

**College of Health and Human Services**

**Department of Communication Sciences and Disorders**

**Course**: CSD 455C Survey of Speech Pathology Capstone

**Term/Year**: Spring Semester 2019

**Course Day/Time:** Monday, 1:30-4:00 pm

**Course Meeting Place**: Health Professions Bldg. 66, Room 320

**Total Units of Course Credit**: 3 Credit Units

**Pre-requisites for this course:** The prerequisites for this course include CSD 202, 251, 350, 375, 376, 405 or permission of instructor. Prerequisites enable progressive development of knowledge and skills in a sequence necessary to ensure competence for professional practice. You must have successfully completed the prerequisite courses in a prior semester. You are responsible for ensuring that you have met all of the prerequisite requirements for this course. If after reviewing the department's curriculum requirements for the degree in which you are enrolled you still have questions about whether or not you have met the prerequisites, see the Academic Advisor. The course instructor will administratively withdraw students who have not met the course prerequisites and the instructor may do so any time.

**Mode of Instruction**: Face-to-face lectures with technological enhancement.

**Instructors**: Rebecca Bartlett, Ph.D., CCC-SLP; Ishan Bhatt, Ph.D.,CCC-A; Kim Farinella, Ph.D., CCC-SLP, Mary Harmon, Ph.D., CCC-SLP; Emi Isaki, Ph.D., CCC-SLP; Judith King, Ph.D., CCC-SLP, Michelle Thomas, MS, CCC-SLP; & Sandra Stewart, EdD, CCC-SLP

**Office Address**: Bldg 66, Dept. of CSD, Rm 301

**Phone and e-mail**: 523-2969 and Rebecca.Barlett@nau.edu; Ishan.Bhatt@nau.edu; Kim.Farinella@nau.edu; Mary.Harmon@nau.edu; Emi.Isaki@nau.edu; Judith.King@nau.edu; Elise.Lindstedt@nau.edu; Michelle.Thomas2@nau.edu; Sandra.L.Stewart@nau.edu

**Office Hours**: Specified by individual instructor

**Course Purpose:** CSD 455C is the capstone course in the Communication Sciences & Disorders BS program. As such, it is a summative experience intended to integrate the undergraduate CSD curriculum and to provide students completing their studies in the field with a forum in which to demonstrate mastery of learning across the curriculum and to forecast advancement.

1. This course reviews normal aspects of speech, voice, and language as well as problems commonly evaluated and treated by practicing clinicians.
2. CSD 455C addresses the Liberal Studies Essential Skills of critical thinking (addressed in the Issues in Ethics section), effective written communication (poster assignment), and effective oral communication (poster assignment).
3. CSD 455C integrates the Liberal Studies ScienceDistribution Block into the culminating experience by examining, reviewing and reinforcing the scientific content of all CSD specialization courses. As stated on the NAU distribution blocks website:

Courses in [the science] block increase students’ knowledge of important theories, concepts, and taxonomies that are central to scientific disciplines and the application of scientific knowledge and technologies to problem solving. Laboratory Science courses increase students’ ability to apply the scientific method to understand a variety of physical and biological phenomena. Students will also learn to employ the logic and techniques of scientific inquiry and thereby develop an understanding of the basis and limits of contemporary scientific knowledge. Courses in this block also address the impact of technology on the human condition and the natural world.

**Course Student Learning Outcomes:**

Students will:

1. Demonstrate a clear and basic understanding of speech and language development.
* This outcome will be assessed via class discussion, quizzes, and poster development/presentation.
1. Recognize the etiologies of various speech/language related disorders.
* This outcome will be assessed via class discussion, quizzes, and poster development/presentation.
1. Employ ethical reasoning skills to interpret case studies that are violations of the Code of Ethics.
* This outcome will be assessed via class discussion, and the Ethics quiz.
1. Define the role of the speech-language pathologist, when working with a variety of populations.
* This outcome will be assessed via class discussion, quizzes, and poster development/presentation.
1. Describe the impact communication disorders have on an individual, caregivers, and society.
* This outcome will be assessed via class discussion, quizzes, and poster development/presentation.
1. Demonstrate evidence of critical evaluation of articles and appropriate discussion and presentation of article content.
* This outcome will be assessed via class discussion, quizzes, and poster development/presentation.

**CSD Program Outcomes specific to this course:**

1. Integrate phonetic science with anatomy, physiology and speech and hearing science.

2. Summarize normal development of motor, cognitive, social-emotional, and communicative development from birth through adolescence.

3. Define the role of the speech-language pathologist and audiologist in clinical service delivery.

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

5. Apply ethical constructs to health care situations.

6. Distinguish the roles of the speech-language pathologist and speech-language pathology assistant when working in educational and health care delivery settings.

