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**CSD 455C**

**Survey of Speech Pathology**

**Capstone Syllabus**

**College:** Health and Human Services

**Department/ Academic Unit:** Communication Sciences and Disorders

**Course prefix, Section number and Title:** CSD 455C

**Term/ Year:** Spring, 2019

**Total Units of Course Credit:** 3

**Course Pre-requisite(s)\*:** CSD 202, 251, 350, 375, 376, 405

**Mode of Instruction:** Online

**Instructor’s Name:** Michelle Thomas, M.S., CCC-SLP

**Instructor’s Contact Information: Use BBLearn CSD 455C course messaging for course related communication**

**Additional Contact Info:** Email:Michelle.Thomas2@nau.edu

**Instructor’s Availability:** Office hours TTH 11:00 am -1:00 or by appointment

*\*****Course Prerequisites***

*Prerequisites enable progressive development of knowledge and skills in a sequence necessary to ensure competence for professional practice. Students must have successfully completed the prerequisite courses in a prior semester. Students are responsible for ensuring they have met all of the prerequisites. If unsure, students should contact their academic advisor. The course instructor will administratively withdraw students who have not met the course prerequisites and may do so any time.*

**Course Purpose**

* CSD 455C is the "Capstone" course in the Communication Sciences and Disorders BS program. As such, it is intended to be a culminating experience for students completing their studies in the field. The capstone course is intended to integrate the BS curriculum and to provide the student a forum in which to demonstrate mastery of learning across the curriculum and a forecast of advancement.
* This course reviews normal aspects of speech, voice, and language as well as problems commonly evaluated and treated by practicing clinicians.
* The following Liberal Studies Essential skills (LSES) are integrated into the culminating experience: “**Critical Thinking” is addressed through course activities related to course learning outcomes 3-5 listed below. “Effective Oral Communication” is addressed through oral presentations given to demonstrate students’ understanding of speech and language development and disorders.**
* CSD 455C integrates the **Liberal Studies Science Distribution Block (DB)** into the culminating experience by examining, reviewing and reinforcing all the CSD Specialization courses’ scientific material. *It integrates theories, concepts and taxonomies central to the scientific discipline* of human communication. *The application of scientific knowledge and technologies to problem solving* is also addressed through this culminating experience.

**Course Learning Outcomes**

**Students will:**

1. Demonstrate a clear and basic understanding of speech and language development.

2. Recognize the etiologies of various speech/language related disorders.

3. Define the role of the speech-language pathologist, when working with a variety of populations

4. Employ ethical reasoning skills to interpret case studies that are violations of the Code of Ethics.

5. Describe the impact communication disorders have on an individual, caregivers, and society.

**OUTCOME MEASURES:**

The above learning objectives will be met with students achieving a 70% or greater rating on each of the following:

1. **Blackboard Collaborate Presentation/Individual: 25 points (meets learning objective 1)**

Each student will prepare an oral presentation including audio or video recording using Blackboard Collaborate (found in the main course menu to the left). Students will select from a series of topics related to speech and language developmental milestones from which to report. Full details about this assignment are presented in the Objective 1 folder in the course content area.

2. **Characteristics and Etiologies Assignment and Test: 100 points total (meets learning objective 2)**

**A.** To meet this objective you, along with your assigned group (you will be assigned a group approximately the 3rd week of the semester), will use the Blackboard Collaborate tool to present on your chosen topic (**50 points)**. A list of topics is available at the bottom of module 2. Group topic choices will be due on the date specified on your calendar and at the bottom of the syllabus where all due dates are listed. You will present a powerpoint in blackboard collaborate pertaining to causes and characteristics of a speech, language, or hearing disorder or difference (e.g. accents/dialects). This information will be modified and used in your final group project at the end of the course. Full details about this assignment are presented in the Objective 2 folder in the course content area.

**B.** **Characteristics and Etiologies Test (50 points)** You will take a test based on expert recorded lectures in module 2. Listen to lectures and take notes. You will have 2 opportunities to take the test and the highest score will be the one that is recorded.

3. **Reflection on Video Interview and Test: 75 points total (meets learning objective 3)**

**A.** For this objective, you will watch several video interviews conducted with SLPs who work in a variety of settings and submit a 3 page reflection essay **(25 points)** on the videos you watched. Full details about this assignment are presented in the Objective 3 folder in the course content area.

**B.** Roles of the SLP/Audiologist Test **(50 points)** You will take a test based on expert recorded lectures in module 3. Listen to lectures and take notes. You will have 2 opportunities to take the test and the highest score will be the one that is recorded.

4. **Ethics Assignment: 100 points (meets learning objective 4)**

To meet this objective you will learn about ethics in speech-language pathology through several readings and PowerPoints provided as well as research conducted on your own. You will then evaluate case studies considering the American Speech Language Hearing Association (ASHA) Code of Ethics. Full details about this assignment are presented in the Objective 4 folder in the course content area.

5. **Impact of Communication Disorders on Patients, Caregivers, and Society: 100 points (meets learning objective 5)**

To meet this objective you will join with your assigned group again to incorporate your characteristics and etiologies presentation with impact on individuals, caregivers, and/or society unique to your communication disorder or difference. For example, what impact may stuttering have on an individual and his/her social life or what impact does a swallowing disorder have on a patient with dementia? What do language and literacy deficits mean for society? This will require research on your end. You will present a powerpoint slide (similar to a poster from a poster session) in blackboard collaborate, again, including information from your previous presentation with the addition of the impact portion. Each group will also be required to view another group’s recorded presentation and submit two follow-up questions to that group. That group in turn will answer the questions by a specified date. Full details about this assignment are presented in the Objective 5 folder in the course content area.

