COMMUNICATIVE DISORDERS
SLHS 106, FALL 2012

Professor: Henrike Blumenfeld, Ph.D.
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Office Phone: (619) 594-7110
Office Location: SLH Building, Rm 225
Office Hours: T 10:30am-noon, W 11am-12:30pm
or by appointment

Course Location: Peterson Gym, Rm 153
Course Time: TTH, 2pm-3:15pm
Schedule Number: 22759

Course Description:
This course provides an orientation to the field of speech-language pathology and audiology. It will include a survey of professional issues and methods, communicative disorders, as well as typical speech and language growth and development.

This course meets the following outcomes and standards:

SDSU Student Outcomes Assessment Program (SOAP) Outcomes:
Undergraduate Outcomes: 1A, 1B, 1C, 2A, 2B, 3A, 3B, 4A, 4B, 5A, 5D
At the end of the semester, the student will be able to:

- Describe the field of speech-language pathology, identify relevant ethical issues, identify fundamental research methodologies, and explain the importance of evidence-based practice.
- Demonstrate knowledge of anatomical, physiological, psychological and sociological bases of human communication and describe disorders of speech, language and hearing.
- Understand the fundamentals of lifespan development of speech, language, and hearing.
- Identify information as it relates to clients or students of culturally or linguistically diverse backgrounds.

Speech-Language Pathology Knowledge and Skills (KASA – ASHA/CAA) Standards:

III-A: Knowledge of Basic Principles
Social and behavioral sciences

III-B: Basic Communication and Swallowing Processes: Biological, neurological, acoustic, psychological, developmental, and linguistic and cultural basis

III-C: Speech, Language, Hearing, Communication, and Swallowing Disorders and Differences

III-D: Principles and Methods of Prevention, Assessment, and Intervention: Principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders across the life span, including consideration of anatomical physiological, psychological, developmental, linguistic, and cultural correlates of the disorders

III-E: Standards of ethical conduct

III-G: Contemporary professional issues

III-F: Research: Processes used in research and the integration of research principles into evidence-based clinical practice

California Commission on Teaching Credentialing (CTC) Standards:
General Program Standards: 1: Program Design, Rationale and Coordination; 2: Professional, Legal and Ethical Practices; 3: Educating Diverse Learners
Policies:
(1) Course Registration: Consistent with SLHS policy, if you do not attend the first two classes to confirm your presence in the class, you may be dropped from the class to make room for other students.
(2) Questions and Blackboard: When you email me to ask general questions, the question and answer will be posted to blackboard (without your name). Please check blackboard periodically for answers to common questions. You can also post directly to the blackboard forum to ask a question, and you may answer other students’ questions or ask follow-up questions.
(3) Professionalism: It is expected that students show respect to all instructors as well as their fellow colleagues. Please arrive on-time and be prepared to participate in discussions from all readings.
(4) Time Management: All assignments have to be submitted on time. To be fair to other students, 5 percentage points will be subtracted from the assignment grade every day the assignment is late.

Required Texts:
2. Further readings and lecture notes will be placed on Blackboard, https://blackboard.sdsu.edu/ . You should bring your copy of the slides to class. Slides will not always be available in advance of class (especially for guest lectures).

Helpful Hints for Class Success:
1. Prepare for class. Completing reading assignments on time will enhance your experience.
2. Participate in class discussions, read and contribute to the class discussion board, and find a study-buddy. This class requires critical thought about material and understanding of the bigger picture. Conversations with others will facilitate the learning process.
3. Review your class-notes after each class. Please ask questions if you do not understand! Be sure to speak up in class, consult your peers, and make use of office hours.

Course Requirements and Evaluation:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
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<tbody>
<tr>
<td>TEST 1</td>
<td>100</td>
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<tr>
<td>TEST 2</td>
<td>100</td>
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<tr>
<td>TEST 3</td>
<td>100</td>
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<tr>
<td>Research Experience</td>
<td>50</td>
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Total Points: 350 points

Grading Policy:
You will be assigned a grade based on the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93 % or more</td>
</tr>
<tr>
<td>A-</td>
<td>90-92 %</td>
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<tr>
<td>B</td>
<td>83-86 %</td>
</tr>
<tr>
<td>B-</td>
<td>80-82 %</td>
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<tr>
<td>C</td>
<td>73-76 %</td>
</tr>
<tr>
<td>C-</td>
<td>70-72 %</td>
</tr>
<tr>
<td>D</td>
<td>63-66 %</td>
</tr>
<tr>
<td>D-</td>
<td>60-62 %</td>
</tr>
<tr>
<td>D+</td>
<td>67-69 %</td>
</tr>
<tr>
<td>F</td>
<td>59 % or less</td>
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Students with Disabilities: Americans with Disabilities Act (ADA) Accommodation
The University is committed to providing reasonable academic accommodation to students with disabilities. The Student Disability Services Office provides university academic support services and specialized assistance to students with disabilities. Individuals with physical, perceptual, or learning disabilities as addressed by the Americans with Disabilities Act should contact Student Disability Services for information regarding accommodations. Students who need accommodation of their disabilities should contact me privately, to discuss specific accommodations for which they have received authorization. If you need accommodation due to a disability, but have not registered with
Student Disability Services at 619-594-6473 (Calpulli Center, Suite 3101), please do so before making an appointment to see me.

