College of Health and Human Services  
Department of Health Sciences  
Speech-Language Sciences and Technology  

SST 455-Capstone  
Survey of Speech Pathology  
Spring, 2013  

Instructor:  William Culbertson, Ph. D.  
Phone:  523-7440  
Office Hours:  By Appointment  
E-mail: bill.culbertson@nau.edu  
Time/Place:  Tu-Th: 09:35 - 10:50 / HP 318  

COURSE PREREQUISITES  

"The prerequisites for this course include SST 202, 251, 350, 375, 376, 405 or permission of instructor. Prerequisites enable progressive development of knowledge and skills in a sequence necessary to ensure competence for professional practice. You must have successfully completed the prerequisite courses in a prior semester. You are responsible for ensuring that you have met all of the prerequisite requirements for this course. If after reviewing the department's curriculum requirements for the degree in which you are enrolled you still have questions about whether or not you have met the prerequisites, see the Academic Advisor. The course instructor will administratively withdraw students who have not met the course prerequisites and the instructor may do so any time."

COURSE DESCRIPTION  

SST 455 is the "Capstone" course in the Health Sciences BIS program in Communication Sciences and Disorders. As such, it is intended for students completing their studies in the field.  

The capstone course is a summative experience intended to integrate the BIS-SST curriculum and to provide the student a forum in which to demonstrate mastery of learning across the curriculum and a forecast of advancement.  

The course reviews normal aspects of speech, voice, and language as well as problems commonly evaluated and treated by practicing clinicians.  

TEXT: None. Materials will be gathered and compiled by students.
LEARNER (COURSE) OBJECTIVES for SST 455C:

Students will:

1. Demonstrate a clear and basic understanding of speech and language development.
2. Recognize the etiologies of various speech/language related disorders.
3. Employ ethical reasoning skills to interpret case studies that are violations of the Code of Ethics.
4. Define the role of the speech-language pathologist, when working with a variety of populations.
5. Describe the impact communication disorders have on an individual, caregivers, and society.

OUTCOME MEASURES: Since students have already been thoroughly examined in the course work, there will be no examinations in the usual sense. Students will achieve 70% or greater rating for CLASS PARTICIPATION, ORAL PRESENTATION and CAPSTONE PORTFOLIO.

CLASS PARTICIPATION: 150 POINTS

Since this is a capstone course, students are expected to attend and participate as scholars. Attendance scores will be based on percentage of class sessions attended and mitigated by the extent to which the student is an active member of the class, in the instructor's opinion.

Absences from class sessions may be excused by institutional excuse only.

No assignments will be accepted late without an acceptable, documented institutional excuse.

ORAL PRESENTATION: 100 POINTS

Each student will prepare a presentation based on a recent article from current (two years old or less) scholarly research journals or from the news or other popular media. These oral presentations must include handout material to be prepared for distribution to the rest of the class for inclusion in their capstone portfolios. Power Point presentations or presentations in another presentation platform must be included for each presentation. Other presentation platforms may be acceptable, as long as all students can download them through the BBLearn shell. Students are responsible for their own copying expenses.

Presentations will occur after mid term, on Thursdays, during the last hour of class time.

Presentation Grading Criteria (per 100 Points):
Currency of Topic: 25%

The topic must be related to human communication and/or its disorders and be subject to discussion in the media during the past two years.

Completion of Presentation: 50%

The presentation must cover the following five areas regarding the topic:
Who?
What?
Where?
When?
Why?
…@ 10% Each

Handouts (Total 25%):

STUDENTS ARE EXPECTED TO POST their Power Point presentations on the BBLearn shell for this course. Failure to do so will result in forfeiture of all credit for this part of the presentation grade.

Clarity: 5%
Usefulness for Students: 5%
Relationship to normal human communication or its disorders: 10%
References properly cited and APA Style used for references: 5% references must be less than two years old.

