Department of Health Sciences
Program in Speech-Language Sciences and Technology

Webcourse Syllabus

SST 301: Speech-Language Pathology Assistant (SLPA)--Childhood Communication Disorders

General Course Information:

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<th>General Information</th>
<th>Specific Information</th>
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<tr>
<td><strong>College:</strong></td>
<td>College of Health and Human Services</td>
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<tr>
<td><strong>Department:</strong></td>
<td>Department of Health Sciences</td>
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<tr>
<td><strong>Course Prefix, Number, Title:</strong></td>
<td>SST 301: SLPA Childhood Communication Disorders</td>
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<tr>
<td><strong>Semester:</strong></td>
<td>Spring Semester, 2014</td>
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<td><strong>Clock Hours, Credit Hours:</strong></td>
<td>3 Hours</td>
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<tr>
<td><strong>Instructors:</strong></td>
<td>Kristan Culbertson , M.S., CCC-SLP; Teacher Assistant (TA) , Lauren Crane</td>
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<td><strong>Virtual Office Hours/Communicating:</strong></td>
<td>I can meet with you by appointment via email, video chat (Collaborate), phone. Students primarily meet with me via BB Learn email or &quot;Messages&quot;. Do NOT use NAU's regular email! My office phone number is (928) 523-8619. If there are changes made</td>
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to the due dates, etc. I will contact you through Messages and/or Announcements.

**Course Prerequisites:** None

**Course Description:** SST 301 addresses the major childhood communication disorders focusing on the role of the speech-language pathology assistant (SLPA), primarily employed in an educational setting, in their diagnosis and treatment. The following childhood communication disorders are addressed: Language delay and disorders, articulation and phonological disorders, voice and stuttering, traumatic brain injury, and pediatric feeding and swallowing disorders. SST 301 consists of lectures, demonstrations, and videos to accompany assigned readings. In addition, it is recommended that students complete 10 observation hours of a speech-language pathologist working in a school or other pediatric setting.

**Student (Learner) Expectations/Outcomes for this Course**

GOAL: SST 301 is intended to provide the prospective speech-language pathology assistant (SLPA) with basic information about major childhood communication disorders and their diagnosis and treatment. The focus of the course is on the role of the SLPA in clinical practice and follows the guidelines and scope of practice established by the American Speech-Language-Hearing Association (ASHA).
The successful student in SST 301 will comprehend, learn, ascertain, discover, and understand the following as demonstrated in the Assessment of Student Learning Outcomes section (see below):

- Essentials of Language Development and Disorders for the SLPA
- Essentials of Articulation and Phonological Development and Disorders for the SLPA
- Essentials of Fluency Disorders (Stuttering) for the SLPA
- Essentials of Voice and Resonance Disorders for the SLPA
- Essentials of Voice Disorders and Treatment
- Essentials of Pediatric Cognitive Deficits and Traumatic Brain Injuries
- Essentials of Pediatric Dysphagia

**Course Structure/Approach**

SST 301 consists of lectures, discussions, assignments quizzes and exams to accompany assigned readings in the required text. Students are also required to read assigned supplemental articles and website sources and participate in class discussions.

I will be checking to make sure that you have read this syllabus and by doing so, you agree to the terms of the syllabus. You need to view the syllabus within the first week of class.

**Course Outline**

Module One: Language Development and Disorders

Module Two: Articulation and Phonological (Speech) Development and Disorders

**Quizzes 1 & 2**

**Discussion 2**

**Examination I**

Module Three: Childhood Fluency Disorders (Stuttering)

Module Four: Childhood Voice Disorders

**Quizzes 3 & 4**

**Discussions 3 & 4**

**Examination II**
Module Five: The SLP in Pediatric Hospitals

Quiz 5

Discussion 5

Examination III (Comprehensive Final Exam)

Textbook and Required Materials


It is available at the University and off-campus bookstores, Barnes & Noble, and via [amazon.com](http://amazon.com) or [Prentice Hall Publishing](http://www.prenticehall.com).

Note: For those of you completing the SLPA course sequence you will want to keep this book as it is also the assigned book for SST 304.

Recommended Optional Materials/References


Method of Assessment

Students will be graded according to their scores on the three examinations, 5 quizzes, a term paper, and their discussion postings. In addition, extra credit may be awarded for students who complete 10 hours of observation (See observation assignment in course content). The exams are worth 100 points each. The term paper is worth 100 points and the quizzes will total 100 points (20 points each). There are four graded discussions. Each discussion is worth a possible 25 points, 100 points total. The students' final grades will be computed based on the sum of the total points (600).

