***The overall goal of the CSD program is to provide students with a basic foundation and general understanding of human communication processes. This goal includes providing a solid foundation for graduate study in communication sciences and disorders. Another program goal, for those who are interested, is to provide the academic requirements for the NAU Certificate as a Speech-Language Pathologist Assistant.***

**CSD 302: SLPA – Adult Communication Disorders**

**Fall 2018 Section 6142**

 **Web Course Syllabus**

|  |  |
| --- | --- |
|  | **General Information**  |
| CREDIT HOURS  | 3 hours  |
| PROFESSOR  | Jeffrey C. Meeks, EdD CCC-SLP  |
| Email  | jeffrey.meeks@nau.edu  |
| Phone  | 928-241-2010 (Please text me and I will call you.)  |
| Other:  | Online and Collaborate (BBLearn)  |
| OFFICE HOURS  | By Appointment |
| COURSE PREREQUISITES  | CSD 191, CSD 202, CSD 251  |
| COURSE DESCRIPTION  | CSD 302 addresses the major adult communication disorders focusing on the role of the speech-language pathologist assistant (SLPA) in screening and treatment. This course primarily addresses adult neurogenic communication and swallowing disorders resulting from stroke, diseases, and traumatic brain injury. CSD 302 consists of lectures, audio and video clips, and web reviews to accompany assigned readings. |

**Course Standards and Student Learning Outcomes**

CSD 302 is intended to provide the prospective speech-language pathology assistant (SLPA) with basic information about major adult neurogenic communication disorders and their treatment. The focus of the course is on the role of the SLPA in clinical practice, primarily in a medical setting, and follows the guidelines and scope of practice for SLPAs established by the American Speech-Language-Hearing Association (ASHA).

The successful student in CSD 302 will demonstrate comprehension and apply understanding of the following essentials as demonstrated in the Assessment of Student Learning Outcomes section (see below):

* Essentials of Aphasia for the Speech-Language Pathology Assistant
* Essentials of Motor Speech Disorders for the Speech-Language Pathology Assistant
* Essentials of Adult Traumatic Brain Injury for the Speech-Language Pathology Assistant
* Essentials of Right Hemisphere Brain Damage and other Complications from Stroke for the Speech-language Pathology Assistant
* Essentials of Dysphagia for the Speech-Language Pathology Assistant
* Essentials of Dementia for the Speech-Language Pathology Assistant

## Textbook and Required Materials

**Required:** Tanner, D. (2008). *The Family Guide to Surviving Stroke and Communication Disorders: 2nd Edition*. Sudbury: Jones and Bartlett. It is available at the [**University**](http://www.bkstr.com/CategoryDisplay/10001-9604-15828-1?demoKey=d) and off-campus bookstores, or [**Jones and Bartlett Publishing**](http://www.jbpub.com/catalog/9780763751050/).

A $35 “Master Clinician” fee is required.

**Recommended:** Tanner, D.C. (2009). *The psychology of neurogenic communication disorders: a primer for health care professionals.* **[IUniverse](http://www.iuniverse.com/Bookstore/BookDetail.aspx?BookId=SKU-000134818)**.

Tanner, D.C. (2010). *Exploring the psychology, diagnosis, and treatment of neurogenic communication disorders*. Bloomington, IN: **[IUniverse](http://www.iuniverse.com/Bookstore/BookDetail.aspx?BookId=SKU-000172444)**.

**ASSESSMENT of STUDENT LEARNING OUTCOMES**

 Students will be graded according to their scores on the four examinations, five assignments, five quizzes and their observation master clinician assignment. The tests and term paper are worth 100 points each. The assignments are worth 20 points each and quizzes are worth 5 points each. Students are also encouraged to post to the discussion groups at least five out of the six opportunities. Discussion postings should provide insightful comments fully addressing the questions posted. Participation in the discussion area will be monitored on a regular basis. Students’ final grades will be computed based on the total points for all activities.

**Grading System:**

|  |  |
| --- | --- |
| **Type** | **Points Allocation** |
| Examination I | 100 points |
| Examination II | 100 points |
| Examination III | 100 points |
| Examination IV | Comprehensive- 100 points |
| Quizzes | There are five quizzes within the modules worth 5 points each- 25 points |
| Assignments | There are five assignments within the modules worth a total of 110 points |
| Discussions | There are eight discussions worth 10 points each. |
| Observation/Master Clinician | The instructions for the Master Clinician Observation assignment are located in the assignment section of the course- 100 points |

**I reserve the right to change the number, nature, and value of assignments, quizzes, and exams based on class needs. Students will be notified in advance of any changes to the above assignments.**

**Students will not be able to submit exams or assignments late. Plan for computer difficulties. If you have an "unstable" computer, make other arrangements (library, Kinko's, etc.).**