**Assessment of Student Learning Outcomes:**

The learning outcomes listed above will be assessed through class discussions, quizzes, and a group poster presentation.

**BbLearn Quizzes:** Following each block of content, students will take a 10-item objective quiz covering course material presented during that module. Quiz items will address information presented during class as well as assigned readings. Students may take each quiz one time only. Quizzes will be taken online through BbLearn and will be available for approximately 48 hours beginning the final Friday of each module. Each quiz will be worth 10 points and will be timed: The quiz will shut down 60 minutes after opening unless instructors received a letter from Disability Services specifically extending the testing time for an individual. See the class timeline and/or BbLearn calendar for specific start-end times for each quiz.

**Program Outcomes Survey.** A “Program Outcomes” survey will be emailed to students during the first week of May via the survey service Qualtrics. If you do not receive the survey by 5/03, contact Dr. Stewart at Sandra.L.Stewart@nau.edu. Completion of this survey is worth 10 points and must be received by 5/10 to receive a grade in this course.

**Poster for NAU Undergraduate Symposium (50 points).** Instructions for Capstone Posters are as follows:

1. Dr. Harmon will ask you to list your top 3 choices of poster topics.
2. The choices will be reviewed. Based on the choices provided, students will be assigned to a group according to their interests/preferences for the poster presentation.
3. The instructor listed on the syllabus, to teach the topic area, will serve as the research advisor and guide you in determining the focus for the poster.
4. The articles to use for the poster are provided to you on Bb Learn. They have been selected because they come from credible sources.
5. All groups are required to register for the NAU Undergraduate Symposium. Registration **opens on February 1 and will close on Sunday, March 17, 2019, at 11:59 pm**. Groups must register online for the symposium during the month of February. A template has been provided in the Assignments folder to guide the submission process.
6. Authors should be listed alphabetically on the poster since all group members are expected to participate equally on this assignment.
7. In the poster, cite the referenced materials using the American Psychological Association (APA) style.
8. Posters can include photos/pictures to enhance the information presented.
9. Please refer to the NAU Undergraduate Symposium website (https://nau.edu/Provost/VPAA/Undergraduate-Research/Undergraduate-Symposium/) for registration information and suggestions for font size and design of posters. Also, take a look at the 3rd floor hallway for examples of posters.
10. Items to consider – grammar, spelling, and organization of how the information is presented. Use subheadings as needed.

**Grading System: Grades will be determined as follows:**

Class participation & attendance: 30 points A 100 - 90%

Quizzes 1-8: 10 points each for 80 points total B 89 - 80%

Program Outcomes survey: 10 points C 79 - 70%

Poster: 50 points D 69 – 60%

 F 59% and below

**Total of 170 points possible**

The NAU Academic Grading Policy can be found at [**http://www4.nau.edu/academiccatalog/2010/Introduction/Important\_Policies/Combined/AcademicContinuationPolicy.htm**](http://www4.nau.edu/academiccatalog/2010/Introduction/Important_Policies/Combined/AcademicContinuationPolicy.htm)

**Required Readings and Materials:**

***January 28 Readings – Dr. Isaki***

Centers for Disease Control and Prevention. (2013). *The State of Aging and Health in America 2013.* Atlanta, GA:Centers for Disease Control and Prevention, US Dept of Health and Human Services.

Centers for Disease Control and Prevention. (2015). *Report to Congress on Traumatic Brain Injury in the United States: Epidemiology and Rehabilitation.* Atlanta, GA:

National Center for Injury Prevention and Control, Division of Unintentional Injury Prevention.

***March 4 Readings – Dr. Barlett***

Ekberg O., Hamdy S., Woisard V., Wuttge-Hannig A., Ortega P. (2002). Social and psychological burden of dysphagia: Its impact on diagnosis and treatment. *Dysphagia, 17,* 139-146.

Langmore S.E., Terpenning M.S., Chen Y., Murray J.T., Lopatin D., Loesche W.J. (1998). Predictors of aspiration pneumonia: how important is dysphagia? *Dysphagia, 13,* 69-81.

Martino R., Beaton D., Diamant N.E. (2009). Using different perspectives to generate items for a new scale measuring medical outcomes of dysphagia. *Journal of Clinical Epidemiology, 62,* 518 – 526.

Murry T., Carrau R.L., Chan K. (2018). Anatomy and function of the swallowing mechanism. In *Clinical management of swallowing disorders*, 4th edition (pp. 15 – 29). San Diego: Plural Publishing Inc.

