**Introduction to Communication Sciences and Disorders, Fall 2018**

**CSD 108, 3 Credits**

**Class meeting time:** 10:00 a.m. to 10:50 a.m., Tuesday, Thursday, and Friday CCC 303

**Professors:** Dr. Julia King, Dr. Pamela Terrell, and Dr. Rachel Craig

**Office:** 037 (Dr. King), 034 (Dr. Terrell), 046B (Dr. Craig)

**Phone:** 715-346-4657 (Dr. King); 715-346-3423 (Dr. Terrell); 715-346-4018 (Dr. Craig)

**Office Hours:** Dr. King: Sign up on office door; Dr. Terrell: TBD, pending clinic schedule Dr. Craig: 1-4pm on Mondays, 9-11am on Wednesdays, or by appointment.

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**Course Description:** Overview of normal speech, language and hearing processes; survey of disorders of communication and the profession of communication sciences and 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:
   1. Communication
      1. Parts of communication
      2. Functions of communication
   2. Anatomy
      1. Role of the brain for speech, language and hearing
      2. Structures for speech production
      3. Structures for hearing
   3. Developmental milestones
      1. Speech/language in infancy
      2. Speech/language in toddlers/preschoolers
      3. Speech/language in school age and beyond
   4. Evidence Based Practice (EBP)
      1. Three areas of EBP
      2. Importance of EBP in Communication Sciences and Disorders
   5. Referral and Assessments
      1. Referral process
      2. Assessment process
      3. Assessment types
      4. Interpreting Assessment results
   6. Disorders of speech, language and hearing
      1. Speech – child/adult
      2. Language – child/adult
      3. Hearing – child/adult
      4. Swallowing – child/adult
      5. 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, central auditory processing disorder
   7. Intervention
      1. Purposes of Intervention
      2. Intervention approaches (speech, language, and hearing)
      3. Developing an intervention plan
      4. Monitoring Progress

**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. **Dr. King –** Exam and assignments 30% of the final grade
   1. Exam 20% of final grade
   2. 2 assignments – 10% of final grade. Assignments will be given during class along with instructions for successful completion and due dates.
2. **Dr. Terrell** – Exam and assignments 30% of the final grade
   1. Exams 20% of final grade
   2. 5 assignments – 10% of final grade. Assignments will be given during class along with instructions for successful completion and due dates.
3. **Dr. Craig –** Exam and assignments 30% of the final grade
   1. Exams 20% of final grade
   2. 5 assignments – 10% of final grade. Assignments will be given during class along with instructions for successful completion and due dates.
4. **Attendance:** 10% of final grade – each day you will be given a sheet of paper when you come to class. You will answer the question (make sure your name is on it) and put it in the attendance box as you leave class. The percentage of classes you attend will determine your grade (e.g., if you attend 93% or more classes you will get an A; if you attend 75% of all classes you will get a C). Please refer to the grading scale on page 4 of the syllabus for more information.

**Course Expectations**

**Student:**

1. We expect you will attend all scheduled classes for this course.
2. We expect you will PRE-read the chapters as outlined on the class schedule. Therefore, during week 2 you should read chapter 2 PRIOR to class on Tuesday September 9th. 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, we anticipate that you will do well. Studying includes: copying or typing your class notes, reading the textbook, or studying with others from the class. We do not recommend cramming for exams.
3. We 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. We 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.
   1. Take advantage of your resources. Ask for help and clarification when needed.
   2. 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.
   3. Make an appointment with me to talk about your grades or concerns as soon as possible. It is difficult to improve study skills or improve grades late in the semester.
   4. Do not make racist, sexist, or other types of discriminatory remarks in class.
   5. Do not monopolize class time to allow all students equal participation time.
   6. Do not use class time to complete planners or study for other classes.
   7. We 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.
   8. We 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 us 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 also unprofessional.
   9. 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.
   10. We expect students to inform us about any disability that may affect their performance in this class. We 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 accommodation in this class and bring us a letter indicating the need and type of accommodation.
   11. We will accommodate religious beliefs according to UWS 22.03 if you notify us within the **first 3 weeks** of the semester regarding specific dates that you will need to change course requirements.

**Instructor:**

1. The instructor is expected to be thoroughly prepared for class with handouts, questions, knowledge of assigned readings
2. The instructor is expected to have a solid rationale for why she is teaching the material.
3. The instructor is expected to begin and end class on time.
4. The instructor is expected to announce any changes to the syllabus during the semester, including date changes, in advance.
5. The instructor is expected to answer any student questions. If I don’t know the answer, I will find it out.
6. The instructor is expected to meet with students outside of class to discuss concerns or questions about the course requirements or the student’s performance.
7. The instructor is expected to treat all students with courtesy, have set office hours, provide constructive feedback, and return assignments efficiently.

**Canvas**

You will find helpful resources on the class page on Canvas. We will post grades throughout the semester. Additional **required** readings may be posted on Canvas. Please check the class site regularly.

**Grades:**

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

A 93-100 C 73-75.99

A- 90-92.99 C- 70-72.99

B+ 86-89.99 D+ 66-69.99

B 83-85.99 D 60-65.99

B- 80-82.99 F Less than 60

C+ 76-79.99

**Tentative Course Schedule**

**The course schedule is tentative and subject to change; however, the schedule for exams will not change.**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Topic** | **Assigned Chapter Reading from textbook/Other Required Readings** | **Instructors/Misc.** |
| 9/4, 6, 7 | Introduction  Anatomy & Physiology | 1, 3 pg. 82-104 | **Drs. King, Terrell, Craig** |
| 9/11, 13, 14 | Anatomy & Physiology, AAC | 4 | **Dr. King** |
| 9/18, 20, 21 | AAC, Adult onset communication disorders | 8 | **Dr. King** |
| 9/25, 27, 28 | Adult onset communication disorders, fluency | 10 | **Dr. King** |
| 10/2, 4 | Voice, motor speech | 11, 12 | **Dr. King** |
| **10/5** | **Exam Unit 1** |  |  |
| 10/9, 11, 12 | Communication Development | 2 | **Dr. Terrell** |
| 10/16, 18, 19 | Assessment and Intervention | 6 | **Dr. Terrell** |
| 10/23, 25, 26 | Pediatric Language Disorders | 7 | **Dr. Terrell** |
| 10/30; 11/1, 2 | Pediatric Speech Sound Disorders | 9 | **Dr. Terrell** |
| 11/6, 8 | Multicultural Communication | 5 | **Dr. Terrell** |
| **11/9** | **Exam Unit 2** |  |  |
| 11/13, 15, 16 | Anatomy & Physiology | 3 pg. 104-108, & Scanned Readings | **Dr. Craig**  **11/15: Dr. Tonya Holm** |
| 11/20 **No Class: 11/22 & 11/23 (Happy Thanksgiving!)** | Begin Pediatric Audiology | 13 | **Dr. Craig** |
| 11/27, 29, 30 | Pediatric Audiology Cont. | 13 cont. | **11/29: Dr. Lucy Woerfel** |
| 12/4, 6, 7 | Hearing Loss in Adults | 14 | **12/6: Dr. Jared Drummond** |
| 12/11, 13 | Treatments and Interventions | Scanned Readings | **11/13: Dr. Laura Clemence** |
| 12/14 | Catch up and review |  |  |
| **Final Exam (Unit 3)** | **Monday 12/17/2018** | **8:00-10:00am** | **CCC 303** |

“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](http://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](http://www.uwsp.edu/rmgt)  for details on all emergency response at UW-Stevens Point.”