CAPSTONE PORTFOLIO 100 POINTS

Students will prepare a learning portfolio of material presented in this class. The portfolio will count as 1/3 of the final course grade. It should be considered a "CAPSTONE PORTFOLIO," that is, a compendium of all material covered in the BIS curriculum as covered in this course. The portfolio should be neat, well-organized and suitable as a future reference for students after graduation.

Portfolio Grading Criteria (per 100 points):

Normal Aspects of Human Communication Processes: 25 points

Portfolios will contain examples of final examinations from selected courses in the curriculum. Students will complete these examinations during class sessions as a basis for review and discussion of matters pertaining to curricular content.

Clinical Applications: 25 points
Clinical Applications material will be gathered from class discussions (including final examinations described above) guest speakers and from material procured and shared by students.

The Code of Ethics of the American Speech-Language-Hearing Association will also be presented and discussed during clinical applications class sessions.

Class Presentations Materials: 25 points

Portfolios must contain copies of hand-outs from all in-class presentations.

Program Reflection Paper: 25 points

The Program Reflection paper will address the following questions:

1. How do you feel about speech-language sciences and technology?
2. List three ways you think you have grown or developed as a result of this program.
3. What was your favorite aspect of this program? Why? In this section, include an EXAMPLE OF YOUR BEST WORK IN THE EMPHASIS AREA.
4. What problems did you encounter in this program? How did you solve them?
5. In what area would you like to strengthen your knowledge and skills?

Correct grammar, usage and spelling are expected, as is logical organization. 20% (5 points) of the paper's score will be based on these aspects.

PORTFOLIO HONESTY: Giving portfolio to or taking material from another student’s portfolio, past or present is plagiarism.

FINAL GRADE COMPUTATION:

Class Participation: 150 points

Presentation: 100 points

Portfolio: 100 points

350 points possible

A = 90-100%  
B = 80-89%  
C = 70-79%  
D = 60-69%  
Below 60% = Failure
Course Structure/Approach: The class will consist of lectures, discussions, group work and presentations. It is divided into two main sections: Normal Aspects and Processes and Clinical Applications. The Clinical Applications section is further divided into childhood and adult sections.

Course Policies:
Students are expected to adhere to the Code of Academic Integrity. Read the full Code at http://jan.ucc.nau.edu/academicadmin/plcystmt.html
Students violating the Code of Academic Integrity will be referred to the Department Chair and Dean for resolution.

Class session attendance is expected and will be a factor in students' final grades for the course.

ASHA Standard III: Outcomes for SST 455C

<table>
<thead>
<tr>
<th>Learner Outcomes</th>
<th>Assessment Method</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate a clear and basic understanding of speech and language development.</td>
<td>Portfolio</td>
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<tr>
<td>Recognize the etiologies of various speech/language related disorders.</td>
<td>Portfolio; Class Presentation</td>
<td>X</td>
<td>X</td>
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<td>X</td>
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<tr>
<td>Employ ethical reasoning skills to interpret case studies that are violations of the ASHA Code of Ethics.</td>
<td>Portfolio</td>
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<td>X</td>
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<tr>
<td>Define the role of the speech-language pathologist, when working with a variety of populations.</td>
<td>Class Presentation</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Describe the impact communication disorders have on an individual, caregivers, and society.</td>
<td>Class Presentation</td>
<td>X</td>
<td>X</td>
<td>X</td>
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</table>
Important University Links:
Please check out the following link for information on the University’s policies regarding a Safe Working and Learning Environment, Disability Support Services, Academic Integrity and the Institutional Review Board.
http://www2.nau.edu/academicadmin/policy1.html
At the end of this course, please complete an anonymous online course evaluation by going to:
http://www.nau.edu/course_evals

Academic Contact Hour Policy
The Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-206, Academic Credit) states: “an hour of work is the equivalent of 50 minutes of class time...at least 15 contact hours of recitation, lecture, discussion, testing or evaluation, seminar, or colloquium as well as a minimum of 30 hours of student homework is required for each unit of credit."