**FINAL GRADE COMPUTATION (HINT: Keep track of due dates listed):**

Objective 1: Blackboard Collaborate Presentation/Individual: (25 pts) **DUE January 31st at 11:59 pm**

Objective 2: Characteristics/Etiologies

Topic Choice **DUE February 17th at 11:59pm- message professor topic choice**

Part A- Group presentation (50 pts) **DUE March 3rd at 11:59pm**

Part B- Test (50 pts) **OPENS March 11th at 8:30 am and DUE March 15th at 11:59 pm**

Objective 3: Roles and Responsibilities

Part A- Video Reflection (25 pts) **DUE March 31st at 11:59 pm**

Part B- Test (50 pts) **OPENS April 6th at 8:30am** **DUE April 10th at 11:59pm**

Objective 4: Ethics Assignment – (100 pts) **DUE April 21st at 11:59pm**

Objective 5: Impact Presentation – (100 pts) **RECORDINGS and ppt. submission** **DUE April 27th at 11:59pm**

**Group questions DUE April 29th responses DUE May 3rd (at 11:59pm)**

Total Points Possible = 400

A = 90-100% C = 70-79%

B = 80-89% D = 60-69%

F = Below 60%

**COURSE STRUCTURE/APPROACH:**

The class will consist of individual and group presentations, assignments, and tests. The activities in this course have been designed to allow students the opportunity to reflect on previous learning, question and critically evaluate their knowledge, apply ethical constructs to course related content, reflect on the experiences of others in the field, and explore the impact of communication disorders. The series of assignments and activities are designed to enable students to meet and demonstrate their knowledge of the information encompassed in the course’s learning objectives.

\*Students are responsible for reading all directions for graded assignments and presentations. In the event a student feels the directions for a graded assignment are unclear, notify the instructor for clarification prior to submission of, and due date for, the graded activity.\*

**READINGS AND REQUIRED MATERIALS:**

Students are required to purchase or have access to an external microphone for voice recording, as well as the following software: Microsoft PowerPoint, and a word processing program such as Microsoft Word. All NAU students are provided with access to Microsoft PowerPoint and Word for free through Office 365 Education. Information about accessing these services is provided on the following website: https://nau.edu/its/learn/officeforstudents/

There is not a required textbook for this class. However, access to previously purchased CSD course textbooks will be beneficial to students.

**CLASS OUTLINE OR TENTATIVE SCHEDULE**

See the course calendar in BBLearn for class schedule and due dates. I reserve the right to change the number, nature, and value of assignments, presentations, and tests based on class needs. Students will be notified in advance of any changes to the above assignments.

**University 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 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.

**COURSE POLICIES:**

**GROUP PRESENTATIONS:**

Each group member is responsible for doing an EQUAL share of work on presentations. If it is deemed that this has not been the case, I reserve the right to deduct points from that or those individuals who have not “pulled their weight.”

**MAKEUP POLICY:**

Late assignments, tests, or presentations may not be accepted and may result in a zero for that assignment, test, or presentation.

**EXTRA CREDIT POLICY:**

There will be one extra credit opportunity announced near the end of the course.

**CALENDAR:**

Please check the calendar regularly so that you do not miss any deadlines.

**STUDENT TECHNOLOGY CENTER:**

Please contact the Student Technology Center (STC) at (928) 523-9294, (888) 520-7215, and/or ask-stc@nau.edu, immediately if you have a concern in which you feel technical difficulties have prevented you from completing an assignment, presentation, and/or test. This will allow them to offer you the most immediate support. As is always recommended for online courses, do not wait until the last minute to complete graded activities and if your computer is known to 'glitch', you may want to go to the library, kinkos, etc to upload assignments and/or complete your assignments, presentations, and/or tests.

The Student Technology Center is open 24 hours and there to assist you. Please also note it is the recommendation of STC that students use Firefox or Google Chrome as their internet browser.

\*Students must contact STC within 24 hours of the event, to report an incident in which they feel a technical difficulty has negatively impacted submission of any graded activity\*

American Speech Language Hearing Association (ASHA) Standard IV: Outcomes for CSD 455C

See: [http://www.asha.org/Certification/2014-Speech-Language-Pathology Certification-Standards/](http://www.asha.org/Certification/2014-Speech-Language-Pathology%20Certification-Standards/)

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|  |  | **A** | **B** | **C** | **D** | **E** | **F** | **G** | **H** |
| **455C Learner Outcomes** | **Assessment Method** | **ASHA: Principles of Sciences** | **ASHA: Knowledge of basic human processes** | **ASHA: Knowledge of Nature of speech, language, hearing and comm. disorders** | **ASHA: Prevention and assessment and intervention** | **ASHA: Ethical Conduct** | **ASHA: Research Principles** | **ASHA**: **Professional Issues** | **ASHA: Professional Credentials** |
| Demonstrate a clear and basic understanding of speech and language development. | Objective 1 Individual Presentation  |  X |  X |   |   |   |  X |   |   |
| Recognize the etiologies/characteristics of various speech/language related disorders. | Objective 2 Group presentation and test |  X |   |  X |   |   |  X |   |   |
| Define the role of the speech-language pathologist, when working with a variety of populations. | Objective 3 Assignment video reflection and test |   | X  |   X |  X |  X |  |  X |  X |
| Employ ethical reasoning skills to interpret case studies that are violations of the ASHA Code of Ethics. | Objective 4 Ethics assignment |    |   |   |   |  X |   |  X |  X |
| Describe the impact communication disorders have on an individual, caregivers, and society. | Objective 5 Impact Group Presentation | X  |  X |  X |  X |  X |  X  |  X |   |