

Introduction to Communication Disorders: Course Syllabus

Course Information:
Communication Disorders
SPAU 3301 section 001
Spring 2013
Friday, 1:00-3:45
Location: J108 (Callier DALLAS)

Professor Contact Information

Michelle Aldridge, PhD, CCC/SLP
214-905-3142
aldridge@utdallas.edu
Office: Callier Dallas A107

Office hours: By appointment
Email is the fastest, most reliable way to reach me

Course Pre-requisites, Co-requisites, and/or Other Restrictions

None

Course Description

The purpose of this course is to provide you with an overview of the fields of Speech-Language Pathology and Audiology. Maybe you are here to see if this stuff interests you enough to major in it. Maybe you're here because it's a requirement. Or, maybe you're here because you heard how awesome the teacher is ;) ! All that aside, in this class you will learn basic concepts and information regarding a variety of communication disorders. I want to help you understand these disorders and the devastating effects that they can have on those afflicted with them (as well as their families). We will also talk about career opportunities in this field, as well as learning about what the requirements are for you to become a real, live Speech-Pathologist or Audiologist! Also, we will talk about ethical issues, and basically anything else you would like to know about.

It is my hope that, after taking this class, you will think warm, happy thoughts about the fields of Speech-Language Pathology and Audiology and maybe even decide to pursue a major in one of them! My goal is to show you how exciting, rewarding, and interesting these disorders are and to inspire you to help those that have them. If you do, you will never be bored in your job!!

And Now for Something Completely Different.....

The National association for Speech-Language Pathologists and Audiologists is the **American Speech Language Hearing Association** (www.asha.org). ASHA sets standards that we, as SLP's or Audiologists, must adhere to. They tell us, as instructors, what we need to teach you to grow up to be good little clinicians. Also, they state what competencies the students (that's you) must attain. These are summarized for the graduate level students in a big form called the Knowledge and Skills Acquisition form (KASA). This KASA lists the competencies to be attained by students in speech Pathology and Audiology. The competencies are listed in this form with all these little roman numerals and letters (e.g., Standard III-C, and the like...). Therefore, instructors must state on syllabi what KASA Standards we will be addressing in the course. *So here it goes. Ahem.*

This course has been designed to ensure that students demonstrate required knowledge and skill as outlined in the Standards and Implementation Guidelines for the Certificate of Clinical Competence in Speech-Language Pathology. The specific standards addressed in this class are: III-B, III-C, III-D, III-E, III-H, IV-B

Student Learning Objectives

Students will:

1. Demonstrate knowledge of the basic principles of human speech, language, and hearing development (Standard III-B)
2. Demonstrate knowledge of the basic knowledge and terminology related to human communication disorders, such as articulation, fluency, voice, language, pragmatics, hearing, swallowing, and cognition (Standard III-C)
3. Demonstrate knowledge of the basic principles of evaluating and assessing individuals with communication disorders (Standard III-D)
4. Demonstrate knowledge of the basic standards of ethical conduct within the fields of Audiology and Speech-Language Pathology (Standard III-E)
5. Demonstrate knowledge of professional credentials (Standard III-H)

Isn't That Nice????

Required Textbooks and Materials

Introduction to Communication Disorders: A Life Span Evidence-Based Perspective, 4th Edition. (2011). By Robert Owens, Dale Metz, and Kimberly Farinella. Pearson, publishers

Class materials, handouts, power point handouts, etc... will be on:

ELearning: Power Point handouts, announcements, additional info, and other stuff will be on **ELearning**. ELearning can be accessed through: elearning.utdallas.edu. You MUST log in, using your UTD netID and password. Your netID can be retrieved on the utdallas homepage. If you have problems with ELearning, email assist@utdallas.edu.

