San Diego State University  
School of Speech, Language and Hearing Sciences  
AUD 815: Communicative Disorders Across the Lifespan and Cultures  
Summer 2015

Instructor: Lesli A. Guthrie, Au.D., CCC-A/SLP, CNIM  
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Course Meeting: Saturdays 8:00-4:00 in SLHS 149  
Office Hours: Arranged by appointment

Course description:
This course will cover communication development and disorders from infancy to advanced age. It is designed to prepare audiologists to recognize a variety of communicative disorders, to administer culturally sensitive screening protocols, and to make appropriate referrals.

Attendance policy:  
Attendance is mandatory. Each absence that is not accompanied by some form of documentation (doctor’s note, accident report, etc.) will be considered an unexcused absence and will result in a ½ grade reduction in the final grade (e.g., from an A- to a B+, etc.). In the event of an excused absence, an alternative assignment will be determined.

** Important note: The academic schedule, including those listed in the syllabus, cannot be modified to accommodate students’ personal activities (e.g. interviews, vacations etc.). Such modifications are prohibited by the audiology division and university policies. Exceptions may be made in the case of documented student illness or an emergency involving the immediate family (mom, dad, siblings). Please notify the instructor immediately should this occur. Reasonable accommodations may also be made for religious observances if, by the end of the second week of classes, the student notifies the instructor of the conflict.

Text:  

NOTE: Additional readings will be assigned on the days where readings are designated “TBD”. Readings will be distributed in class by the instructor.

Course Requirements:  
Final Exam: (50% of final grade)  
Homework: (30% of final grade)  
Article Discussion Leader: (10% of final grade)  
Observation/Report for Adult Language Clinic Sessions: (10% of final grade)
Grades:
Grades will be assigned on a percentage scale, including +/- (e.g., >94% = A; 90-93% = A-; 88-89% = B+; 83-87% = B; 80-82% = B-). Note: Final grades will not be rounded up (i.e., a 92.7% is an A- not an A).

Special Adaptations:
If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Disability Services at (619) 594-6473. To avoid any delay in the receipt of your accommodations, you should contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive, and that I cannot provide accommodations based upon disability until I have received an accommodation letter from Student Disability Services. Your cooperation is appreciated.

Remediation Options:
In order to meet the criteria for demonstrating competencies for this class, especially for the specific ASHA standards (for CCC-A), the student must earn a course grade of C+ (78%) or better AND > 78% for each type of assignment (as determined by instructor for each course). If a student earns an overall course grade less than 73%, they will receive the grade earned and are not eligible for remediation. If the student earns 73-77% as an overall course grade or in any of the below areas, he/she must remediate by doing one or more of the following as determined by instructor, before the end of the second week of the subsequent semester. Successful remediation can improve the student’s grade to a maximum of 78% (C+). For a student who is to remediate, the course instructor will submit a grade of Incomplete (I). Upon successful remediation, the instructor will submit a grade change (removal of Incomplete) for the course (up to C+).

- Write-up additional article summary
- Presentation of topic to instructor
- Repeat homework
- Repeat final exam

Remediation options must be completed within 3 weeks following the end of the class and can only improve your grade to a maximum of 78% (C+). If the remediation option is not satisfactorily completed, you will not satisfy the ASHA certification standards associated with this class, and will be required to meet those competencies in other ways. Any class in which you receive ≤ to C- will require repeating the class and may delay your progress or be subject to disqualification from the program.

Collaboration:
Unless directed to complete an assignment in groups, you are expected to complete all exercises independently. All submitted work is expected to be completed by you and include your independent report, critique or interpretation. Collaborating on
assignments is considered unauthorized collaboration. This is academic misconduct and will be reported to the Student Judicial Committee.

**Description of Course Requirements:**

**Final Examination:**

The final examination will be comprehensive and will cover all topics discussed in class, including the journal article presentations. The examination format will consist of matching, true/false, transcription, fill-ins, short answer, and essay questions.

**Homework:**

Homework assignments will cover material from the readings that were assigned to be read **that day** (e.g., the reading you should have done **before class that day**!). These assignments will cover major concepts from the reading to reinforce what you are learning from the text and facilitate your participation in that class session. Any questions about the content of the reading can be addressed before class via scheduled appointment or emails; the moral is “don’t get behind in your reading” so you have ample time for clarification if necessary!

**Article Discussion Leader:**

Each student will be required to choose a recent article from a peer reviewed journal related to their assigned topic. The chosen article should not be written prior to 2009 and will need to be approved by the instructor **no later than the second class meeting (Saturday June 7th)**. Submit the abstract of the article to the instructor via email for approval. The approved article needs to be distributed to the rest of the class (either as a PDF file emailed out or as a hard copy). Your job will be to **briefly summarize this article AND lead your classmates in a discussion of the relevant aspects of the research.** Grades will be based on your accuracy, completeness and conciseness of your oral summary of the study **AND** your ability to lead your classmates in a discussion/answer questions related to this topic. In order to encourage discussion, you should prepare questions or prompts that will get your classmates talking beyond just “what do you think about the study?”. A grading rubric will be provided to help guide you in how to prepare your summary/discussion outline.

**Adult Language Treatment Observation and Report:**

Each student will be required to observe **two hours** of adult speech/language therapy and write up a report based on the experience. Your observation can consist of either one group treatment session and one individual treatment session (does not have to be for the same patient), two hours of individual treatment sessions or two hours of group treatment sessions; sign up for either what interests you more or what fits into your schedule. You will be required to sign up for this observation in the clinic office (sign-up book is at the front desk and the days/time slots will be TBA), arrive dressed in clinic attire, review the lesson plans/goals for the patient(s), and observe the session from the
observation hallway. Do not sign up for anything before the week of June 2nd. Your written report should be between 1-2 pages and should include the following elements:

1. Diagnosis for the patient(s)
2. Brief discussion of any signs/symptoms that you observed during the sessions that are consistent with the diagnosis
3. Brief summary of the goals that were targeted in that session and the activities that were selected to target the goals
4. Your reactions/thoughts to the experience and any helpful modifications/techniques you might have observed during these sessions
5. Choose one of the patients you observed to think about. Include a brief discussion of the considerations you would need to think of if this patient was coming to you for an audiogram. What modifications/accommodations might you need to provide in order to complete your testing accurately?

Note: You can use initials in your report, but please do not include any other identifying information in your notes or your report for patient privacy.

Class Schedule:
Saturday May 30th
Syllabus Review, Article Assignments
Language Development in Children
Atypical Language Development
Readings: Chapter 1, Chapter 2, Chapter 5, Chapter 9 pages 315-362

Saturday June 6th
Phonology and Phonological Development
Readings: Chapter 3 and TBD
**Homework Assignments 1, 2 & 3 due**

Saturday June 13th
Phonological Disorders in Children and other Speech Disorders
Cultural Considerations in Speech and Language Development
Readings: Chapter 9 pages 362-373 and TBD
**Homework Assignment 4 & 5 due**

Article Presentations on:
- Effects of Cochlear Implantation on Language Development
- Effects of Otitis Media/Conductive Hearing Loss on Language Development
- Effects of Cochlear Implantation on Speech Development
- Effects of Otitis Media/Conductive Hearing Loss on Speech Development
- Effects of transpositional/frequency compression hearing aids on speech or language development (first article)
Saturday June 20th
Adult Language Development and Disorders
Readings: Chapter 11 and TBD
Homework Assignment 6 due
Adult Language Treatment Observation Report Due
Article Presentations on:
- Effects of transpositional/frequency compression hearing aids on speech or language development (second article)
- Cultural and Linguistic Diversity and Hearing Loss (2 articles)
- Effects of hearing loss on adult language disorders OR effects of auditory deprivation on cognitive decline (2 articles)

Saturday June 27th
NO CLASS

Wednesday July 1st
Final Exam 5:00-8:00 PM
NOTE: DIFFERENT DATE/ TIME
AUD 815
Communicative Disorders Across the Lifespan and Cultures
Behaviorally Defined Objectives/Outcomes

The student outcomes for this course satisfy the specified competencies related to objectives/outcomes established by each of the following bodies:

A) Council on Academic Accreditation (CAA), 2009 Standards (A2, A14, A15, A17, B6)

B) Joint AuD Program (JAUD) Learning Objectives and Goals Item 2: Learning Outcomes for each Objective, 2010 (2.1.B, 2.3.A, 2.3.B, 2.3.C, 2.4.C)


Competencies
Students will be able to demonstrate competencies in the areas described below. These competencies will be measured using a combination of article summaries, discussions, projects and a final exam. A final grade of 78% is required as evidence for achieving these competencies.

1. Describe/identify normal development of speech and language. (K2)

2. Describe/identify phonologic, morphologic, syntactic, and pragmatic aspects of human communication associated with hearing impairment. (K2)

3. Describe/identify normal processes of speech and language production and perception over the life span. (K2)

4. Describe/identify the ramifications of cultural diversity on professional practice. (K2)