***Please look on BbLearn for articles identified by other instructors.***

**Class Outline:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Month** | **Mon** | **Fri** | **Instructor** | **Topic** |
| **January** | 14 | ALL quizzes open 5 am Friday & close Sunday @ 11:59 pm | Dr. Mary Harmon | Syllabus Review; Language & Literacy Development |
|  | 21 |  |  | MLK Day – no school |
|  | 28Top 3 choices for poster topics due in class | Quiz 1 | Dr. Mary HarmonDr. Emi Isaki | AACTraumatic Brain Injury |
| **February** | 4 | 8Quiz 2 | Dr. Emi Isaki | Dementia |
|  | 11 | Quiz 3 | Dr. Kim Farinella | Childhood Apraxia of Speech /Apraxia of Speech |
|  | 18 | Quiz 4 | Dr. Ishan Bhatt | Tinnitus |
|  | 25 | 1Quiz 5 | Dr. Judy King | Stuttering |
| **March** | 4 | 8Quiz 6Online registration for Undergrad Symposium complete | Dr. Rebecca Barlett |  Swallowing  |
|  | 11 | 15Quiz 7 | Shelly Thomas | Accent Modification |
| **Spring Break March 18 – 22 ~ Spring Break March 18 – 22 ~ Spring Break** |
|  | 25 |  | Various Instructors | Meetings with students regarding posters |
| **April** | 1 |  | Various Instructors | Meetings with students regarding posters |
|  | 8 |  | Various Instructors | Meetings with students regarding posters |
|  | 15 |  |  | Poster Preparation |
| **REQUIRED** | 22 |  |  | Poster presentation (\*) to faculty **5:00 – 7:00 PM** |
| **REQUIRED** |  | **Fri Apr****26** | (\*) Capstone Experience: Poster @ Undergraduate Symposium; location: Skydome; time: 9:00 AM – 4:00 PM ~ students will be assigned to a specific time block; posters will be on display all day |
|  | 29 | 3Quiz 8 (Ethics)  | Dr. Elise Lindstedt | ASHA Code of Ethics; Roles & Responsibilities of the SLPA |
| **May** | 6 |  |  |  |

**Class Policy:**

Regular attendance is **mandatory**. Students are expected to be prepared for all classes and participate in all class discussions. Absences from class sessions may be excused by institutional excuse only. Points will **not** be given for quizzes that are missed, so plan accordingly.

**NAU Course Policies:**

Students are expected to follow NAU Graduate College Policies. Please carefully read through the policies. They may be found at <http://home.nau.edu/gradcol/GradPolicies.asp>.

**Student Work Responsibility:**

You are responsible for completing all work, including discussions, quizzes, and poster-related activities. If you should encounter problems that interfere with or potentially interfere with your ability to fulfill the course requirements, *please notify your instructor as soon as possible*. While your instructor does not necessarily need to know the details of the problems, you should at least identify a “generic” contributor to the problem (e.g. health, finances, living situation, personal, etc.). In that same email, please provide three possible meeting times within the next 72 hours to meet to discuss the matter further.  Your instructor will confirm one of the suggested meeting times by return email. If you do not feel comfortable discussing your situation, contact NAU Student Life at <http://home.nau.edu/studentlife>/. Please do not wait until the conclusion of the semester to explain any interruptions and/or disruptions to your studies.

**Classroom Etiquette:**

A course policy of no computers or other electronics exists for this class; exceptions to this policy will be announced by individual instructors. Please turn off all cell phones during class. If you forget to turn off your cell phone and it rings, please do not answer it in class. In case of emergencies, please let your instructor know in advance that you are expecting a phone call and then leave the classroom to respond to the call. Do not text, surf the web, or instant message during class on any device. Immediate point deduction may result if an instructor suspects that a student is using electronics in a prohibited way during class.

**Professionalism:** All verbal interactions and emails to instructors and fellow classmates should be done in a professional manner. Be aware that the NAU faculty members are preparing you to interact with clients, family members of clients, and other professionals. The NAU faculty expects you to treat all individuals with respect and courtesy.