Emails will be sent via UTD Web for faculty or ELearning. Be sure to check your UTD email and ELearning email. **Your failure to check UTD mail or ELearning email is not an excuse for missing information.**

Assignments & Academic Calendar

These descriptions and timelines are subject to change at the discretion of the instructor

| DATE | Topic | Required Reading | What's Happening? |
|--------|---------------------------------|------------------|------------------------------------|
| Jan 18 | Intro: Communication | CH 1 and 2 | |
| 25 | Anatomy & Physiology | CH 3 | |
| Feb 1 | Assessment & Intervention | CH 4 | |
| Feb 8 | Cont., start Lang Impairmt-kids | CH 5 | |
| 15 | Literacy Impairmts | CH 6 | Book Report 1 Due |
| 22 | Language Impairment-Adult | CH 7 | QUIZ 1: first half of class |
| Mar 1 | Fluency Disorders | CH 8 | |
| Mar 8 | Voice Disorders | CH 9 | Book Report 2 Due |
| 15 | | | NO CLASS |
| 22 | Articulation Disorders | CH10 | |
| 29 | Cleft Lip/Palate | CH 11 | |
| Apr 5 | Neurogenic Speech Disorders | CH 12 | QUIZ 2: first half of class |
| 12 | Swallowing Disorders | CH 13 | Commun. Disorder report due |
| 19 | Hearing Disorders | CH 14 | |
| 26 | Augmentative Communication | CH 15 | |
| May 3 | | | QUIZ 3 |

Whew! And if that wasn't enough.....

What do I have to do to get a grade in this class?

(AKA Course Requirements)

You will have 3 quizzes and 3 reports to complete in this course for your grade. All will be *really* fun. Promise.

The **reports** are due on the days stated above. If you want to turn them in earlier, that's OK with me.

Grading Policy

Each quiz is worth 20% of your grade (total 60%).

Each Book Report each worth 15% (total 30%)

Communication Disorder Report worth 10%

For a grand total of 100%

Traditional letter grade breakdowns will be used.

Undergraduates: A "+" is given for 8 and above

A "-" if you are being *rounded up*. For instance, if your final grade is 89, that is an A-. Also a "-" is given for 0 and 1

Late Essays: Deduction of 5 points off of final paper grade per late day. You will have plenty of time allowed to do these papers. If you need to make other arrangements to turn in a paper, please contact me as soon as possible. Email is the fastest method.

Course & Instructor Policies (Stuff I have to say)

1. **Come to class.** There will be videos and profound and fascinating statements and insights imparted by your teacher that you will not want to miss 😊 In an event that you have to miss class, make a friend and get the info from them. However, it's *just* not the same as being here. **If Class attendance starts dwindling, you will force my hand to implement POP QUIZZES. CONSIDER YOURSELF WARNED**
2. If you miss a quiz, it must be because of a valid reason. No lame excuses. If you have a good reason, a make-up will be available. Contact me ASAP if you have to miss a quiz
3. Participate in class!
4. If there is something about the field that you want to know about, or know more about, just ask.
5. Don't cheat. If you're caught, it'll be *really* embarrassing. Trust me on this one.
6. Turn stuff in ON TIME. Points will be taken off for late papers (5 points per late day)



All students are required to adhere to the highest standards of academic honesty.

ASHA Standards Addressed in this Class: How knowledge is conveyed and how knowledge and skill acquisition will be demonstrated
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.

Knowledge will be conveyed via class lectures, readings, and videotapes

Acquisition will be demonstrated via class discussion, quizzes, and papers

Standard III-C

The applicant must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including the etiologies, characteristics, anatomic/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.

Knowledge will be conveyed via class lectures, readings, discussions, and videotapes. Acquisition will be demonstrated via required class discussions, quizzes, and papers.

Standard III-D

The applicant must possess knowledge of the principles and methods of prevention and assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomic/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders.

Knowledge will be conveyed via class lectures, readings, discussions, and videotapes. Acquisition will be demonstrated via required class discussions, quizzes, and papers.

