

CSD 3010
Introduction to Communication Disorders
3 Semester Hours

Dewar College of Education
Valdosta State University
Department of Communication Sciences & Disorders
Conceptual Framework: Guiding Principles (DEPOSITS)
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a life-long process of development and growth.

Ownership Principle: Professionals are committed to, and assume responsibility for, the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

REQUIRED TEXT

Justice, L.M. (2010). *Communication sciences and disorders: A contemporary perspective* (2nd ed.) Allyn & Bacon: Boston, MA

Prerequisites: Admission to Teacher Education and Communication Sciences & Disorders.

Prerequisite include an introduction to the profession of communication disorders.

Terminology, etiology, and management procedures required in the practice of speech-language pathology are emphasized.

COURSE DESCRIPTION

This is an introduction to communication disorders. Terminology, etiology and management procedures required in the practice of Speech-Language Pathology are emphasized. Public school observation/participation is required.

Materials required: Pack of colored pencils

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

(identify those that apply to the course)

- I. **CONTENT AND CURRICULUM:** Educators demonstrate a strong content knowledge of content area(s) that is appropriate for their certification levels.
- II. **KNOWLEDGE OF STUDENTS AND THEIR LEARNING:** Educators support the intellectual, social, physical, and personal development of all students.
- III. **LEARNING ENVIRONMENTS:** Educators create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
- IV. **ASSESSMENT:** Educators understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.
- V. **PLANNING AND INSTRUCTION:** Educators design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.
- VI. **PROFESSIONALISM:** Educators recognize, participate in, and contribute to teaching and learning as a profession.

LEARNING OUTCOMES FOR VSU'S CORE CURRICULUM

All learning outcomes in the major continue to build upon those in VSU's Core Curriculum listed at <http://www.valdosta.edu/gec/ProposedNewLearningOutcomes.shtml>.

Standards for Accreditation of Graduate Education Programs in Audiology and Speech-Language Pathology

STANDARD III-C The student must demonstrate knowledge of the nature of speech disorders and differences and swallowing disorders, including their etiologies, characteristics, anatomical/physiological, acoustic, and psychological, correlates. Specific knowledge in swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction).

STANDARD III-D: The student must possess knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders.

COURSE OBJECTIVES (CO):

By the end of this course students will demonstrate:

- CO 1. Knowledge of the categories and types of communication disorders. III-C
- CO 2. Knowledge of the terminology appropriate to the professions of speech-language pathology and audiology. III-C
- CO 3. Understanding of the characteristics of individuals with communication disorders. III-C
- CO 4. Knowledge of the various professional organizations, certifying and licensing boards and agencies, and the requirements of each.
- CO 5. Use of professional journals and books in the preparation of professional materials.

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS/Due Dates

Assignments

1. Assignment 1	Professional Terminology	8/20/12
2. Assignment 2	Medical Abbreviations	8/22/12
3. Assignment 3	The Neuron	8/29/12
4. Assignment 4	Lateral view of brain with cerebellum	8/31/12
5. Assignment 5	Spinal cord	9/5/12
6. Assignment 6	The Lungs	9/7/12
7. Assignment 7	The Rib cage	9/10/12
8. Assignment 8	The Larynx (front & back views)	9/12/12
9. Assignment 9	The Vocal folds	9/14/12
10. Assignment 10	Oral, nasal, pharyngeal cavities	9/17/12

Examination I	Part I Professional Terminology Part II Multiple Choice	9/19/12 9/21/12
Examination II	Blazeview	10/26/12

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Observations

1. Observation 1	Normal developing child	9/24/12
2. Observation 2	Child with autism	10/12/12
3. Observation 3	Public school observation	10/22/12
4. Observation 4	Interaction with normal elderly	11/26/12
5. Observation 5	Interaction with elderly with CD	11/26/12

Reflections

Midterm Reflection	10/4/12
Final Reflection	11/30/12

Experiential Learning

AAC Experience	10/1/12
Fluency Experience	10/8/12

Final Examination	Wednesday	12/5/12 8:00 am-10:00 am
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Grading Scale

90-100 = A

80 - 89 = B

70 - 79 = C

60 - 69 = D

59 & Below = F

COURSE EVALUATION

Total number of points will be multiplied by the percentage for each activity. All work must be typed and APA format followed where appropriate. **No late assignments will be accepted. No make-up tests will be given.** Any unusual circumstances that prevent the student from taking a test on the assigned date will have to be approved by the instructor.

