SST 304 Syllabus

Case Studies for the Speech-Language Pathology Assistant

General Course Information
College: College of Health and Human Services  
Department: Department of Health Sciences  
Course Title: Case Studies for the Speech-Language Pathology Assistant (SLPA)  
Course Number: SST 304  
Semester: Fall and Spring Term  
Instructors: Stephanie C. Christensen, M.A. CCC-SLP, Dennis Tanner, Ph.D.  
Cyber Office Hours: By student appointment.  
Office Address: Bldg. 66, Office 227  
Credit Hours: 3  
Location: Online  
Course Level: Undergraduate  
Recommended Prerequisites: SST 191, 202, 301, 302  
Email: Use VISTA email Feature

Course Description

SST 304 uses a case studies format to explore the etiology, diagnosis, and treatment regimens of speech, voice, language, and hearing disorders. The focus of this course is on the role of the speech-language pathology assistant in clinical practice. SST 304 consists of lectures, case studies, and clinical forums to accompany assigned readings.

Student (Learner) Expectations/Outcomes for this Course

GOAL: SST 304 is intended to provide the prospective speech-language pathology assistant (SLPA) with basic information about speech, voice, language, and hearing disorders using a case studies format. Students will read several case studies in each major diagnostic category of communication disorders, examine diagnosis and treatment, and provide examples of how speech-language pathology assistants may be used clinically. The focus of the course is on the role of the SLPA in clinical practice and follows the guidelines and scope of practice for SLPAs established by the American Speech-Language-Hearing Association (ASHA).

The successful student in SST 304 will read assigned case studies and comprehend, learn, ascertain, discover, and understand the following as demonstrated in the Assessment of Student Learning Outcomes section (see below):

- Language delay and disorders related to environmental depravation, mental deficiency-mental retardation, and learning disabilities
- Articulation and phonology disorders, oral-motor maturation deficiencies, language delay, and oral-facial paralysis
- Stuttering in children and adults, mentally impaired-mentally retarded, and prevention strategies
- Vocal paralysis, nodules, psychogenic aphonia, and laryngectomy
- Expressive and receptive aphasia resulting from stroke and traumatic brain injury
- Apraxia of speech and dysarthria resulting from progressive neurologic disease, trauma, and stroke
- Communication disorders resulting from open and closed head injury
- Communication disorders resulting from hearing loss and deafness

Course Structure/Approach

SST 304 consists of case studies, lectures and discussion groups to accompany assigned readings in the required text. Students are also required to read assigned supplemental articles and Website sources, and participate in additional interactive activities involving models and anatomical figures.

Textbook and Required Materials


Recommended Optional Materials/References

None

Course Outline

*Module One: Language Delay and Disorders*

Case Study 1.1: Language Delay Secondary to Environmental Deprivation

Case Study 1.2: Idioglossia

Case Study 1.3: Autism in a Residential Treatment Facility

Case Study 1.4: Dysgraphia and an IEP Conference

Case Study 1.5: Reporting Suspected Child Abuse in a Language Delayed Preschooler

Case Study 1.6: Severe Mental Impairment-Mental Retardation in a Two-Year-Old

Case Study 1.7: Language Therapy in a Teenager with Down Syndrome

*Module Two: Articulation and Phonology Disorders*
Case Study 2.1: A Lateral Lisp in a 35 Year-Old Professor

Case Study 2.2: A Six-Year-Old Child With a Frontal Lisp

Case Study 2.3: An Unintelligible Child with a Phonologically-Based Articulation Disorder

Case Study 2.4: "w/r" Substitution in a Fourth Grader

Case Study 2.5: Group Therapy for Articulation and Phonology Disorders

Case Study 2.6: Augmentative and Alternative Communication Devices for Two Children with Oral-Facial Paralysis

Module Three: Stuttering

Case Study 3.1: A Three-Year-Old Child with Confirmed Stuttering

Case Study 3.2: A Mentally Impaired-Mentally Retarded Individual Who Stutters

Case Study 3.3: Stuttering Therapy in a Camp Situation

Case Study 3.4: A 22-Year-Old Male With Severe Anxiety-Based Stuttering

Case Study 3.5: Prevention of Stuttering in a Five-Year-Old

Case Study 3.6: The Role of Stuttering Therapy Secondary Gains in a Male College Student

Case Study 3.7: Integrating "Transactional Analysis" Counseling in Stuttering Therapy

Module Four: Voice and Resonance Disorders

Case Study 4.1: A 54-Year-Old Male with a Complete Laryngectomy

Case Study 4.2: A 24-Year-Old Male with a Unilateral Adductor Paralysis

Case Study 4.3: A 23-Year-Old Preacher with Vocal Nodules

Case Study 4.4: A 22-Year-Old Female with Psychogenic Aphonia

Case Study 4.5: Litigation Involving Laryngeal Tissue Scarring From a Kiln Accident

Case Study 4.6: Identical Twins with Cleft Lip and Palate
Case Study 4.7: Total Laryngectomy in a 66-Year-Old Male with Impeccable Esophageal Speech in Three Sessions

Examination I

Module Five: Aphasia

Case Study 5.1: A 44-Year-Old Male with Traumatically Induced Jargon Aphasia and Denial-Projection

Case Study 5.2: An 86-Year-Old Female with Moderately Severe Predominantly Expressive Aphasia and Perseveration

