

Introduction to Communicative Disorders, Fall 2017
CSD 108, 3 Credits

Class meeting time: 10:00 a.m. to 10:50 a.m., Tuesday, Thursday, and Friday CCC 321

Instructor: Christie Witt, M.S., CCC-SLP

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Office Hours: Posted on my office door

Graduate Assistant: Kysa Franseen

Course Description: Overview of normal speech, language and hearing processes; survey of disorders of communication and the profession of communicative disorders.

Course Objectives:

1. Students will read information about careers in Communication Sciences and Disorders on the ASHA website, choose one career within the field and summarize the career details.
2. Students will learn and practice professional and ethical behavior as shown in classroom conduct, face to face discussions, and email correspondence.
3. Students will demonstrate understanding of the following content by labeling diagrams and/or answering multiple choice and/or short answer questions, or completing assignments and projects:
 - a. Communication
 - i. Parts of communication
 - ii. Functions of communication
 - b. Anatomy
 - i. Role of the brain for speech, language and hearing
 - ii. Structures for speech production
 - iii. Structures for hearing
 - c. Developmental milestones
 - i. Speech/language in infancy
 - ii. Speech/language in toddlers/preschoolers
 - iii. Speech/language in school age and beyond
 - d. Evidence Based Practice (EBP)
 - i. 3 areas of EBP
 - ii. Importance of EBP in Communication Sciences and Disorders
 - e. Referral and Assessments
 - i. Referral process
 - ii. Assessment process
 - iii. Assessment types
 - iv. Interpreting Assessment results
 - f. Disorders of speech, language and hearing
 - i. Speech – child/adult
 - ii. Language – child/adult
 - iii. Hearing – child/adult
 - iv. Swallowing – child/adult

- v. Disorders including: Articulation/phonology, voice, fluency, dementia, aphasia, apraxia, intellectual disabilities, Autism Spectrum Disorder, specific language impairment, traumatic brain injury, swallowing, sensorineural hearing loss, conductive hearing loss, mixed hearing loss
 - g. Intervention
 - i. Purposes of Intervention
 - ii. Intervention approaches
 - iii. Developing an intervention plan
 - iv. Monitoring Progress
4. Students will write a 3 page paper that describes the impact of a speech, language, or hearing impairment on the individual and his/her family as depicted in novel, documentary, or movie.

Required Text:

Justice, M. L., & Redle, E. E. (2014). Communication Sciences and Disorders: A Clinical Evidence-Based Approach (3rd Ed.) Pearson Education, Inc.

Course Requirements:

1. **Exams:** 80% of the final grade
2. **Classroom assignments/activities:** 20% of the final grade

Course Expectations:

1. I expect you will attend all scheduled classes for this course.
2. I expect you will PRE-read the chapters as outlined on the class schedule. Authors of study guidelines suggest 2 hours of outside class study time for each academic credit. If you are studying 6 hours a week for this course, I anticipate that you will do well. Studying includes: copying or typing your class notes, reading the textbook, or studying with others from the class. I do not recommend cramming for exams.
3. I expect you to be present for all scheduled exams. A doctor's excuse is required to reschedule an exam. You must contact me **BEFORE** missing the exam to schedule another meeting or you will receive a failing grade on that exam.
4. I expect ethical and professional behavior in my class. You are entering a professional preparation program and your conduct in class represents you as a professional.
 - a. Take advantage of your resources. Ask for help and clarification when needed.
 - b. Do not engage in plagiarizing or other forms of academic dishonesty. Students who do not adhere to the standards of academic honesty will face consequences that may include a failing grade, and/or suspension or dismissal from UWSP.
 - c. Make an appointment with me to talk about concerns with your grades as soon as possible. It is difficult to improve study skills or improve grades late in the semester.
 - d. Do not make racist, sexist, or other types of discriminatory remarks in class.
 - e. Do not monopolize class time to allow all students equal participation time.
 - f. Do not use class time to complete planners or study for other classes.
 - g. I expect professional behavior in class and via correspondence related to your participation in this course. Consider your content and register when sending emails (e.g., symbols, emoticons, punctuation). When leaving a voicemail, be cognizant of your vocal tone and clarity of message.

- h. I expect **MOBILE TECHNOLOGY** and electronic equipment to be turned off and put away during class. If you have an emergency and need to be reached during class time, please let me know before the start of class. In all other situations, receiving and making phone calls during class is not professional. Texting or checking your phone during class is unprofessional.
- i. If you choose to use a tablet or laptop computer to take notes in class, do not have social media programs open. Social media is not relevant to class content and can be distracting to you and other students.
- j. I expect students to inform me about any disability that may affect their performance in this class. I will make any necessary accommodations for each student according to her or his needs. Students with disabilities should contact the Office of Disability Services during the first 2 weeks of the semester to request. It is the student's responsibility to inform me about any accommodation needed for individual assignments and exams. Accommodations will only occur if specifically requested by the student.
- k. I will accommodate religious beliefs according to UWS 22.03 if you notify me within the **first 3 weeks** of the semester regarding specific dates that you will need to change course requirements.

D2L

You will find helpful resources on the class page on D2L. I will post grades throughout the semester.

Grades:

I determine grades by converting accumulated points into percentage scores. **I do not curve grades.** Percentage scores will be assigned letter grades as follows:

A	93-100	C	73-77.99
A-	90-92.99	C-	70-72.99
B+	86-89.99	D+	68-69.99
B	83-85.99	D	60-67.99
B-	80-82.99	F	Less than 60
C+	78-79.99		

"In the event of a medical emergency, call 911 or use red emergency phone. Offer assistance if trained and willing to do so. Guide emergency responders to victim.

In the event of a tornado warning, proceed to the lowest level interior room without window exposure. See www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans for floor plans showing severe weather shelters on campus. Avoid wide-span rooms and buildings.

In the event of a fire alarm, evacuate the building in a calm manner. Meet across the street in the parking lot of the Multi-Activity Center. Notify instructor or emergency command personnel of any missing individuals.

Active Shooter – Run/Escape, Hide, Fight. If trapped hide, lock doors, turn off lights, spread out and remain quiet. Follow instructions of emergency responders.

See UW-Stevens Point Emergency Management Plan at www.uwsp.edu/rmgt for details on all emergency response at UW-Stevens Point."