All cell phones are to be turned off. Please be professional. It is not advised to go into the hall to answer your phone and then come back to class. It disturbs the professor as well as your classmates.

ATTENDANCE POLICY

The University 20% absence policy regarding attendance will be strictly adhered to during this course. All students who have missed more than what the university policy indicates, will receive a failing grade. Any unusual circumstances should be discussed with the professor. If you are absent and a worksheet is provided, you will not be given any credit for completion of the worksheet. Students will be considered absent when they come to class late after the roll has been called and who leave class early.

PROFESSIONALISM

- Students are required to attend class on time. All students who enter class after the instructor has taken the roll will be marked absent (no exceptions).
- Professionalism is expected at all times.
- All cell phones are to be turned off during class (this means off and not on vibrate)
- No student will be allowed to leave class while taking examinations.
- Students are required to read ALL assignments regardless if the material is covered in class.
- If your phone goes off during class, you will be asked to leave and not return until the next class session. Please refrain from sending/responding to text messages during class.
- At any time during the semester, inappropriate usage of laptop/computers (i.e. checking email, accessing social networking sites, surfing the internet) can result in banning laptop/computer usage for the remainder of the semester. This is at the sole discretion of the instructor.

PROFESSIONALISM

- Please be courteous of others and observe professional classroom decorum.
- When writing emails to me please begin your email with the following: Good morning/ afternoon. Dr. Hannibal. This is _____. I am writing (explain to me why you are writing). Do not write to me addressing me as “Hey you”
- All of your professors are to be addressed as either “Dr.,” “Mrs.” or “Ms.” Do not call them by their last names without putting a title in front of it.

DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members’ syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available in the on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). According to the Dewar College of Education Concern Form Policy, “a second level two concern form will result in the student being dismissed from his/her program of study. This dismissal will result in an automatic review by the COE Undergraduate Policies Committee.”
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, “after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student

Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee.”

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin disability or, sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The numbers are (229) 245-2498 (V), (229) 375-5871 (VP), and (229) 219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email:access@valdosta.edu

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>

Instructor

Ruth Renee Hannibal, Ph.D., CCC-SLP

Office Number: 242 Speech Building

Telephone Number: (229) 219-1310

Email Address: rrhannib@valdosta.edu

Office Hours: Tuesday: 8:00 a.m.-10:00 a.m.; 3:30 p.m. - 5:30 p.m.

Wednesday: 9:00 a.m. - 12:00 noon, 1:00p.m.-2:00 p.m.

Thursday: 8:00 a.m.-10:00 a.m.

Positively Impacting Learning Through Evidence-Based Practices

Tentative Lecture Outline

Unit I

Week 1: Aug. 13, 15, 17, 2012	Chapter 1: Fundamentals of Communication Sciences and Disorders
Week 2: Aug. 20, 22, 24, 2012	Continue Chapter 1: The Profession
Week 3: Aug. 27, 29, 31	Chapter 3: Anatomical & Physiological bases of Communication and Communication disorders
Week 4: Sept. 3, 5, 7, 2012	9/3/2012 Holiday 9 (5, 7), 2012 Chapter 3 cont'd
Week 5: Sept. 10, 12, 14, 2012	Chapter 3 continued
Week 6: Sept 17, 19, 21, 2012	9/17 Chapter 3 Review 9/19 Part I of Exam I: Professional Terminology & Medical Abbreviation 9/21 Part II of Examination I Multiple choice

Unit II

Week 7: Sept. 24, 26, 28, 2012	9/24 Review Test; Chapter 2 9/26 Chapter 2 & 4 9/28 Chapter 5 AAC
Week 8: Oct. 1, 3, 5	10/1 Chapter 9 Phonological Disorders 10/3 Chapter 8 Reading disabilities 10/5 Chapter 10 Fluency disorders
Week 9: Oct. 8, 10, 12	10/8 Chapter 13 Pediatric hearing loss 10/10 Chapter 12 Motor Speech disorders (pp. 392-407) 10/12 Chapter 12 Motor Speech disorders (pp. 392-407)
Week 10: Oct. 15, 2012 Oct. 17, 2012 Oct. 19, 2012	Fall Break Pediatric feeding disorders (pp. 492-508) No class Dr. Robert Hull Lecture Series
Week 11 Oct.22, 2012 Oct. 24, 2012 Oct. 26, 2012	Pediatric feeding disorders (pp. 492-508) Review Examination II (Blazeview) Time 7:30 a.m. - 9:00 a.m.

