

SHS 431: INTRODUCTION TO LANGUAGE DISORDERS

DEPARTMENT OF SPEECH PATHOLOGY AND AUDIOLOGY

UNIVERSITY OF SOUTH ALABAMA

FALL SEMESTER 2009



SCHEDULE:	Monday, Wednesday, and Friday, 8:00-8:50am
LEVEL:	Undergraduate
CREDITS:	3 semester hours
INSTRUCTOR:	Julie M. Estis, Ph. D., CCC-SLP HAHN, Office 1069 Office: 445.9364 Email: jestis@usouthal.edu
CLASS WEBSITE:	Course is web-enhanced via eCompanion/USAOnline
OFFICE HOURS:	Monday and Wednesday- 9:00-9:30am, Also available by appointment

Course Description: A survey of language disorders in preschool and school-age children: Assessment and intervention. Prerequisite: SHS 331.

Required Text:

Paul, R. (2007). *Language disorders from infancy through adolescence: Assessment and intervention, 3rd Ed.* St. Louis, MO: Mosby.

Prerequisites: You must have earned a C or better grade in SHS 331.

Students with Special Needs: If you have a specific disability that qualifies you for academic accommodations, please notify me and provide certification from the Office of Special Student Services (also known as Disability Services or Disabled Student Services), located in the Student Center, Room 270, phone 460-7212, director Ms. Andrea Agnew.

Policy on Academic Misconduct: Any dishonesty related to academic work or records constitutes academic misconduct. Academic misconduct is incompatible with the standards of the academic community. Such acts are viewed as moral and intellectual offenses and are subject to investigation and disciplinary action through appropriate University procedures. Penalties may range from the loss of credit for a particular assignment to dismissal from the University. (See The Lowdown, Student Academic Conduct Policy.)

As one resource for helping you avoid plagiarism, your written work in this class may be submitted to Turnitin.com, or a similar detection method, for an evaluation of the originality of your ideas and proper use and attribution of sources. Assignments submitted to Turnitin.com will be included as source documents in a restricted access database solely for the purpose of detecting possible plagiarism in such documents. As part of this process, you may be required to submit electronic as well as hard copies of your writing. By taking this course, you agree that all assignments may be subject to some form of originality review. A paper not submitted according to procedures and format set by the teacher may be penalized or may not be accepted at all. To maintain the privacy rights of students, in compliance with the Federal Educational Rights and Privacy Act (FERPA), students will be given a code for submitting materials to Turnitin.com. In this manner, no personally identifying information will be submitted with the paper.

Privacy Rules: The USA Speech and Hearing Center is compliant with the Privacy Rules of the Health Insurance Portability and Accountability Act of 1996 (HIPAA). As part of this class, you may be required to directly and/or indirectly observe (i.e., videotape shown during class time) therapy procedures conducted with actual clients. In compliance with HIPAA, the patients and/or patient representatives have given authorization to allow for the observations. Additionally, the amount of Protected Health Information (PHI) that is provided to you will be limited to the “minimum necessary.” As part of our department’s efforts to meet the requirements of HIPAA, you will be trained in these procedures. And, you may be asked to show evidence that you have successfully completed HIPAA training in order to complete all of the activities of this class. We require you, as future professionals in the field of Speech Pathology and Audiology, to be respectful of the learning opportunity afforded to you through these observations.

Program Accreditation: The Council of Academic Accreditation (CAA), under the auspices of the American Speech Language Hearing Association (ASHA), has certified the Department of Speech Pathology and Audiology at USA as an authorized educational facility. This means that credentials obtained by graduates in Speech-Language Pathology or Audiology will automatically be accepted by ASHA when these graduates apply for certification. If for any reason, students wish to contact CAA, they may do so at the following address:

Council of Academic Accreditation
The American Speech Language Hearing Association
10801 Rockville Pike
Rockville MD 20852

Behaviorally-defined objectives for student knowledge and skill: Upon completion of the course, the student will have developed an introductory knowledge of disorders of language in children, including prevention, assessment, and intervention principles and techniques for a variety of populations. More specifically, students will be able to answer and discuss the relevant professional questions posed for each unit of learning throughout the course (see course outline below). Course content addresses ASHA Standard III-C, knowledge of the nature of language and communication disorders. Also, students are exposed to information regarding cultural bases for communication and language, ASHA Standard III-B, and professional issues/public policy related to childhood language disorders, ASHA Standard III-G. Written assignments address ASHA Standard IV-B.

Evaluation:

Examinations: There are 3 examinations. They cover the material as indicated on the course outline. Each exam is worth 50 points. The final examination is the third exam. Make-up examinations are given only in the case of illness documented with a physician's letter, and the instructor must be notified prior to the time of the regularly scheduled exam.

Quizzes: There are 6 quizzes, but only 5 will count toward your grade. The lowest quiz grade will be dropped. Each quiz is worth 10 points. The dates and topics of these quizzes are announced. There are no make-up quizzes.

Attendance: Attendance is required. Students are not penalized for missing class up to 6 times. There is no differentiation between excused and unexcused absences. After 6 absences, 10 points are deducted from a student's semester total number of points. Please do not be tardy. Three tardies (arriving more than 10 minutes after the start of class) is counted as an absence. If you arrive late, it is your responsibility to come to me directly after class and see that I correct the roll.

If you know that you are going to be absent from or late for class for any reason, please contact me as a courtesy. University closings do not count as absences.

