Communicative Disorders 4450
Assessment and Treatment of Communicative Disorders
In the Pediatric Population – Spring 2015

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Class Days & Times: MWF 8:30 – 9:20  Room: NFS 202

Course Websites:
Course information, assignments and due dates will be posted on Canvas.

COURSE MATERIALS


Additional readings will be available via Canvas

Course Objectives:
Upon completion of this course, students should be able to:

1. Describe and implement procedures for evaluation and diagnosis in speech-language pathology as well as psychometric considerations.
2. Develop awareness of the relationship between speech, language and communication.
3. Discuss the implications and utilization of evaluation information for differential diagnosis, determining a prognosis, making referrals, and implementing therapeutic programs.
4. Describe multicultural considerations in the diagnostic and treatment process.
5. Generate professional written work related to the field of speech language pathology.
6. Discuss materials and techniques used in therapy.
7. Understand various ways in which positive reinforcement can be used to encourage appropriate target behavior.
8. Be familiar with types of data collection in tracking outcomes in therapy.
9. Demonstrate understanding of health, safety and confidentiality issues related to work as a speech-language pathologist.
Assignments and Grading

You will complete several types of assignments during the semester. These are listed in the table below. Your grade will be based on the total number of points accumulated in the course. There are a total of 375 points possible in this course and grades will be assigned as indicated.

<table>
<thead>
<tr>
<th>Assignments:</th>
<th>Points</th>
<th>Weight</th>
<th>Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams</td>
<td>3 @ 50 points</td>
<td>52%</td>
<td>A = 93 – 100%</td>
</tr>
<tr>
<td>Articulation Assessment</td>
<td>25</td>
<td>9%</td>
<td>A- = 90 – 92%</td>
</tr>
<tr>
<td>Annotated bibliography</td>
<td>25</td>
<td>9%</td>
<td>B+ = 87 – 89%</td>
</tr>
<tr>
<td>Case History Summarization Report</td>
<td>25</td>
<td>9%</td>
<td>B = 83 – 86%</td>
</tr>
<tr>
<td>Research paper OR Narrative Unit</td>
<td>50</td>
<td>16%</td>
<td>B- = 80 – 82%</td>
</tr>
<tr>
<td>Oral Peripheral Exams</td>
<td>15</td>
<td>5%</td>
<td>C+ = 77 – 79%</td>
</tr>
<tr>
<td>Total possible points</td>
<td>290</td>
<td></td>
<td>C = 73 – 76%</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>C- = 70 – 72%</td>
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<td></td>
<td></td>
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<td>D+ = 67 – 69%</td>
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<td></td>
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<td></td>
<td>D = 60 – 66%</td>
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<td>F = &lt;60%</td>
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Exams

Three exams will be administered. Exams will focus on your ability to apply critical concepts to new clinical cases. You should expect to see 3-4 essay questions per exam. Exams will not be cumulative in nature.

• Articulation Assessment
You will transcribe, score, and interpret a Goldman-Fristoe Test of Articulation that is administered to a preschool-aged child with a severe articulation/phonological disorder. You will develop both long and short term goals for this child and present your results in a written report.

• Writing assignments
This is a substantial writing course. You will be required to complete several written assignments. All assignments will be graded for content and form. The grading rubric will be available on Canvas.

• Case History Summarization Report:
Using a case history provided in class, each student will have the opportunity to complete a written case history. This report will be typewritten and must follow the template that will be provided. Any overt plagiarism of reports will be awarded with a zero.
• **Research paper**
  The research paper provides you an opportunity to explore an aspect of childhood speech and language disorders that relates to your personal interests in the field of communication sciences and disorders. As a group of 2-3, you will select a topic from a list given in class. Your group will develop a bibliography that includes current references that will help you research your topic. You should employ a minimum of 7 references. At least 4 of these should be from peer-reviewed journals and 3 may be from a book, book chapter, or review article. You may use more than the required number of articles for references. Papers will follow this format:
  I. Introduction to the disorder (prevalence, incidence, description, population)
  II. Speech and language characteristics of the disorder
  III. Evaluation tools and methods (using Evidence-based Practice)
  IV. Treatment programs or methods (using Evidence-based Practice)
  V. Personal reaction (how will this effect your practice as a speech-language pathologist)

• **Narrative Intervention Unit**
  In a group of 2-3 students (or individually), select a book appropriate for school-aged children. Develop a narrative intervention unit using the 22 narrative teaching strategies in the Strong & North (1996) book. Provide the questions, story maps, vocabulary words, etc. that you would need to teach the unit (follow models provided).

**Guidelines for preparation of written assignments**
All papers must be submitted in typewritten format. Use a 12-point font (Times Roman and Arial are examples of acceptable fonts) and double-spacing with 1” margins on all sides of the paper. Any work that does not meet these formatting requirements will be returned to you so that you may format it correctly. If that happens, the paper will be counted as late.

You should follow the APA guidelines in the preparation of all of your papers. The APA publication manual provides you with stylistic guidelines as well as format for citations in text and for the reference list for your papers. There is a guide for writing research papers based on styles recommended by the American Psychological Association at [http://www.ccc.commnet.edu/apa/](http://www.ccc.commnet.edu/apa/). You can also download a mini manual at [www.du.edu/psychology/undergraduate/APA_MINI-manual.pdf](http://www.du.edu/psychology/undergraduate/APA_MINI-manual.pdf). Additional information is available through the Online Writing Lab (OWL) at Purdue University. You can access this resource directly at its web site (http://owl.english.purdue.edu).
• Oral Peripheral Examination
You will be conducting oral peripheral examinations on 15 different people. Ideally, you should have the opportunity to assess both children as well as adults. For each person, you will be evaluating their face, tongue, jaw, teeth, hard palate, soft palate, diadochokinetic rates, and pharynx. Further instructions will be available on Canvas.

Grading Policies:

1. Late Work – All assignments will be submitted electronically through Canvas. Please plan now to submit your assignments on time. I hate late assignments and really don’t like to deal with late assignments. If you know you will be out of town, submit your assignment early. Exam make-ups will be given if you have written documentation of an emergency.

2. Grades are earned, not given. I do not give grades; rather the student earns his/her grade through organization, diligence, planning and execution. Students are expected to assume individual responsibility for the quality, presentation, and timeliness of their own work.

3. Grades are assigned based on how the student’s overall performance aligns with the established criteria for assignments or exams. Therefore, it is imperative that students review the grading criteria for each assignment prior to submission.

4. I will make every effort to evaluate students’ work equitably and fairly. Grades are not negotiable. I am willing to review and recalculate grades when a computational error is suspected. A student may request a review of computation only. Requests to otherwise alter a grade will not be honored.

5. Individual requests for extra credit will not be honored. Any extra credit opportunities offered are at my discretion and will only be offered to the entire class as optional credit opportunities.

6. I round grades, based on percentage. For example, a 92.5% will be rounded to a 93% for an A. A 92.49% will round down to a 92% or A-. Requests to award a higher grade than the grade earned will not be acknowledged. Plan now to work to obtain the grade you are expecting in the course.

Expectations:

• Arrive promptly! Disrupting the class by coming in late will not be allowed. If this becomes an issue, you will lose 5 points each day you are late.
• Listen. Do not visit, read the Statesman or sleep.
• Ask questions. The only “dumb” question is the one that is not asked.
• Participate in class lectures/discussions. Should lack of attendance become an issue, pop quizzes may be administered.