Time Line for Assessment (Specific Dates will be Placed on Course Calendar)

<table>
<thead>
<tr>
<th>Type</th>
<th>Time Period</th>
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<tbody>
<tr>
<td>Quizzes</td>
<td>Must complete prior to taking the relevant exam. For example, Quizzes 1 &amp; 2 must be completed the day before Exam I opens.</td>
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</table>
Discussions: Must complete prior to taking the relevant exam. For example, Discussion 2 must be completed the day before Exam I opens. There are two due dates, so be sure to look at the instructions.

Exam I: Seventh week of class
Examination II: Twelfth week of class
Term Paper: Fourteenth week of class
Examination III: Last week of class (finals week)

Grading System

<table>
<thead>
<tr>
<th>Type</th>
<th>Points Allocation</th>
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<tr>
<td>Examination I:</td>
<td>Open book, multiple choice, unlimited time, four attempts, highest score used for grade- 100 points</td>
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<tr>
<td>Examination II:</td>
<td>Open book, multiple choice, unlimited time, four attempts, highest score used for grade - 100 points</td>
</tr>
<tr>
<td>Examination III:</td>
<td>Open book, multiple choice, unlimited time, four attempts, highest score used for grade - 100 points</td>
</tr>
<tr>
<td>Quizzes:</td>
<td>Open book, matching, unlimited chances, unlimited time, highest score will be recorded. There are 5 quizzes, one for each module. Each quiz is worth 20 points - total 100 points.</td>
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<tr>
<td>Term Paper:</td>
<td>See &quot;Assignments&quot; for instructions. This paper is worth 100 points. Late papers will lose 10 points for every day late.</td>
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<tr>
<td>Discussions:</td>
<td>There are 4 graded discussion questions. Each discussion is worth up to 25 points. Refer to the rubric for each discussion to follow expectations outlined. You can find the rubric by going to &quot;My Grades&quot; in your course menu (on the upper left corner of screen) and you'll see the rubric associated with each discussion.</td>
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The exams will be given on specific days (over a period of four days for exam I and II and you'll have a week for the final, Exam III). Look at the course calendar and the Due Dates Annoucement to ensure you are available to take the exam during that period. You will need to let me know prior to the exams/quizzes if you need to take them on a different day. During the four day availability period, you will have four opportunities to take each test, with your highest score recorded as your grade for that exam. Quizzes and exams have no time limits. You can take the quizzes unlimited
times with your highest score recorded for your grade. (you are learning vocabulary so you are encouraged to take them over and over to learn the concepts). You can take the exams four times with your highest score recorded for your grade.

Quizzes and discussions are due before the day of exam availability for that module. You may complete them early but late submissions will not be accepted/graded.

Check the calendar and Due Dates Announcement regarding due dates. Late submissions for the term paper will be accepted but will be penalized at 10 points per day. No exceptions will be made.

Check the Announcement to avoid missing important due dates!

Grading Scale

Total Maximum Points Available = 600 (3 exams=300; Term Paper=100; 5 quizzes=100; 4 discussions=100)

90% and above = A
80% to 89%  = B
70% to 79%  = C
60% to 69%  = D
Below 60%  = F

Course Policies

Retest/Makeup Tests

Plan for computer difficulties. If you have an "unstable" computer, make other arrangements (library, Kinko's etc) for taking your exam. NAU Help desk is available 24 hours to help you avoid computer problems. We recommend using that resource before you take an exam to be sure you have the appropriate software installed on your computer. Term papers will be penalized at ten points per day for each day they are late.

Attendance

Attendance for the online discussion groups is required. Not participating in the discussion assignments will significantly alter your grade as they count just like a test.

NAU & HEALTH SCIENCES POLICY STATEMENTS
PROFESSIONAL DISPOSITIONS

Students are expected to:

1. Attend class via the internet daily. During this time, you should check course announcements, e-mail, calendar, discussions, assignments, and other tools used in the course. Many of the class activities are interactive and they are impossible to make-up after they have been completed. Simply reading the book does not equal being an active class participant!

2. Participate fully in class assignments and discussions

3. Complete assignments by the due date. Students are responsible for regular online communication and submission of assignments according to scheduled deadlines. See the "Calendar" function for due dates.

4. Submit original work. Plagiarism of copy-written materials and/or other individual's work will not be tolerated. Students who commit academic dishonesty will not receive credit for the class. Cheating/plagiarism will result in University disciplinary action, including suspension/expulsion.

5. Complete assignments and quizzes as scheduled. No retests or extensions will be given.

6. Demonstrate professional conduct. This includes posting well thought out comments and questions as well as respectfully responding to other classmates. Mutually respectful dialogue and professional written and verbal communication should be used throughout the course. For example, use complete sentences in all communication, proof written messages (e-mails and discussion posts) for spelling and grammatical errors before submitting.