**COURSE SCHEDULE:**

*Note: This schedule is tentative. Please monitor Blackboard and attend classes for additional information.*

<table>
<thead>
<tr>
<th>Topic and Reading Assignment</th>
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<tr>
<td><strong>August 28-30:</strong> Classes 1-2: <em>Intro, the Professions, and Ethics</em></td>
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<tr>
<td>• Gillam, Marquardt, &amp; Martin, chapter 1. An introduction to the discipline of Communication Sciences &amp; Disorders.</td>
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<td><strong>September 4-6:</strong> Classes 3-4: <em>Research methods in communication sciences and disorders</em></td>
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<tr>
<td><strong>September 11-13:</strong> Classes 5-6: <em>Communication across the Lifespan</em></td>
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<tr>
<td>• Gillam, Marquardt, &amp; Martin, chapter 2. Communication across the life span.</td>
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<tr>
<td><strong>September 18-20:</strong> Classes 7-8: <em>Social and Cultural Bases of Communication and Review</em></td>
</tr>
</tbody>
</table>
| • Gillam, Marquardt, & Martin, chapter 3. The social and cultural bases of communication.  
  9/18: Guest speaker: Robert McKinney, MA, CCC-SLP |
| **TEST 1:** Classes 1-8. Tuesday, September 25. Please remember to bring a “skinny red” ParScore form |
| **September 27-October 2:** Class 9-10: *Language Disorders in Infants, Toddlers, and Preschoolers* |
| • Gillam, Marquardt, & Martin, chapter 10. Language disorders in infants, toddlers, and preschoolers.  
  Guest speaker 9/27: Erica Ellis, PhD Candidate, SDSU/UCSD |
| **October 4-9:** Classes 11-12: *Language Disorders in School-Age Children* |
| • Gillam, Marquardt, & Martin, chapter 11. Language disorders in school-age children.  
  10/4: Guest speaker: Dr. Julia Evans  
  10/9: Guest speaker: Hanna Gelfand, PhD Student, SDSU/UCSD |
| **October 11:** Class 13: *Developmental Speech Disorders* |
| Gillam, Marquardt, & Martin, chapter 5. Developmental speech disorders. |
| **October 16-18:** Classes 14-15: *Laryngeal, Orofacial, and Fluency Disorders* |
| • Gillam, Marquardt, & Martin, chapter 6. Laryngeal and orofacial disorders; Chapter 7. Fluency disorders.  
  10/16: Guest speaker: Claudia Dunaway, MA CCC-SLP |
| **TEST 2:** Classes 9-15. Tuesday, October 23. Please remember to bring a “skinny red” ParScore form |
| **Oct. 25-30:** Classes 16-17: *Attention Deficit (Hyperactivity) and Autism Spectrum Disorders* |
| • NIDCD Fact Sheet: Communication problems in children with autism.  
  10/30: Guest speaker: Karyn Searcy, MA CCC-SLP |
| **November 1:** Classes 18: *Dysarthria and Alternative Augmentative Communication (AAC)* |
| • Gillam, Marquardt, & Martin, chapter 8. Dysarthria.  
  11/1: Guest speaker: Dorothy Yang, PhD Student, SDSU/UCSD |
November 6: Class 19: *Dysphagia*

- Gillam, Marquardt, & Martin, chapter 9. Dysphagia.
- **Guest speaker: Kathleen Catterall, MA CCC-SLP**

November 8-13: Classes 20-21: *Acquired Neurogenic Language Disorders*

- Gillam, Marquardt, & Martin, chapter 12. Acquired neurogenic language disorders.

November 15: **NO CLASS. ASHA CONVENTION.**

November 20: Class 22: *Dementia and Alzheimer’s Disease*


November 22: **NO CLASS – HAPPY THANKSGIVING!**

November 27-29: Classes 23-24: *Hearing Science and Hearing Disorders*

- Gillam, Marquardt, & Martin, chapter 13. Hearing science; Chapter 14: Hearing disorders.