*NORTHERN ARIZONA UNIVERSITY*

**POLICY STATEMENTS**

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=qGrlRAUqT0a03STCSxV5p6RDchm9jtEIIN6BJk3N456ssDm1OWQFbRhVM558Ptam1dTCHZD0GzY.&URL=http%3a%2f%2fnau.edu%2fLEADS-Center%2fTextbook-Loan-Program%2f)

NAU’s Safe Working and Learning Environment Policy prohibits sexual harassment and assault, and discrimination and harassment on the basis of sex, race, color, age, national origin, religion, sexual orientation, gender identity, disability, or veteran status by anyone at this university. Retaliation of any kind as a result of making a complaint under the policy or participating in an investigation is also prohibited. The Director of the Office of Affirmative Action & Equal Opportunity (AA/EO) serves as the university’s compliance officer for affirmative action, civil rights, and Title IX, and is the ADA/504 Coordinator. AA/EO also assists with religious accommodations. You may obtain a copy of this policy from the college dean’s office or from the NAU’s Affirmative Action website nau.edu/diversity/. If you have questions or concerns about this policy, it is important that you contact the departmental chair, dean’s office, the Office of Student Life (928-523-5181), or NAU’s Office of Affirmative Action (928) 523- 3312 (voice), (928) 523-9977 (fax), (928) 523-1006 (TTD) or aaeo@nau.edu.

**STUDENTS WITH DISABILITIES**

If you have a documented disability, you can arrange for accommodations by contacting Disability Resources (DR) at 523-8773 (voice) or 523-6906 (TTY), dr@nau.edu (e-mail) or 928-523-8747 (fax). Students needing academic accommodations are required to register with DR and provide required disability related documentation. Although you may request an accommodation at any time, in order for DR to best meet your individual needs, you are urged to register and submit necessary documentation (www.nau.edu/dr) 8 weeks prior to the time you wish to receive accommodations. DR is strongly committed to the needs of student with disabilities and the promotion of Universal Design. Concerns or questions related to the accessibility of programs and facilities at NAU may be brought to the attention of DR or the Office of Affirmative Action and Equal Opportunity (523-3312).

**ACADEMIC CONTACT HOUR POLICY**

Based on the Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 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, studying.

**ACADEMIC INTEGRITY**

Integrity is expected of every member of the NAU community in all academic undertakings. Integrity entails a firm adherence to a set of values, and the values most essential to an academic community are grounded in honesty with respect to all intellectual efforts of oneself and others. Academic integrity is expected not only in formal coursework situations, but in all University relationships and interactions connected to the educational process, including the use of University resources. An NAU student’s submission of work is an implicit declaration that the work is the student’s own. All outside assistance should be acknowledged, and the student’s academic contribution truthfully reported at all times. In addition, NAU students have a right to expect academic integrity from each of their peers.

Individual students and faculty members are responsible for identifying potential violations of the university’s academic integrity policy. Instances of potential violations are adjudicated using the process found in the university Academic Integrity Policy.

**RESEARCH INTEGRITY**

The Responsible Conduct of Research policy is intended to ensure that NAU personnel including NAU students engaged in research are adequately trained in the basic principles of ethics in research. Additionally, this policy assists NAU in meeting the RCR training and compliance requirements of the National Science Foundation (NSF)-The America COMPETES Act (Creating Opportunities to Meaningfully Promote Excellence in Technology, Education and Science); 42 U.S.C 18620-1, Section 7009, and the National Institutes of Health (NIH) policy on the instruction of the RCR (NOT-OD-10-019; “Update on the Requirement for Instruction in the Responsible Conduct of Research”). For more information on the policy and the training activities required for personnel and students conducting research, at NAU, visit: http://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 the course of college studies, students can expect to encounter—and critically appraise—materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty.

**CLASSROOM DISRUPTION POLICY**

Membership in the academic community places a special obligation on all participants to preserve an atmosphere conducive to a safe and positive learning environment. Part of that obligation implies the responsibility of each member of the NAU community to maintain an environment in which the behavior of any individual is not disruptive. Instructors have the authority and the responsibility to manage their classes in accordance with University regulations. Instructors have the right and obligation to confront disruptive behavior thereby promoting and enforcing standards of behavior necessary for maintaining an atmosphere conducive to teaching and learning. Instructors are responsible for establishing, communicating, and enforcing reasonable expectations and rules of classroom behavior. These expectations are to be communicated to students in the syllabus and in class discussions and activities at the outset of the course. Each student is responsible for behaving in a manner that supports a positive learning environment and that does not interrupt nor disrupt the delivery of education by instructors or receipt of education by students, within or outside a class. The complete classroom disruption policy is in Appendices of NAU’s Student Handbook.

A**dd, drop, and withdrawal deadlines**.  Deadlines for add, drop, and withdrawal can be found at:  [http://nau.edu/Registrar/Important-Dates/Fall/](https://iris.nau.edu/OWA/redir.aspx?C=s30wXA1rlkaA1CJSHhp-GBzGLKdaj9EIDv16LFL_7jiU7LOLpMxHxZv4S1qg7JXC7hXqwdcKcz0.&URL=http%3a%2f%2fnau.edu%2fRegistrar%2fImportant-Dates%2fFall%2f)  (click on session deadlines)

**Student support programs**:

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