Syllabus

Department/Academic Unit: Department of Communication Sciences and Disorders/CSD

Course prefix, Section number and Title: CSD 191, Communication Disorders in Society

Term/Year: XXXX

Total Units of Course Credit: 3

Course Pre-requisites: None

Mode of Instruction: in person

Professor: Michelle Thomas, M.S., CCC-SLP

Professor’s Contact Information: office phone- 928-523-7439
Email- Michelle.Thomas2@nau.edu
Building- HP #66, room #309

Professor’s Availability: Office hours 11:00-1:00 TTH

Send Messages to the professor in Bb Learn. Messages are checked several times daily with a prompt response. Phone messages are checked daily with a prompt response. Saturdays and Sundays not included.

Course Purpose: The purpose of this course is to introduce students to the study of human communication and its disorders across the lifespan. Students will learn about the professions of speech-language pathology, audiology, and related fields and explore the characteristics, etiologies, assessment, and treatment approaches for specific disorders. Additionally, this course will encourage students to develop insight into the impact that communication disorders and differences have on individuals, families, and society.

Course Student Learning Outcomes: In this course, students will:

- Demonstrate a basic understanding of the anatomical, physiological, and neurological foundations of various communication disorders.
- Identify characteristics of developmental and acquired communication
disorders (e.g., of speech sound production, language, voice, fluency, hearing, swallowing).

- Identify characteristics of communication differences and disorders across the lifespan, and across culturally and linguistically diverse populations.
- Develop insight into the impact that communication disorders have on individuals, families, and society.
- Understand the role of the speech-language pathologist, audiologist, and professionals in related fields (e.g., physical therapy, occupational therapy, medicine, etc.) in the care of individuals with communication disorders.
- Develop professional skills, including oral and written communication, critical thinking, problem solving, and advocacy.

Assignments/ Assessments of Course Student Learning Outcomes:

1. There will be three multiple choice examinations given throughout the semester (see below for availability dates/due dates- subject to change- check announcements for changes). These will be administered online through your Bb Learn class shell. You will have one hour and thirty minutes (90 minutes) to complete each exam. Each student will have two opportunities to take each test, but you must take the exam within the time period they are available as stated. There will be no acceptable excuse for missing an exam (computer difficulties included). All tests are open book; you will have two opportunities to take each test. The highest grade you achieve is the test score that will be recorded.

2. There is also a required Term Paper (see details under term paper for expectations and grading on main course content page). Students will write a term paper addressing the portrayal of a communication disorder in literature and/or other media. This exercise is intended to develop critical thinking skills and writing abilities. This assignment might be a particularly useful one to include in a learning portfolio, since it encompasses both types of writing style (research paper/general overview).

3. Six Pop Quizzes and/or movie reflections will be administered randomly throughout the semester worth 25 points total (5 points each). Pop quizzes will cover previous lectures and/or readings and reflections are to be completed as students are viewing in class films.

4. Assignment Module 2 (see instructions in module 2)
Grading System: All exams are administered through Bb Learn

Examination I 100 points
Modules 1-4

Examination II 100 points
Modules 5-7

Final Exam 100 points
Modules 8-11

Term Paper 100 points

Pop Quizzes and/or Reflections 30 points

Assignment Module 2 20 points

Total points possible= 450 points
90%-100% = A
80%-89% = B
70%-79% = C
60-69% = D
59% and below = F

Readings and Materials:

Class Outline:
The following will be analyzed both from a literature and media perspective (especially their ethical considerations), and scientifically with regard to etiology, diagnosis and treatment.

Modules 1-4
The field of speech pathology and related fields
The communication chain
Stuttering (Fluency Disorders)
The voice and its disorders

Modules 5-7
Articulation and phonological disorders (Speech Sound Disorders)
Language and Literacy development and disorders
Hearing loss and deafness

Modules 8-11
Motor speech disorders and dysphagia
Aphasia in adults
Communication disorders resulting from dementia (Cognitive Impairment)
Communication disorders resulting from traumatic brain injury (TBI)

Class Policies:

ATTENDANCE is expected and, as stated above, there will be random quizzes/media reflections worth 30 points total. If you miss these it can have a significant impact on your grade, so please come to class!

When having technical difficulties please contact the student technology center at NAU. Please do not message the instructor.
Make-up policy
Exams are to be taken as scheduled. Retests may not be given. Make-up exams will only be allowed in the event that the student has an institutional excuse and/or is given prior approval by the instructor. This applies to computer problems. If you have an unreliable computer system or online provider, you are advised to complete work early and/or utilize other computer facilities.

Clinical Experience
Undergraduate students may need clinical experience to either prepare for admission to a graduate program (25 hours of observation) or to become eligible for an SLPA license (100 hours of clinical interaction with clients). These are two separate requirements with each serving a different purpose. The 25 hours of observation required for graduate school do not count toward the 100 hours of clinical interaction required for an SLPA license in Arizona. Some states require both observation and supervised clinical interaction for SLPA applicants. Contact your state licensing body to verify requirements in your state. The prerequisites for clinical experience vary by clinical site. However, the standard expectation for undergraduate students in the NAU CSD department is that they will have the following in place before they participate in any clinical activities: IVP fingerprint clearance card (for students in Arizona); immunization records; proof of HIPAA training (https://in.nau.edu/its/hipaa/); and student liability insurance. For students seeking 100 hours of clinical interaction to obtain an SLPA license, contact Dr. Jeff Meeks at Jeffrey.meeks@nau.edu at least a full semester before the date you plan to begin your practicum for specific instructions.

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.

**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.

REFERENCES:

