations. See above regarding plagiarism.
- In ALL work, use person-first language to be consistent with IDEA. Emphasize the person more than the disability (i.e., a child with Down syndrome, NOT a Down syndrome child).
- Student work will be returned as promptly as possible. You are encouraged to discuss your work and grade with your instructor as receiving, understanding and implementing feedback on an assignment is an important part of the learning process.

ADA Policy:
Students with disabilities needing academic accommodation should register with and provide documentation to Jandersevits Learning Center; no accommodations can be provided without written instructions from the Learning Center.
Assignments:

**Speech-language pathology/ audiology observations (due December 5th)**

Each student will complete ten hours of observation of clinical practice in speech, language, or swallowing services. This will allow you to partially fulfill the ASHA requirement to observe 25 speech-language pathology clinical sessions.

**Master Clinician Network**: Five hours will be completed using Master Clinician Network (MCN). MCN gives you access to peer-reviewed clinical intervention videos. The website is http://masterclinician.org/. There is a $25 registration fee to access this site. Following observation of each session, you will need to answer questions relating to the session, and print out confirmation that you have observed the session.

**In person observations**: Five observations hours will be completed in person. Students must sign up for six observations. The sign-up sheet will be posted outside the office of the Dr. Jamie Marotto (2-E-13). Please plan to sign up for an observation as early in the semester as possible (first week of September). After each observation, the ASHA-certified session supervisor will need to sign your clinical record form indicating that you observed the entire session. You will earn 1% for each session that you observe. Additionally, for one of five in person observations, you will complete a 2-3 page written report describing the session, and reflecting on your observation as described below. The report will count for 5% towards your final grade. A grading rubric for this assignment is available on Blackboard.

The reflective report will include the following

- Provide the name of the observation site, the client’s age (e.g. toddler, adolescent) and communication disorder (e.g. articulation). Please do not provide any identifying information such as name or date of birth.
- Indicate whether the session involved assessment or intervention
- For assessment observation indicate:
  - Instrument name
  - Target communication behaviors
  - Clinician strategies used
  - Client response to assessment
  - Evaluation of client performance
- For intervention observation indicate:
  - Intervention type (e.g., behavioral, parent training, social/pragmatic, etc.)
  - Target communication behaviors
  - Clinician strategies used
  - Client response
  - Evaluation of client performance
- Describe the client/clinician interaction/relationship
- Provide your overall impression of the session and a personal reflection about the observation (e.g. what worked about the session; what would you have done differently if you were the clinician?)
Quizzes (dates listed in the course schedule)
You will complete ten weekly quizzes about information presented in class and in readings during that week. Quizzes will be posted to Blackboard after class on Monday or Thursday, and must be completed independently within 72 hours.

Examinations (summative) (dates listed in the course schedule)
In-class written examinations covering material discussed in class, readings, and quizzes. The first two exams are worth 15% of the final grade and are not cumulative. The last exam, which is cumulative, is worth 20% of the final grade.

Interview (formative)
You will interview, in person or by telephone, one person approved by the instructor on a topic related to communication sciences and disorders. You will select that topic person by asking yourself: “What is my biggest question about communication science disorders and who could help me to answer that question?” The interviewee may be a speech-language pathologist working in a private practice, school or medical setting; an audiologist; an otolaryngologist; a scientist; someone with a speech, language or hearing impairment; a parent of a child with a speech, language or hearing impairment; a graduate admissions officer; or any other relevant interviewee.
The assignment will be completed in four steps.
1. Step 1 (2% of final grade): You will submit to Blackboard your “biggest question” relating to the field of speech-language pathology and audiology by 9/12. Once approved, you will proceed to step 2.
2. Step 2 (2% of final grade): You will provide the name and profession of the person that they would like to interview to by 9/29. Once approved, you will proceed to step 3.
3. Step 3 (2% of final grade). You will post a list of five open-ended questions that you will present to the interviewee to Blackboard by 10/13. You will be given feedback and will make adjustments to questions in response to the feedback by 10/27. Once revised questions have been approved, you will proceed to step 4.
4. Step 4 (5%): You will conduct your interview and post a two-page account of the interview and reflect on the interviewee’s responses to Blackboard by 11/21. The account must incorporate responses to your interview questions, and the reflection must show deepened understanding of the field by answering your “biggest question.” You are encouraged to explicitly relate interview content to relevant course material to show a deepened understanding of classwork. You will describe to students what you learned from the interview during an exchange of ideas on 12/8 (4%).
Grading:

- Observation report 5%
- Observations 2% per session
- Quizzes 1% per quiz
- Interview 15%
- Examination 1 15%
- Examination 2 15%
- Examination 3 (Final) 20%

Note:

- All assignments will be due at the beginning of class on the scheduled day without exception. Late work will receive a grade of zero.
- Work submitted with spelling, punctuation, or grammatical errors will receive one letter grade lower than the achieved grade.
- No extra credit assignments will be given.
- Three-year graduate students. In order to obtain graduate credit for your work, you must complete an evidence-based project research paper (formative assessment), in addition to the assignments described above. Those assignments will be worth 80% or your overall grade. The paper will be worth 20% of your overall grade. You will choose a disorder to research and identify an intervention technique appropriate for that disorder. You will submit assigned sections of the paper on the due dates listed below, and receive feedback on each section before completing the next. Rubrics for each part of the assignment are available on Blackboard.
  - Annotated Bibliography: identify at least 6 refereed journal articles (no websites allowed) on the selected intervention technique. You will read the articles and write an original summary (1-2 paragraphs) of each, to be submitted by 10/3.
  - Description of intervention approach: You will find descriptions and examples or videos of the approach and use these to develop a written description of the intervention procedures, to be submitted by 10/24 (1-3 pages).
  - Evidence base for intervention: Students will summarize the research reviewed in the annotated bibliography to describe the strengths and weaknesses of the evidence base for the intervention, to be turned in on 11/2 (1-3 pages).
# Class schedule (subject to adjustments)