December 4-6: Classes 25-26: *Audiologic Rehabilitation and Habilitation of Children with Severe Hearing Loss*

- Gillam, Marquardt, & Martin, chapter 15. Audiologic rehabilitation; Chapter 16: The habilitation of children with severe to profound hearing loss. .
- 12/6: Guest speakers: SDSU/UCSD AuD candidates

**DUE in class December 6:** Research experience package

**Thursday December 13, 1pm-3pm: TEST 3: Classes 16-26**

**TESTS 1-3:**

100 points for each test (i.e., 29% of your final grade for each test). If you miss a test, you will have to re-take it during finals week. Please do not request an earlier or later test date for any reason; none will be approved. You must get prior permission from me to miss the scheduled exam, which will only be approved under remarkable circumstances.

Questions on each test will consist of multiple-choice, matching a concept to a description, true/false, and labeling of anatomical structures (if applicable). Please use the Study Guides on blackboard to prepare.

**RESEARCH EXPERIENCE:**

50 points (i.e., 14% of your final grade). The research experience assignment will give you an opportunity to better understand the research process in CSD. You can choose between two options:

**Option 1:** Participate as a volunteer in a research study that investigates an aspect of Speech, Language, or Hearing Sciences (a list of studies will be provided). Be sure to remind the research assistant that you are participating for class credit in SLHS 106 and obtain a signature on your Research Experience Tracking Form (find the form on blackboard). After you participate, ask the research assistant about the main purpose of the study. Fill out the Research Experience Tracking Form answering the following questions: (1) Give the name of the study and the laboratory, (2) describe the main purpose of the study, (3) explain how findings from a study like this might be useful to the field of Speech, Language, and Hearing Sciences, and (4) do a literature search through the...
library to find one journal article related to the topic of the study. Briefly describe the purpose and findings of this article, and cite it using the citation format of the American Psychological Association (http://owl.english.purdue.edu/owl/resource/560/07/).

**Option 2:** Pick a topic of your choice in the field of Speech, Language, and Hearing Sciences. Do a literature search through the library and find three journal articles related to this topic. Write a brief one-page (single-spaced, 12 font, Times New Roman) report answering the following questions: (1) Introduce your topic and why it is of interest to you, (2) describe the main research questions of the three journal articles, (3) describe the main findings of the articles, and (4) describe why the findings of the articles might be useful to the field. Cite the three articles using the citation format of the American Psychological Association (http://owl.english.purdue.edu/owl/resource/560/07/).

**Religious Observances**
The University’s policy on absence for religious observances is as follows: “By the end of the second week of classes, students should notify the instructors of affected courses of planned absences for religious observances. Instructors shall reasonably accommodate students who notify them in advance of planned absences for religious observances.”

**Commitment to Diversity and Inclusion**
The University is committed to cultivating “…a campus climate that promotes human dignity, civility, and mutual appreciation for the uniqueness of each member of our community…Freedom from discrimination, harassment, and violence against persons or property is a basic right and is requisite for learning. Freedom of speech shall be protected. By the same token, the campus community shall denounce and confront acts of intolerance, abusive behaviors, and the beliefs and past events that have separated us as a people.”

**Academic Honesty**
Students are expected to maintain the highest standards of academic honesty and respect. According to SDSU’s Center for Student Rights and Responsibilities, students may be expelled, suspended, or put on probation for academic dishonesty.

Per SDSU’s STANDARDS FOR STUDENT CONDUCT, examples of academic dishonesty include cheating that is intended to gain unfair academic advantage; plagiarism that is intended to gain unfair academic advantage; furnishing false information to a University official, faculty member, or campus office; forgery, alteration, or misuse of a University document, key, or identification instrument; misrepresenting oneself to be an authorized agent of the University or one of its auxiliaries; encouraging, permitting, or assisting another to do any act that could subject him or her to discipline.

**Examples of cheating** include unauthorized sharing of answers during an exam, use of unauthorized notes or study materials during an exam, altering an exam and resubmitting it for regrading, having another student take an exam for you or submit assignments in your name, participating in unauthorized collaboration on coursework to be graded, providing false data for a research paper, or creating/citing false or fictitious references for a term paper. Submitting the same paper for multiple classes may also be considered cheating if not authorized by the instructors involved.

**Examples of plagiarism** include any attempt to take credit for work that is not your own, such as using direct quotes from an author without using quotation marks or indentation in a paper, paraphrasing work that is not your own without giving credit to the original source of the idea, or failing to properly cite all sources in the body of your work.

*Please be advised that even the mere appearance of these behaviors falls within the definition of dishonesty.*

**California State University Executive Order 969** mandates faculty reporting of all incidents of academic misconduct.