Standard III-E

The applicant must demonstrate knowledge of standards of ethical conduct

Knowledge will be conveyed via class lectures, readings, discussions, and videotapes. Acquisition will be demonstrated via required class discussions, quizzes, and papers.

Standard III-G

The applicant must demonstrate knowledge of contemporary professional issues

Knowledge will be conveyed via class lectures, readings, discussions, and videotapes. Acquisition will be demonstrated via required class discussions, quizzes, and papers.

Standard III-H

The applicant must demonstrate knowledge about certification, specialty recognition, licensure, and other relevant professional credentials

Knowledge will be conveyed via class lectures, readings, and discussions. Acquisition will be demonstrated via required class discussions, quizzes, and papers.

Standard IV-B

The applicant must possess skill in oral and written communication sufficient for entry into professional practice

Acquisition will be demonstrated via required class discussions, quizzes, and papers.

Students will demonstrate the following skills:

1. Describe the scope of practice for the professions of audiology and speech-language pathology, including the credentials needed for practice

As measured by:

Successful completion of quizzes and class discussion

2. Describe communication disorders in historical perspective and how attitudes toward these disorders have changed

As measured by:

Successful completion of quizzes and class discussion

Paper assignment if applicable***

*** Students will self-select paper topics, so skills addressed would be different for each student

3. Describe typical verbal and nonverbal communication development
As measured by:
Successful completion of quizzes and class discussion
 4. Describe the anatomy and physiology of the speech and voice mechanism
As measured by:
Successful completion of quizzes and class discussion
 5. Describe etiologies and characteristics of various childhood language disorders and learning disabilities
As measured by:
Successful completion of quizzes and class discussion
paper assignment if applicable
 6. Describe etiologies and characteristics of various adult language impairments, including general assessment and intervention strategies
As measured by:
Successful completion of quizzes and class discussion
paper assignment if applicable
 7. Describe etiologies and characteristics of fluency disorders, including assessment and intervention strategies
As measured by:
Successful completion of quizzes and class discussion
Paper assignment if applicable
 8. Describe etiologies and characteristics of voice disorders, including assessment and intervention strategies
As measured by:
Successful completion of quizzes and class discussion
Paper assignment if applicable
 9. Describe etiologies and characteristics of speech production disorders, including assessment and intervention strategies
As measured by:
Successful completion of quizzes and class discussion
Paper assignment if applicable
 10. Describe etiologies and characteristics of cleft lip and palate, including assessment and intervention strategies
As measured by:
Successful completion of quizzes and class discussion
Paper assignment if applicable
 11. Describe etiologies and characteristics of swallowing disorders, including assessment and intervention strategies
As measured by:
Successful completion of quizzes and class discussion
 12. Describe etiologies and characteristics of hearing disorders, including assessment and intervention strategies
As measured by:
Successful completion of quizzes and class discussion
-

Paper assignment if applicable

Field Trip Policies

Off-campus Instruction and Course Activities

Off-campus, out-of-state, and foreign instruction and activities are subject to state law and University policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at the website address http://www.utdallas.edu/BusinessAffairs/Travel_Risk_Activities.htm. Additional information is available from the office of the school dean. Below is a description of any travel and/or risk-related activity associated with this course.

Student Conduct & Discipline

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, *A to Z Guide*, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the *Rules and Regulations, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3*, and in Title V, Rules on Student Services and Activities of the university's *Handbook of Operating Procedures*. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391).

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see

general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

Email Use

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

Withdrawal from Class

The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

Student Grievance Procedures

Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's *Handbook of Operating Procedures*.

In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

Incomplete Grade Policy

As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of **F**.

Disability Services

The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.

The contact information for the Office of Disability Services is:
The University of Texas at Dallas, SU 22
PO Box 830688
Richardson, Texas 75083-0688
(972) 883-2098 (voice or TTY)

Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance.

It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

Religious Holy Days

The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.

The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

These descriptions and timelines are subject to change at the discretion of the Professor.