7. Review the course syllabus, assignment guidelines, and due dates before asking questions that have already been explained in the course materials.

ACADEMIC INTEGRITY

Violations of the Student Code of Conduct which exclusively involve issues of academic dishonesty are normally dealt with by faculty and academic administrators, rather than the Dean of Students. Allegations of academic dishonesty may be initiated by students, faculty or, where appropriate, administrative personnel.

Academic integrity means that students and faculty jointly agree to adhere to a code of conduct appropriate to the mutually trusting relationship that must exist between
student and teacher. Those values require that students conduct themselves in a truthful, straightforward and honest fashion at all times.

Academic dishonesty is a form of misconduct that is subject to disciplinary action under the Student Code of Conduct and includes, but is not limited to, the following: Plagiarism, collusion, cheating, fabrication/fraud, obtaining an unfair advantage, falsification or records/documents, and unauthorized access to information. Note: unintentional violations are still violations of academic integrity. It is student and faculty responsibility to know and adhere to the academic code of conduct. In this class academic dishonesty will be penalized to the maximum.

Types of Academic Dishonesty

Plagiarism: There are many types of plagiarism and academic dishonesty, which are defined below. (Examples below are adapted from: http://www.sussex.ac.uk/academicoffice/1-4-1-2-2.html as well as http://hep.ucsb.edu/people/hnn/conduct/disq.html and http://www.scs.northwestern.edu/student/issues/academic_integrity.cfm. Also see link at 'OWL at Purdue' (Purdue University, US), which has produced an excellent set of examples for what is and is not proper practice, http://owl.english.purdue.edu/owl/resource/589/01/)

Complete plagiarism: This is when an essay or other work has been copied word for word from another source or sources (e.g. purchase or copying of an online paper). There must be original work involved by the student. Without an original contribution, complete plagiarism has occurred even if the source is cited.

Partial plagiarism: The most common type of plagiarism, this type occurs when another work has been used in an assignment without acknowledging the source.

1. Copy and paste: Similar to partial plagiarism, this type of plagiarism is often the result of easy access to the internet & electronic journals. This occurs when a section is lifted wholesale from the internet source and copied into an assignment. Just like material from books and articles, this material must be marked by quotation marks (“....”) and properly cited (referenced).
2. Word switch: Changing one or two words is not sufficient to make a text your own. Rather than changing a word or two, paraphrase the section, or quote properly. Paraphrases must also be properly referenced.

3. Concealing sources: Citing a source one time is not sufficient if it is repeatedly used. Cite the source as many times as you use it.

4. Self-plagiarism: Reuse of a student's own work or data without permission of the instructor constitutes self-plagiarism. Even when using your own material, it must be cited properly. Also, do not use the same essay for different courses without permission of the instructors.

5. Inadvertent plagiarism: This is plagiarism by accident, and it is usually the result of ignorance regarding the definitions of plagiarism. Note that plagiarism is considered academic dishonesty, even when inadvertent.

**Collusion:** Collusion occurs when two students work together and one produces work and allows another student to copy it. In such a case, both students will be considered to have colluded and committed academic dishonesty. Similarly, any student who helps, or allows, another student to commit any academic fraud, cheating or plagiarism, is considered to have colluded. Group work is not collusion when it is authorized by the instructor.

**Cheating:** Cheating is the unauthorized use of information or study guides in any academic exercise, exam, paper or other assignment. Cheating includes:

1. Copying another student's examination
2. Sharing answers for either a take-home or in class examination
3. Using notes or books to the exam when such aids are forbidden; you must not refer to any book or notes while you are taking the exam unless the instructor indicates it is an "open book" exam
4. Taking an examination in another student's name or asking another student to take one for you
5. Changing the examination after correction in order to gain more credit than deserved
6. Creating a "cheat-sheet" or writing out answers in your bluebook before the exam
7. Using the services of a commercial term paper company or another student to prepare your assigned work
8. Any other action not listed above that gives someone an unfair advantage on a graded assignment

**Fabrication/Fraud:** This is the creation or invention of any information, data or citation that is false; also the presentation of information or data not collected in accord with standard ethical guidelines; failing to include an accurate account of the method by which the data were gathered or collected; or any attempt to deceive an instructor or administrative officer of the university.

**Obtaining an unfair advantage:** This category includes activities that directly or indirectly compromise fair assessment or grading or constrain other students' abilities to successfully complete their assignments. These activities include, but are not limited to:

1. Stealing, reproducing, circulating or otherwise gaining access to examination materials prior to the time authorized by the instructor
2. Stealing, destroying, defacing or concealing library materials with the purpose of depriving others of their use or to deprive the instructor of the ability to check students' work
3. Possessing, using, or circulating previously administered examinations, unless authorized by the instructor
4. Intentionally obstructing or interfering with another student's academic work,
5. Otherwise undertaking activity with the purpose of creating or obtaining an unfair academic advantage over other students.