Assignments/Discussions/Application Activities: Reading and writing assignments in addition to quizzes and tests are included during the semester. Throughout the semester, several activities will be conducted in which students will be expected to read articles and/or discuss assigned topics. Format for activities will vary (i.e., in-class discussions, online written summaries, online threaded discussions via eCompanion). Also, students will read and study results from a case study evaluation and write an evaluation report. Specific instructions and grading criteria for each activity will be provided. Grades for assignments turned in past the due date will dropping one letter grade for every class day past the original due date.

Course Grade: Your grade will be determined by the total number of points you earn during the semester divided by the total number of possible points. The letter grade will be based on the percentage of points earned as follows:

90% - 100% = A 80% - 89% = B 70% - 79% = C 60% - 69% = D

Plans for record keeping, feedback to students, faculty, supervisors, and student remediation: Grades for assignments are kept on a spreadsheet by the instructor. Quizzes and tests are reviewed with the class. Students may take notes from the tested material but they do not keep their actual quiz or test forms. Completed written assignments are returned to the students with instructor feedback. Out-of-class assistance is available from the instructor or the instructor's teaching assistant upon request. Student progress is communicated with other faculty and supervisors as needed to track the student's successful completion of the undergraduate degree. Students are required to earn a C or better grade in this course in order to earn their undergraduate degree in speech and hearing sciences.

Please see next page for tentative weekly outline for the course content and assignments.

SHS 431 COURSE OUTLINE | Dr. Estis

Fall 2009

NOTE TO STUDENTS: The course objectives, assignments, and schedule of lecture topics may be changed with 24 hours notice, via in-class announcement.

Developing a Foundation for Understanding Language Disorders			Chapter 1, Paul
<p><i>What are the implications of various terminology regarding language disorders?</i> <i>What constitutes a significant language impairment? How can it be measured?</i> <i>How are chronological age referencing and mental age referencing used to determine language impairment?</i> <i>How can theories of language acquisition guide our prevention, assessment, and intervention practices for people with language disorders?</i></p>			
8/17/09 Introductions/Overview	8/19/09 Defining Language Disorders	8/21/09 Impact of Language Acquisition Theories	
8/24/09 Language Acquisition Theories	8/26/09 Language Acquisition Theories	8/28/09 Language Acquisition Theories	
Special Considerations for Various Populations with Language Disorders			Chapter 4, Paul
<p><i>What causes language impairment in children?</i> <i>Do all persons with language impairment have the same characteristics?</i> <i>What other disabilities are associated with language impairment?</i> <i>How can prenatal exposure to infections and toxins cause language impairment?</i> <i>What are some genetic syndromes that are associated with language impairment?</i> <i>Do SLPs diagnose children with autism and ADHD?</i></p>			
8/31/09 Causation and Prevention	QUIZ 1	9/2/09 Causation and Prevention	9/4/09 Special Populations
9/7/09 LABOR DAY—NO CLASS		9/9/09 Special Populations	9/11/09 Special Populations
9/14/09 Special Populations	QUIZ 2	9/16/09 Special Populations	9/18/09 Special Populations
9/21/09 Special Populations		9/23/09 Special Populations	9/25/09 Special Populations
9/28/09 Special Populations	QUIZ 3	9/30/09 Catch-up/Review	EXAM 1
Principles That Guide Assessment and Intervention in Pediatric Language Disorders			Chapters 2, 3, & 5, Paul
<p><i>How can the practicing SLP be involved in prevention of language impairment?</i> <i>What is the best way to identify and assess language impairment?</i> <i>Are standardized tests useful? What other methods are available?</i> <i>How does the SLP determine the child with language impairment's prognosis?</i> <i>What are the basic purposes of intervention?</i> <i>How are goal areas for intervention decided?</i> <i>How do various approaches to intervention affect decision making?</i> <i>What principles guide assessment and intervention for individuals from culturally and linguistically different backgrounds?</i></p>			
10/5/09 Principles of Assessment		10/7/09 Principles of Assessment	10/9/09 Principles of Assessment
10/12/09 Principles of Intervention	QUIZ 4	10/14/09 Principles of Intervention	10/16/09 Principles of Intervention
10/19/09 Cultural and Linguistic Diversity		10/21/09 Cultural and Linguistic Diversity	EXAM 2

Language Assessment and Intervention Across Pediatric Ages and Stages**Chapters 6 - 10, Paul**

What is the role of the SLP with at-risk neonates?
In what ways can language intervention be beneficial before age 3?
What federal laws have shaped current policies and practices for persons with language impairment?
How can tools for preschool language assessment be modified for linguistically and culturally diverse populations?
What choices do SLPs make when designing intervention programs for children?
Is there a relationship between preschool speech/language impairment and later reading disabilities?
How is "inclusion" changing the ways SLPs provide intervention in schools?

10/26/09 Birth to 18 months	10/28/09 Birth to 18 months	10/30/09 Birth to 18 months
11/2/09 QUIZ 5 18 to 36 months	11/4/09 18 to 36 months	11/6/09 18 to 36 months
11/9/09 Preschool Assessment and Intervention	11/11/09 Preschool Assessment and Intervention	11/13/09 Preschool Assessment and Intervention
11/16/09 QUIZ 6 Preschool Assessment and Intervention	11/18/09 Public Laws	11/20/09 School Age Considerations
11/23/09 School Age Considerations	11/25/09 NO CLASS Thanksgiving Holiday	11/27/09 NO CLASS Thanksgiving Holiday
11/30/09 LAST CLASS DAY School-age Assessment and Intervention		12/4/09 FINAL EXAM 8:00 – 10:00 AM