The reasonable interpretation of this policy is that for every credit hour, a student should expect, on average, to do a minimum of two additional hours of work per week; e.g., preparation, homework, studying.

SENSITIVE COURSE MATERIALS
If an instructor believes it is appropriate, the syllabus should communicate to students that some course content may be considered sensitive by some students.

“University education aims to expand student understanding and awareness. Thus, it necessarily involves engagement with a wide range of information, ideas, and creative representations. In the course of college studies, students can expect to encounter—and critically appraise—materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty.”

Resources for Student Success
Successful university students take advantage of services and resources designed to boost learning and achievement. NAU recommends that you begin with:

- **MyFoundations**: use this online tool to assess and develop required university skills at your own pace (free for first-time freshmen at NAU Flagstaff)
- **Supplemental Instruction**: attend these course-specific review sessions whenever offered; proven to reduce D’s and F’s
- **Student Learning Centers**: free drop-in, online, and individual tutoring appointments for math, writing, and over 100 courses; available Monday through Friday
- **ResourceConnect**: your online central navigation point for all NAU student resources
Need to fill a gap? Brush up on your skills? Whether you need to get up to speed for your calculus class or brush up on your essay writing skills, the MyFoundations Self-Assessment and Development tool gets you on track for university-level academics. Free to all incoming first-year NAU Flagstaff students—topics include:

- Math
- Reading
- Writing
- Study Skills

How it works
1. Self-Assess: Complete a path builder assessment in the topic area of your choice, which creates specific modules for your personalized learning path based on your demonstrated needs for improvement or development
2. Self-Develop: Complete the learning paths for mastery
   - Instant feedback
   - Choose activities that fit your learning style
   - Work at your own pace

Where to find it—MyFoundations is in your course list in BbLearn
PROGRAM REFLECTION PAPER SCORING GUIDE

A (Superior) 100%
An “A” paper demonstrates probing critical reading and/or analysis. It thoroughly evaluates various elements of its subject matter with creative, detailed reasoning and use of evidence. It demonstrates the student's strength in understanding the topic. Its organization shows a logical arrangement of parts, and all parts are relevant to the thesis. The thesis statement expresses a clear, confident stance and provides an accurate, concise forecast of topics to be developed. Paragraphs have a sharp focus and include carefully selected evidence. Sentences within paragraphs are linked by tight logical connections and effective transitions. Documentation, when needed, conforms to all appropriate conventions. Sentences are varied in structure and imaginative in style; wording is concise; style and tone create a distinctive voice. The final, revised paper is free of all serious errors in grammar and punctuation. There are no misspellings.

B (Strong) 85%
A “B” paper shows good critical reading skills and offers convincing reading and evidence; the parts of the essay are logically arranged and relevant to the topic. The paper demonstrates the student's understanding of the topic, but may not be sufficient to be rated as "strong." Paragraphs are unified, and supporting details are sufficient and relevant. Documentation, when needed, conforms to most appropriate conventions. Sentences are linked by logical connections and adequate transitions. Sentences show variety. Wording is, for the most part, concise and appropriate. The paper contains very infrequent errors in grammar, punctuation, and spelling.

C (Competent) 75%
A “C” paper demonstrates an understanding of texts and materials, and treats the topic sufficiently. The paper conveys the student's general understanding of basic processes involved. Paragraphs and supporting details relate to the topic, but may do so only generally. The sentences within the paragraphs are, for the most part, related and contain adequate transitions. (Transitions between paragraphs, however, may be unclear or missing at times.) Sentence style may consist of relatively simple sentence patterns. Word choice is largely appropriate, but may sometimes be problematic—simplistic or repetitive, perhaps. Mistakes in grammar, punctuation, documentation, and spelling may occur with some frequency, but most of these elements of the paper should be correct on the final, revised copy.