**Falsification of records or official documents:** altering any academic documents or records; forging signatures of authorization or falsifying information on an official document, transcripts, grade report, drop/add form, or any other official Northern Arizona University document.
Unauthorized access to computerized academic or administrative records or systems: This includes inappropriate viewing or changing of computer records, modifying computer programs or systems, sharing information gained via unauthorized access, or interfering with the use or availability of computer systems or information.

Procedures & Penalties

It is the responsibility of any individual faculty member, student, or academic administrator, who observes apparent instances of academic dishonesty, to report the activity to the appropriate instructor or unit chair/director. In the case of course related academic dishonesty, the instructor should recommend penalties appropriate for the severity of the violation. In other cases the unit chair/director will assess the situation and determine the appropriate penalty. All cases must, at a minimum, include a conference with the student and a report to the academic dishonesty database.

Procedures

Students engaging in activity meeting the definition of academic dishonesty are subject to one of the penalties listed below. As the faculty member, I reserve the right to assign the penalty based upon my analysis of the severity of the offense. The following policy will be followed.

1. Check the academic dishonesty database for previous incidents
   - If it is a first offense at NAU, the behavior will be reported to the appropriate office. The student will not be allowed to complete any work in class or attend class.
meetings until an appropriate module on academic dishonesty is completed and evidence of completion is presented to the instructor. Any work missed before the academic dishonesty module is completed may not be made up.

- If this is a second offense, the student will receive a failing grade in the class and may be suspended or expelled from the department of health sciences, and/or Northern Arizona University. The offense will be reported to the appropriate office.

2. Schedule an appointment with the student to discuss the incident

- If inadvertent, direct student to take the tutorial
- If intentional, the student will be directed to take the tutorial.

3. Determine appropriate penalty; the penalty imposed/approved will be communicated in writing to the student by the faculty member.

4. Forward documentation to the Office of the Vice Provost Undergraduate studies (http://www2.nau.edu/academicadmin/) and, in the cases involving graduate students, to the Dean of the Graduate College (http://home.nau.edu/gradcol/)

5. Offenses involving illegal activity will also be handled through appropriate legal channels.
Penalties

If it is determined that the violation is the first on record and inadvertent (see previous section for the definition of inadvertent), the faculty member may decide the only necessary action is a conference with the student, referral to the academic dishonesty database, and completion of the academic dishonesty tutorial with a passing score. Should it be determined that the violation merits a more severe penalty, the faculty member may decide that one or more of the following progressive penalties is appropriate. Other penalties may be deemed appropriate, depending on the nature of the offense:

1. Reduce the grade on the assignment or examination
2. Award a zero grade on the assignment or examination
3. Reduce the grade in the course
4. Award a failing grade in the course
5. Suspension from the department or program
6. Suspension from the university
7. Expulsion from the university
8. Mark academic transcript to reflect "Academic Dishonesty"
The severity of the penalty shall depend on the nature of the infraction and the frequency of offense. If the student has a previous record of academic dishonesty and has previously completed the academic dishonesty tutorial, the minimum penalty shall be a failing grade in the class connected with the violation.

**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.

**University policies:** See the following documents for policy statements:

**NAU Safe Working and Learning Environment Policy**
Institutional Review Board

Students with Disabilities

FINAL EXAM SCHEDULE:
To access the final exam schedule for mountain campus classes, refer to the Registrar's link: https://nau.edu/Registrar/

For Extended Campuses calendar access: http://extended.nau.edu/

ASHA AND STATE COMPETENCIES

ASHA has standards of competence for speech-language pathologists (SLPs) and suggested guidelines for speech language pathology assistants (SLPAs). Review the American Speech Language-Hearing Association (ASHA) web page to become familiar with these competencies. This course was designed to equip you (an SLP or SLPA) with a component of these competencies.

The state of Arizona requires certain competencies and
coursework for speech professionals and paraprofessionals beyond this course. For additional information contact the Department of Health Special Licensing Division and/or the Arizona Department of Education.

Note: If you are taking this course as part of the Speech-Language Pathology Assistant Coursework, or are seeking a bachelor's degree, you need to be sure you are listed with the university as a "degree seeking" student. If you are unsure of your status you will need to follow up with the registrar's office.

Media References

This course was enhanced by video and audio clips from the following sources:


**References**


University of Maryland (2005). Plastic Surgery:
Cleft Lip and Cleft Palate.
Retrieved on 7/22/05.