**Grading Scale**

Scale is based on percentage of points earned out of total possible points

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

**DUE DATES (All items are due at 11:59 pm unless otherwise indicated and a penalty of -15% per day late will be assessed for late submission.):**

|  |  |
| --- | --- |
| **Assignment** | **Due Date** |
| Introductions Discussion | 9/2/18 |
| Module 1 Assignment | 9/9/18 |
| Exam 1 (Module 1) | 9/9/18 |
| Module 2 Discussion 1 | 9/16/18 |
| Module 2 Discussion: Video | 9/16/18 |
| Module 2 Matching Quiz | 9/23/18 |
| Module 2 Assignment | 9/23/18 |
| Module 3 Discussion | 9/30/18 |
| Module 3 Matching Quiz | 10/7/18 |
| Module 3 Assignment | 10/7/18 |
| Exam II (Modules 2-3) | 10/14/18 |
| Module 4 Discussion | 10/21/18 |
| Module 4 Matching Quiz | 10/28/18 |
| Module 4 Assignment | 10/28/18 |
| Module 5 Discussion | 11/4/18 |
| Module 5 Matching Quiz | 11/11/18 |
| Module 5 Assignment | 11/11/18 |
| Exam III (Modules 4-5) | 11/18/18 |
| Module 6 Discussion | 11/25/18 |
| Module 6 Matching Quiz | 12/2/18 |
| Master Clinician (Two Observations) | 12/9/18 |
| Module 7 Discussion | 12/9/18 |
| Exam IV (Comprehensive Final) | 12/13/18 |

**COURSE POLICIES:**

Students are responsible for turning assignments in on or before the assigned due date to receive credit. **Assignments are due by Sunday at 11:59 pm the week they are assigned.**  **Points will be deducted for late submissions at a rate of -15% of possible points per day late resulting in the loss of a full letter grade for that assignment per day**. Allow adequate time to correct potential technology problems. Academic dishonesty of any kind will not be tolerated. Any violations of this policy will result in a zero (0) for the assignment and be figured into the final grade accordingly. Additionally, you should be aware that academic dishonesty may result in University disciplinary action, including suspension/expulsion. For information on NAU policies on Safe Working and Learning Environment, Students with Disabilities, Institutional Review Board process, and Academic Integrity, please see the following section of this syllabus.

## 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**](http://www.asha.org/default.htm) (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 the scope of this course. For additional information contact the**Arizona** [**Department of Health Services Special Licensing Division**](http://www.azdhs.gov/als/hadisp/index.htm)[.](http://www.ade.state.az.us/)

**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/>

## Emergency Textbook Loan Program

Emergency Textbook Loan Program: To help students acquire the materials they need to be successful in class. NAU has partnered with Follett to create the Emergency Textbook Loan program. The program is administered by the LEADS Center. The program assists students with unmet financial need in obtaining required textbook(s) and other materials for courses. Students must apply and meet eligibility criteria before textbooks are purchased on their behalf. Textbooks must be returned at the end of the term in which the textbooks were loaned. More information can be found online: <http://nau.edu/LEADS>[-Center/Textbook-Loan-Program/](https://iris.nau.edu/OWA/redir.aspx?C=T6cBaFasUEO1r1_awxVN6_FKCn_NkdEI702mvCykb5ATr_q4QL1L-fu-68Yx03IU3Z4FMnsKyEw.&URL=http%3a%2f%2fnau.edu%2fLEADS-Center%2fTextbook-Loan-Program%2f)

## Student Support Services

The Student Learning Centers, TRIO Outreach programs, and Educational Support Services main office are back in the University Union, second floor. Specific room locations are below:

**Student Learning Centers**

· Tutoring-room 201

· Transfer and Commuter Connections office/lounge-room 247

· Peer Jacks lounge and staff-room 201

**TRIO Outreach programs**

· Educational Talent Search (ETS)/Educational Opportunity Center (EOC)/Nizhoni room 241

· Upward Bound and Upward Bound Math Science-room 201

**Educational Support Services**

· Main office – room 260

 **NAU & HEALTH SCIENCES ACADEMIC POLICY STATEMENTS**

**(See the following webpage for Health Sciences Dept. Academic Integrity Policy:** [**http://nau.edu/CHHS/Health-Sciences/Public-Health-Policies/**](http://nau.edu/CHHS/Health-Sciences/Public-Health-Policies/)

**ACADEMIC INTEGRITY**

NAU expects every student to firmly adhere to a strong ethical code of academic integrity in all their scholarly pursuits. The primary attributes of academic integrity are honesty, trustworthiness, fairness, and responsibility. As a student, you are expected to submit original work while giving proper credit to other people’s ideas or contributions. Acting with academic integrity means completing your assignments independently while truthfully acknowledging all sources of information, or collaboration with others when appropriate. When you submit your work, you are implicitly declaring that the work is your own. Academic integrity is expected not only during formal coursework, but in all your relationships or interactions that are connected to the educational enterprise. All forms of academic deceit such as plagiarism, cheating, collusion, falsification or fabrication of results or records, permitting your work to be submitted by another, or inappropriately recycling your own work from one class to another, constitute academic misconduct that may result in serious disciplinary consequences. All students and faculty members are responsible for reporting suspected instances of academic misconduct. All students are encouraged to complete NAU’s online academic integrity workshop available in the E-Learning Center and should review the full academic integrity policy available at <https://policy.nau.edu/policy/policy.aspx?num=100601>.