D (Below Average) 65%
The below average paper suggests the student has an incomplete understanding of the topic. The paper also fails to practice one or more of the principles of critical reading or writing. For instance, it may show an inability to correctly identify the main idea of a text. It may attempt to defend its thesis in illogical or unconvincing ways. The paper may resort excessively to summary. The paper may lack content and repeat ideas or “pad” simply to fill space. The paragraphs may lack topic sentences. Some paragraphs may lack adequate supporting detail or may wander from the main idea. Documentation may be faulty. Sentences within paragraphs are only loosely related, and transitions are missing. Sentences may be excessively wordy or vague. Style and word choice are flat, inconsistent, or inappropriate to the audience. The paper displays major or repeated errors in grammar, punctuation, and spelling, even in the final revised copy.

F (Failure) 50%
An “F” paper demonstrates that the student does not grasp the principles of the topic. Like a D paper, it also shows a failure to practice one or more of the principles of critical reading or writing, but an F paper reveals persistent problems, such as the following: the paragraphs lack focus; sentences within the paragraphs are unrelated to the main idea, and transitions are missing; sentences are faulty in structure, or vague, wordy, and irrelevant; word choice is inappropriate, incorrect, or inconsistent; frequent major errors in grammar, punctuation, documentation, and spelling indicate an inability to handle the conventions of written discourse; there are excessive misspellings. A paper that fails entirely to address the assignment topic also merits an “F.”

Based on: Belmont University Department of English as transmitted through NAU Office of Academic Assessment
# PORTFOLIO GRADING RUBRIC

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>NORMAL ASPECTS OF HUMAN COMMUNICATION PROCESSES</td>
<td>25</td>
</tr>
<tr>
<td>CLINICAL APPLICATIONS:</td>
<td>25</td>
</tr>
<tr>
<td>CLASS PRESENTATIONS MATERIALS:</td>
<td>25</td>
</tr>
<tr>
<td>PROGRAM REFLECTION PAPER</td>
<td>25</td>
</tr>
</tbody>
</table>
# CLASS PRESENTATION GRADING RUBRIC

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Currency and Relevance of Topic:</strong></td>
<td>25</td>
</tr>
<tr>
<td><strong>Completion of Presentation:</strong></td>
<td>50</td>
</tr>
<tr>
<td>Who?</td>
<td>10</td>
</tr>
<tr>
<td>What?</td>
<td>10</td>
</tr>
<tr>
<td>Where?</td>
<td>10</td>
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<td>When?</td>
<td>10</td>
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<tr>
<td>Why?</td>
<td>10</td>
</tr>
<tr>
<td><strong>Handouts</strong></td>
<td>25</td>
</tr>
<tr>
<td>Clarity</td>
<td>5</td>
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<tr>
<td>Usefulness for Students</td>
<td>5</td>
</tr>
<tr>
<td>Relationship To Normal Human Communication Or Its Disorders</td>
<td>10</td>
</tr>
<tr>
<td>References Properly Cited in APA Style</td>
<td>5</td>
</tr>
</tbody>
</table>
A Rating Scale Rubric for an Oral Presentation

<table>
<thead>
<tr>
<th>The presenter…</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clearly stated the purpose of the presentation.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
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<tr>
<td>Was well organized.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
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<tr>
<td>Was knowledgeable about the subject.</td>
<td>□</td>
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<td>□</td>
<td>□</td>
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<tr>
<td>Answered questions authoritatively.</td>
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<td>□</td>
<td>□</td>
<td>□</td>
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<tr>
<td>Spoke clearly and audibly.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
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<tr>
<td>Maintained appropriate eye contact with the audience.</td>
<td>□</td>
<td>□</td>
<td>□</td>
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<tr>
<td>Appeared confident.</td>
<td>□</td>
<td>□</td>
<td>□</td>
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<tr>
<td>Adhered to time constraints.</td>
<td>□</td>
<td>□</td>
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<tr>
<td>Had main points that were appropriate to the central topic.</td>
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<tr>
<td>Accomplished the stated purpose.</td>
<td>□</td>
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</tbody>
</table>

Adapted with permission from a rubric used by the Department of Health Science, Towson University.