Tentative Lecture Outline

Week 12 Oct. 29, 31, Nov. 2	10/29/12	Observation: out of class
	10/31/12	Observation: out of class
	11/2/12	Observation: out of class

Unit III

Week 13 Nov. 5, 7, 9 Chapter 7 Adult Language Disorders & Cognitive-based dysfunctions

Week 14 Nov. 12, 2012 Chapter 7 Adult Language Disorders & Cognitive-based dysfunctions

Week 15 Nov. 19, 2012 Hearing Loss

Week 16 Nov. 26, 28, 30 Adult dysphagia

Week 17 Dec. 3, 2012 Last day of class: Review

Final Examination Wednesday, December 5, 2012

Class Days Class Time Final Exam Time 8:00am-10:00am

Positively Impacting Learning Through Evidence-Based Practices

Assignment Grading Sheet (CSD 3010)

Name _____

You are responsible for keeping up with your own grades. Please do not ask me what your grade is in this class at midterm. I do not calculate grades until after final examinations are taken.

Assignments

All assignments are worth 10 points. Total 100 points. **10% of grade**

Assignment 1 Professional Terminology _____/10

Assignment 2 Medical Abbreviations _____/10

Draw, Label, and color the following:

Assignment 3 The Neuron _____/10

Assignment 4 Lateral view of brain with cerebellum _____/10

Assignment 5 Spinal cord _____/10

Assignment 6 The Lungs _____/10

Assignment 7 The Rib Cage _____/10

Assignment 8 The Larynx (Front & Back views) _____/10

Assignment 9 Vocal Folds _____/10

Assignment 10 Oral, nasal & pharyngeal cavities _____/10

Total points _____ x 10% = _____

Observations

All observations are worth 20 points each. Total 100 points. **15% grade**

Observation 1 Normal developing child _____/20

Observation 2 Child with autism _____/20

Observation 3 Public school observation _____/20

Observation 4 Interact with normal elderly _____/20

Observation 5 Interact with elderly with communication disorder _____/20

Total points _____ x 15% = _____

Public School Observation Guidelines

Scheduling your public school visit is your responsibility.

1. Call the school where you want to observe and make an appointment at least two weeks ahead of time.
2. Ask to speak with the principal. Identify yourself as a Valdosta State University undergraduate student taking an Introduction to Communication Disorders Class.
- 3.
4. Ask their permission to observe a speech-language pathologist for one hour. If they approve, also tell them that you will volunteer one hour of service back to the school for letting you observe (therefore, you will spend two hours at the school).
5. Ask for directions, where to park and where you should check in when you arrive at the facility/school.
6. Observe quietly and do not interrupt the session while they are working with the children. DO NOT join in unless you are invited....then enjoy the experience while being your most professional self.
7. Professional etiquette should be observed. This means the identity of the children is protected. DO NOT use the clients' names in your report. Refer to them by age and sex, e.g., a four year, nine month old female. If it is an individual session, write up your observation accordingly. If it is a group, try to write down what each child worked on.

You MUST observe a speech-language pathologist who has master's degree and his/her certificate of clinical competence. You cannot observe a student teacher.

You are expected to dress professionally: do not wear shorts, jeans, spaghetti straps tops or tops too low that your breasts are showing and no open toe shoes. See instructor if you need further clarification.

If the principal asks for my credentials: Dr. Ruth Renee Hannibal, 229 219 1310; rrhannib@valdosta.edu

WHEN observing and other students/family are present, DO NOT DISCUSS THERAPY, SLP, CLIENT, DIAGNOSIS with THEM any time. You are a student and cannot provide any information.

CLIENT CONFIDENTIALITY will be maintained at all times

TEMPLATE for Public School Observation

Use this template that is provided to write your public school observation reflection

Reflection should be one full page, single-spaced. You should have double spaces between each paragraph and not one long page of a paragraph.

12 font Times Roman Numeral only. Follow the template exactly as outlined.