<table>
<thead>
<tr>
<th>Dates</th>
<th>Learning Outcomes</th>
<th>Meets ASHA CFCC Standard and CHP learning objectives (LO)</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/29 And 9/1</td>
<td>Introductions; Describe the professions; Define terms including communication impairment and evidence based practice</td>
<td>IV-H Professional Credentials</td>
<td>Chapter 1 Quiz on 9/1</td>
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<tr>
<td>9/5</td>
<td><strong>Labor day –No class</strong></td>
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<tr>
<td>9/8</td>
<td>Master Clinician Online video</td>
<td>Complete online report on 9/8</td>
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<tr>
<td>9/12 and 9/15</td>
<td>Describe typical and disordered communication across the life span</td>
<td>IV-B Basic Human Communication; CHP LO5*</td>
<td>Chapter 2 Quiz on 9/15</td>
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<tr>
<td>9/19 and 9/22</td>
<td>Describe the anatomical and physiological bases of communication</td>
<td>IV-B Basic Human Communication; CHP LO5</td>
<td>Chapter 3 Quiz on 9/22</td>
</tr>
<tr>
<td>9/26</td>
<td>Describe assessment and treatment of hearing loss in children and adults</td>
<td>IV-C Knowledge of Communication Disorders; CHP LO3</td>
<td>Chapters 12</td>
</tr>
<tr>
<td>9/29</td>
<td><strong>Exam 1 and step 2 of interview</strong></td>
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<tr>
<td>10/3</td>
<td>Give a summary of language development</td>
<td>IV-B Basic Human Communication; CHP LO5</td>
<td>Chapter 2 (Justice &amp; Redle)</td>
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<td>10/6</td>
<td>Define and discuss the classification of developmental language disorders</td>
<td>IV-C Knowledge of Communication Disorders; CHP LO5</td>
<td>Chapter 7 (Justice &amp; Redle); Chapters 4 &amp; 5 Quiz on 10/6</td>
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<tr>
<td>10/10</td>
<td><strong>Columbus Day – No class</strong></td>
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<tr>
<td>10/13</td>
<td>Describe speech sound acquisition</td>
<td>IV-C Knowledge of Communication Disorders; CHP LO5</td>
<td>Chapter 9 Step 3 of interview</td>
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<tr>
<td>10/17 and 10/20</td>
<td>Describe speech sound disorders and their impact on communication</td>
<td>IV-C Knowledge of Communication Disorders; CHP LO5</td>
<td>Chapter 9 Quiz on 10/20</td>
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<tr>
<td>Date</td>
<td>Task Description</td>
<td>Knowledge Area</td>
<td>Chapter/Quiz Notes</td>
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<td>10/24 And 10/27</td>
<td>Discuss effect of language and cultural differences on communication</td>
<td>V-F Cultural differences; CHP L05</td>
<td>Chapter 5 (Justice &amp; Redle)</td>
</tr>
<tr>
<td>10/31 and 11/3</td>
<td>List the types and functional effects of acquired language disorders in adults: aphasia, traumatic brain injury, dementia</td>
<td>IV-C Knowledge of Communication Disorders; CHP LO3*</td>
<td>Chapter 6 Quiz on 11/3</td>
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<td>11/7</td>
<td>Define and describe the major types of motor speech disorders</td>
<td>IV-C Knowledge of Communication Disorders; CHP LO3</td>
<td>Chapter 10</td>
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<tr>
<td>11/10</td>
<td><strong>Exam 2</strong></td>
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<tr>
<td>11/14</td>
<td>Give the defining characteristic of fluency disorders</td>
<td>IV-C Knowledge of Communication Disorders; CHP LO3*</td>
<td>Chapter 7 Quiz on 11/14</td>
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<td>11/17 and 11/21</td>
<td>Discuss the assessment and treatment of voice disorders</td>
<td>IV-C Knowledge of Communication Disorders; CHP LO3*</td>
<td>Chapter 8 Quiz on 11/21 Step 4 of interview</td>
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<td>11/24</td>
<td>Thanksgiving – No class</td>
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<tr>
<td>11/28 and 12/1</td>
<td>Discuss the assessment and treatment of swallowing disorders</td>
<td>IV-C Knowledge of Communication Disorders; CHP LO3</td>
<td>Chapter 11 Quiz on 12/1</td>
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<tr>
<td>12/5</td>
<td>Explain the role of augmentative and alternative communication in clinical practice</td>
<td>IV-C Knowledge of Communication Disorders; CHP LO3*</td>
<td>Chapter 13 Quiz on 12/5 Observation report due 12/5</td>
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<td>12/8 and 12/12</td>
<td>“Biggest question” presentations; clinical observation sign off (last day for sign off 12/12; and course wrap-up</td>
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<td>12/17</td>
<td><strong>Exam 3: Final</strong></td>
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