Case Study 5.3: A 46-Year-Old Female with Predominantly Expressive Aphasia and Telegraphic Speech as a Complication of Heart Surgery

Case Study 5.4: A 68-Year-Old Male with Predominantly Receptive Aphasia and Auditory-Acoustic Agnosia

Case Study 5.5: A 49-Year-Old Male with Progressive Aphasia Resulting from a Brain Tumor

Case Study 5.6: A 69-Year-Old Male with Global Aphasia

Case Study 5.7: A 77-Year-Old Navajo Male With Traumatically Induced Expressive-Receptive Aphasia

Case Study 5.8: A 55-Year-Old Female with Aphasia and Severe Depression

Module Six: Motor Speech Disorders: Apraxia of Speech and the Dysarthrias

Case Study 6.1: A High School Wrestler with Ataxic Dysarthria

Case Study 6.2: Alleged Medical Malpractice and Spastic Cerebral Palsy

Case Study 6.3: Cerebral Palsy and Clavicular Breathing

Case Study 6.4: Apraxia of Speech Without Oral Apraxia

Case Study 6.5: Apraxia of Speech in a 52-Year-Old Newspaper Editor

Case Study 6.6: A 38-Year-Old Woman With Amyotrophic Lateral Sclerosis

Module Seven: Dysphagia
Case Study 7.1: Litigation Regarding the Misdiagnosis of Dysphagia in a 72-Year-Old Male

Case Study 7.2: Dysphagia and PEG Tube Placement in a 92-Year-Old Female

Case Study 7.3: Dysphagia and a Tracheotomy in a 32-Year-Old Male

Case Study 7.4: Dysphagia Associated With Partial Glossectomy in a 31-Year-Old Male

Case Study 7.5: Isolated Dysphagia a 47-Year-Old Male

Examination II

Module Eight: Communication Disorders Related to Traumatic Brain Injury

Case Study 8.1: Open Head Injury Subsequent to a Suicide Attempt

Case Study 8.2: Closed Head Injury Subsequent to a Motor Vehicle Accident

Case Study 8.3: Closed Head Injury Subsequent to an Industrial Accident

Case Study 8.4: Closed Head Injury Subsequent to a Motor Vehicle Accident

Case Study 8.5: Closed Head Injury Subsequent to an Equestrian Accident

Case Study 8.6: Pediatric Traumatic Brain Injury Subsequent to a Hit-and-Run Motor Vehicle Accident

Case Study 8.7: Closed Head Injury Resulting from a Motorcycle Accident

Case Study 8.8: Closed Head Injury Resulting from an Airplane Accident

Module Nine: Hearing Loss and Deafness

Case Study 9.1: Industrial Hearing Testing and Noise Induced Hearing Loss

Case Study 9.2: Meningitis and Deafness in a Five-Year-Old Female

Case Study 9.3: Hearing Loss in an 89-Year-Old Male

Case Study 9.4: Idiopathic Progressive Hearing Loss and Cochlear Implants

Case Study 9.5: Social Implications of Deafness and Cochlear Implants

Case Study 9.6: Traumatically Induced Hearing Loss in a 24-Year-Old Male
Examination III (Final Examination)

Assessment of Student Learning Outcomes

Method of Assessment

Students will be graded according to their scores on the three examinations and their term papers. The tests and term paper are worth 100 points each. The student's final grade will be computed based on the sum of the total points for the four assignments and the letter grade will be curved based on the overall performance of the entire class.

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

Examination I: Fifth week of class
Examination II: Tenth week of class
Paper Due Date: Fourteenth week of class
Examination III: Sixteenth-Seventeenth week of class (NAU Final Exam Week)

Grading System

Examination I: Open book, multiple choice, 2 attempts allowed with the average of the two scores recorded — 100 points
Examination II: Open book, multiple-choice, 2 attempts allowed with the average of the two scores recorded — 100 points
Examination III: Open book, multiple choice, 2 attempts allowed with the average of the two scores recorded, comprehensive — 100 points

Term Paper: The student is required to write term paper with a fictional or real case study for each diagnostic category of communication disorders and show the role a speech-language pathology assistant might have in diagnosis and treatment. It should be at least 10 pages in length, double-spaced (1 inch margins). — 100 points

Grading Scale

Total Maximum Points Available = 400

360 - 400 = A
320 - 359 = B
280 - 319 = C
Participation

You must answer a minimum of 50% of the discussion questions for every module. For example, if there are six discussion questions in one module, you are required to participate in three of the discussions for full participation credit. If you fail to answer at least 50% of the discussion questions for every module, your grade will drop one letter grade. Participation in the discussion area will be monitored on a regular basis.

Please note that short evaluative responses such as "Yes/No," "i agree," "I disagree" are not acceptable responses. If you do use a short evaluative response you must elaborate with supporting evidence or commentary.

Statement on Plagiarism and Cheating

Plagiarism is representing someone else's ideas as your own and not giving the author or authors due credit. Cheating is copying all or part of someone else's assignment or test, and representing the work as your own. Students who plagiarize or cheat will receive an F in the course.

University Policies

Policies on Safe Working and Learning Environment, Students with Disabilities, Institutional Review Board, and Academic Integrity Policies are available in the student handbook and on the NAU Website: http://jan.ucc.nau.edu/academicadmin/plcystmt.html