Left margin: Last name first, first name last

REFLECTION ON SPEECH-LANGUAGE THERAPY SESSION

Speech-Language Therapist: _____ School: _____
Number of Students: _____ Grade Level(s): _____
Length of Session: _____ Date of Session: _____

Instructions to the student: Please complete information below for the therapy session that was observed. You must answer the following questions in your reflection.

- 1. Describe the speech-language services that you observed.** Answer the following questions as you prepare your response: How frequently are speech-language services scheduled for the student(s)? On what basis are speech-language services provided to the student(s) [e.g., individual or small group]? How long have speech-language services been provided to the student(s)? At what point are the students in the therapy process (i.e., near the beginning, in the middle, or nearing completion)? What factors have facilitated and/or impeded the therapy process with the student(s)?
- 2. Describe the current speech-language therapy session.** Answer the following questions as you prepare your response: What were the students (s) working on during this session? What materials were used to accomplish the goals? If it is a group, what did each student work on? Did they accomplish any of the goals set by the SLP? Did the students seem motivated? Were they given ample opportunity to work on the speech areas? How did the child/ children respond to the SLP's instruction? What are your impressions of the children's speech and language skills? Was there any AAC equipment that a particular student needed?
- 3. Reflect on the session.** Consider the following questions as you prepare your response: To what extent did the student(s) make progress toward achieving the objectives set forth by the SLP? What did you learn from this session? What knowledge from this class or other classes did you draw on when observing the session? Relate what you are learning in school to the session you observed. What is your understanding of speech-language pathology in the schools based on the session you observed? What type of reinforcement was given by the SLP when the child gave a correct or an incorrect answer? Were there any procedures that you the SLP used that you found interesting?
- 4. Provide additional comments.**

Instructions for observations for Observations 1, 2 4, and 5

1. It is your responsibility to find your placements for observations. You may ask Mrs. Tish Consolini, Clinic Director at VSU if there may be times that you can observe sessions in the clinic.
2. You must interact for a minimum of 30 minutes.
3. You may interact with elderly in the nursing homes in your home town. If you know of elderly individuals who are not related to you, you may interact with them.
4. Do not use the person's real name. You may use initials.
5. You must specify where you observed/interacted. Follow the template below.

Template for Observations 1, 2, 4 5

12 font Times New Roman

Left margin: Last name first, first name last

Left margin: Place of observation/interaction

Center Margin: Observation _____

Write a one-page single space reflection. You must address the following:

1. Observation 1: Normal developing child—What specific developmental milestones were you able to note? How are the child's speech and language skills? What specific tasks was the child doing? Based on what you have learned from CSD 3010 and CSD 3070, how is this child developing? Reflect on this activity
2. Observation 2: Child with autism—What developmental milestones did the child exhibit? Is the child verbal? Nonverbal? Using AAC device? What type of activities is child working on? Reflect on this activity
3. Observation 4: Normal Elderly 65+-- Reflect on this activity. How was it interacting with an elderly individual? What were some things that you discussed?
4. Observation 5: Elderly with communication disorder

AAC Experience- One single-spaced page

12 font Times New Roman

Left margin: Last name first, first name last

Left margin: Place of observation/interaction

Center Margin: AAC Experience

1. You may use your smart phone; I pad, or make an AAC device.
2. You must go to a place of business where no one knows you. It cannot be somewhere in your home town where anyone will know you. If you are going to go as a group of two then each person must have an AAC device.
3. You must be serious about your experience and don't laugh as you are doing the project. Since you will work with individuals who do not have speech and must use an AAC device, you must take this experience serious.
4. You must use your device to ask questions, order food, or try on a garment.
5. At no time will you be allowed to use speech.
6. Once your experience is over, reflect on how it felt to use an AAC device, how it felt not being able to talk, did others give you strange looks or said some unkind things.

Fluency Experience—One single-spaced page

12 font Times New Roman

Left margin: Last name first, first name last

Left margin: Place of observation/interaction

Center Margin: Fluency Experience

1. You must go to a place where no one knows you. Please tell your friends and family that this is a serious project and ask them to please do not laugh.
2. Follow the same instructions as above.
3. You must have disfluencies in your speech when interacting with the other person.
4. Once your experience is over, reflect on how it felt to “use stuttering behaviors” and how it felt not being able to talk fluently, did others give you strange looks or said some unkind things.