**COURSE TIME COMMITMENT**

Pursuant to Arizona Board of Regents guidance (Academic Credit Policy 2-224), for every unit of credit, a student should expect, on average, to do a minimum of three hours of work per week, including but not limited to class time, preparation, homework, and studying.

**DISRUPTIVE BEHAVIOR**

Membership in NAU’s academic community entails a special obligation to maintain class environments that are conductive to learning, whether instruction is taking place in the classroom, a laboratory or clinical setting, during course-related fieldwork, or online. Students have the obligation to engage in the educational process in a manner that does not breach the peace, interfere with normal class activities, or violate the rights of others. Instructors have the authority and responsibility to address disruptive behavior that interferes with student learning, which can include the involuntary withdrawal of a student from a course with a grade of “W”. For additional information, see NAU’s disruptive behavior policy at [<https://nau.edu/university-policy-library/disruptive-behavior>](https://nau.edu/university-policy-library/disruptive-behavior).

**NONDISCRIMINATION AND ANTI-HARASSMENT**

NAU prohibits discrimination and harassment based on sex, gender, gender identity, race, color, age, national origin, religion, sexual orientation, disability, or veteran status. Due to potentially unethical consequences, certain consensual amorous or sexual relationships between faculty and students are also prohibited. The Equity and Access Office (EAO) responds to complaints regarding discrimination and harassment that fall under NAU’s Safe Working and Learning Environment (SWALE) policy. EAO also assists with religious accommodations. For additional information about SWALE or to file a complaint, contact EAO located in Old Main (building 10), Room 113, PO Box 4083, Flagstaff, AZ 86011, or by phone at 928-523-3312 (TTY: 928-523-1006), fax at 928-523-9977, email at equityandaccess@nau.edu, or via the EAO website at <https://nau.edu/equity-and-access>.

**TITLE IX**

Title IX is the primary federal law that prohibits discrimination on the basis of sex or gender in educational programs or activities. Sex discrimination for this purpose includes sexual harassment, sexual assault or relationship violence, and stalking (including cyber-stalking). Title IX requires that universities appoint a “Title IX Coordinator” to monitor the institution’s compliance with this important civil rights law. NAU’s Title IX Coordinator is Pamela Heinonen, Director of the Equity and Access Office located in Old Main (building 10), Room 113, PO Box 4083, Flagstaff, AZ 86011. The Title IX Coordinator is available to meet with any student to discuss any Title IX issue or concern. You may contact the Title IX Coordinator by phone at 928-523-3312 (TTY: 928-523-1006), by fax at 928-523-9977, or by email at pamela.heinonen@nau.edu. In furtherance of its Title IX obligations, NAU will promptly investigate and equitably resolve all reports of sex or gender-based discrimination, harassment, or sexual misconduct and will eliminate any hostile environment as defined by law. Additional important information about Title IX and related student resources, including how to request immediate help or confidential support following an act of sexual violence, is available at <http://nau.edu/equity-and-access/title-ix>.

**ACCESSIBILITY**

Professional disability specialists are available at Disability Resources to facilitate a range of academic support services and accommodations for students with disabilities. If you have a documented disability, you can request assistance by contacting Disability Resources at 928-523-8773 (voice), 928-523-6906 (TTY), 928-523-8747 (fax), or dr@nau.edu (e-mail). Once eligibility has been determined, students register with Disability Resources every semester to activate their approved accommodations. Although a student may request an accommodation at any time, it is best to initiate the application process at least four weeks before a student wishes to receive an accommodation. Students may begin the accommodation process by submitting a self-identification form online at <https://nau.edu/disability-resources/student-eligibility-process> or by contacting Disability Resources. The Director of Disability Resources, Jamie Axelrod, serves as NAU’s Americans with Disabilities Act Coordinator and Section 504 Compliance Officer. He can be reached at jamie.axelrod@nau.edu.

**RESPONSIBLE CONDUCT OF RESEARCH**

Students who engage in research at NAU must receive appropriate Responsible Conduct of Research (RCR) training. This instruction is designed to help ensure proper awareness and application of well-established professional norms and ethical principles related to the performance of all scientific research activities. More information regarding RCR training is available at <https://nau.edu/research/compliance/research-integrity>.

**SENSITIVE COURSE MATERIALS**

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 their college studies, students can expect to encounter and to critically appraise materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty.