

SPPA 1001—Introduction to Speech-Language Pathology and Audiology

SPRING 2015

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Office Hours: Mon-Fri by Appointment (schedule on door)
Friday 9:30-11:30

Class Meeting Time: Tuesday and Thursday, 12:30-1:45 p.m.; Cramer 046

INTRODUCTION TO THE TOPIC

The practice of speech and language pathology and audiology in varied settings presents both rewards and challenges. The purpose of this course is to introduce students to professional practice in these areas and to the field of communication sciences and disorders. In addition, all members of the Department of Speech Pathology and Audiology faculty will contribute lectures to this course, allowing students to become familiar with their areas of scholarship, research projects and clinical specialization. Opportunity will be provided for observation of speech-language pathology practice in the Marquette University Speech and Hearing Clinic. Current professional trends and ethical practice will be integrated into topic discussions.

COURSE OBJECTIVES

At the end of this course, students will:

- Describe communication and its relationship to language, speech and hearing
- Define communication competence and understand the foundation for achieving it
- Be aware of major communicative milestones from infancy through school age.
- Be aware of anatomical and physiologic bases for communication, including speech, hearing and swallowing
- Be aware of augmentative and alternative options for verbal communication
- Be aware of communication differences rather than communication disorders in the context of a multicultural world
- Have introductory knowledge of evidence based communication assessment and intervention
- Define and classify a range of communication disorders across the lifespan
- Be aware of career options in the field of communication sciences and disorders
- Be aware of some contemporary professional issues in communication sciences and disorders
- Be aware of ethical issues in communication sciences and disorders
- Complete at least 3 hours of clinical observation

REQUIREMENTS OF THIS COURSE MAY BE APPLIED TOWARD DEMONSTRATING COMPETENCY IN:



ASHA Standards for Certification (Effective post September 1, 2014)

- 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, 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-F The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice. Implementation: The applicant must have demonstrated knowledge of the principles of basic and applied research and research design. In addition, the applicant must have demonstrated knowledge of how to access sources of research information and have demonstrated the ability to relate research to clinical practice.
- Standard IV-G The applicant must have demonstrated knowledge of contemporary professional issues.
- Standard V-C The applicant for certification in speech-language pathology must complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five hours must be spent in clinical observation, and 375 hours must be spent in direct client/patient contact.



Wisconsin DPI Knowledge and Skills Standards (PI 34—effective post August 2004)

- The speech-language pathologist (SLP) understands the central concepts, tools of inquiry, and structures of the disciplines s/he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils. (Lecture, varied assignments)

REQUIRED READING

Justice, L. and Redle, E. (2014). *Communication Sciences and Disorders; An Evidence-Based Approach*.

As assigned, postings, readings and links on: <https://d2l.mu.edu/>

COURSE EXPECTATIONS

This class meets twice weekly for 75 minutes. You are expected to come prepared to discuss and ask questions, having completed assignment readings and activities in advance. Students should be prepared to participate both in class and online and should recognize relevant student discussion as an important part of successful course performance. Students should expect to spend 5-8 hours per week on this course.



GRADING

The course grade will be determined by an accumulation of points for required assignments and tests. Late assignments may be penalized at the discretion of the professor.

Exam 1: 100 points

Exam 2: 100 points

Final Exam: 100 points

Observation Reports: 3 @ 20 points each; 60 points

Article Reactions: 2 @ 20 points each; 40 points

Total Points: 400

Final letter grades are based on the percentage of points earned. A (93–100%), AB (88–92%), B (83–87%), BC (78–82%), C (73–77%), CD (68–72%), D (60–67%), F (59% and lower).

ACADEMIC INTEGRITY

Students, faculty, and staff at Marquette University developed a [Statement on Academic Integrity](#) that recognizes the importance of integrity, both personal and academic, and includes an Honor Pledge and Honor Code applicable to all.

The Honor Pledge

I recognize the importance of personal integrity in all aspects of life and work. I commit myself to truthfulness, honor and responsibility, by which I earn the respect of others. I support the development of good character and commit myself to uphold the highest standards of academic integrity as an important aspect of personal integrity. My commitment obliges me to conduct myself according to the Marquette University Honor Code.

Student Obligations under the Honor Code

1. To fully observe the rules governing exams and assignments regarding resource material, electronic aids, copying, collaborating with others, or engaging in any other behavior that subverts the purpose of the exam or assignment and the directions of the instructor.
2. To turn in work done specifically for the paper or assignment, and not to borrow work either from other students, or from assignments for other courses.
3. To give full and proper credit to sources and references, and to acknowledge the contributions and ideas of others relevant to academic work.
4. To report circumstances that may compromise academic honesty, such as inattentive proctoring or premature posting of answers.
5. To complete individual assignments individually, and neither to accept nor give unauthorized help.
6. To accurately represent their academic achievements, which may include their grade point average, degree, honors, etc., in transcripts, in interviews, in professional organizations, on resumes and in the workplace.
7. To report any observed breaches of this honor code and academic honesty.

ATTENDANCE POLICY

Attendance at all class meetings is expected. Absences prevent the student from obtaining the full benefit of the course. It is assumed that no student will be absent from class without reason. Attendance may be considered in assigning final grades when a student's point total is at the borderline of a grade range. Absence from exams is highly discouraged with excused absence as follows:

SPPA Department Policy for Definition of Excused Absence from Exams:

Acceptable anticipated absences:

- The student is away from campus representing an official university function, e.g., participating in a professional meeting, as part of a judging team, or athletic team.
- Required court attendance as certified by the Clerk of Court.
- Religious observances when certified by a letter from the student's parent(s) or religious leader.
- Required military duty as certified by the student's commanding officer.

Acceptable emergency absences:

- Illness or injury when certified by an attending physician, dentist, or nurse. The certification should show the date service was provided to the student but should not describe the nature of that service.
- Death or serious illness in the immediate family (parents, step-parents, siblings, spouse, children, step-children, foster children, in-laws, sibling in-laws, grandparents, great grandparents, step-great grandparents, grandchildren, aunts, uncles, nieces, and nephews) when certified by a letter from the student's parent(s) or spouse.

COURSE TOPIC OUTLINE and Schedule (Additional assigned readings may be posted on D2L, Content; required text reading noted for each topic)

- 1/13 Fundamentals of Communication Sciences and Disorders, Chapter 1
- 1/15 Overview of communication development, Chapter 2
Health and Career Opportunities Program, HCOP (W. Krueger, M.S.)
- 1/20 Overview of communication development
- 1/22 Health Insurance Portability and Accountability Act (HIPAA) training and MUSHC observations
(J. Podewils, M.S.)
- 1/27 Anatomical and physiologic bases of communication and communication disorders, Chapter 3
(J. Berry, Ph.D.)
- 1/29 Anatomical and physiologic bases of communication and communication disorders
- 2/3 Communication disorders in a multicultural world, Chapter 5
(M. Moyle, Ph.D.)
- 2/5 Communication disorders in a multicultural world
- 2/5 Observation 1 Due**
- 2/10 Exam 1**
- 2/12 Communication assessment and intervention: Evidence-based practice, Chapter 6
- 2/17 Communication assessment and intervention: Evidence-based practice
- 2/19 Language disorders in early and later childhood, Chapter 7
(M. Moyle, Ph.D.)
- 2/24 Language disorders in early and later childhood, clinical perspective
- 2/26 Speech sound disorders in children, Chapter 9
(S. Long, Ph.D.)
- 2/26 Article Reaction 1 Due**
- 3/3 Speech sound disorders in children, clinical perspective
(L. Crowe, Ph.D.)
- 3/5 Adult language disorders and cognitive-based dysfunction, Chapter 8
(S. Bhatnagar, Ph.D.)
- 3/5 Observation 2 Due**
- 3/8 to 3/15 Spring Break!**
- 3/17 Adult language disorders and cognitive-based dysfunction, clinical perspective
(T. Creegan, M.S.)

3/19 Augmentative and Alternative Communication (AAC), Chapter 4

3/24 AAC, clinical perspective
(K. Cording, M.S.)

3/26 Exam 2

3/31 Motor speech disorders, Chapter 12
(S. Bhatnagar, Ph.D.)

4/2 to 4/6 Easter Holiday

4/7 Motor speech disorders, clinical perspective

4/9 Feeding and swallowing disorders, adult, clinical perspective, Chapter 15
(W. Krueger, M.S.)

4/9 Observation 3 Due

4/14 Feeding and swallowing disorders, pediatric, clinical perspective Chapter 15
(B. Valla, M.S.)

4/16 Pediatric hearing loss, Chapter 13

4/21 Adult hearing loss, Chapter 14

4/21 Article Reaction 2 Due

4/23 Voice Disorders, Chapter 11
(J. Berry, Ph.D.)

4/28 Fluency disorders, Chapter 10

4/30 Clinic observation discussion

5/8 Final Exam, 10:30 A.M.-12:30 P.M.