Prerequisites: Graduate standing or consent of instructor

I. Course Description: A study of current topics in speech-language pathology and audiology.

Credit Hour Statement: SPHS 5310 "Special Studies in Speech-Language Pathology and Audiology" (3 credits) typically meets once each week in 150 minute segments, and also meets for a two-hour final examination during which students will be assessed on their knowledge of the special topic related to the fields of speech-language pathology and/or audiology. Students have weekly modules to complete as well as reading assignments. These activities average at a minimum 6 hours of work each week to prepare outside of classroom hours.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes)

This course reflects the following core values of the College of Education:

The mission of the Perkins College of Education is to prepare competent, successful, caring and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice, and continued professional and intellectual development in an interconnected global society. In the Perkins College of Education, we value and are committed to:

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision-making
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior
• Service that enriches the community.

This course also supports the mission of the Department of Human Services:

The Department of Human Services prepares undergraduates and graduate students for leadership and service roles in East Texas and the global community. The department is committed to incorporation of community-based, service-learning experiences within its educational programs to maximize the advancement of students’ personal and professional development.

This course also supports the mission of the Speech-Language Pathology Program.

The mission of the Speech-Language Pathology Program is to prepare knowledgeable caring professionals committed to educating the public, properly diagnosing and effectively treating persons with communication and swallowing disorders across the lifespan, thereby improving their quality of life. To meet this mission, the program embraces cultural and linguistic diversity, emphasizes the importance of evidence based practice, critical thinking skills, interdisciplinary collaboration, ethical principles and continued professional development throughout one’s career.

This course addresses the following standard(s) of the Council for Clinical Certification of the American Speech-Language-Hearing Association:

| Standard I: | Degree               |
| Standard II: | Education Program    |
| Standard III: | Program of Study     |
| **Standard IV:** | **Knowledge of Outcomes** |
| **Standard V:** | **Skills Outcomes**   |
| Standard VI:  | Assessment           |
| Standard VII: | Speech-Language Pathology Clinical Fellow |
| Standard VIII: | Maintenance of Certification |

**Standard IV: Knowledge of Outcomes**

Standard IV-B: The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.

Standard IV-C: The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas:

• Articulation
• Fluency
• Voice and resonance
• Receptive and expressive language
• Cognitive aspects of communication
• Social aspects of communication
• Augmentative and alternative communication modalities

Standard IV-D: For each of the areas specified in Standard IV-C, the applicant must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.

Standard IV-E: The applicant must have demonstrated knowledge of standards of ethical conduct

Standard IV-F: The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.

Program Learning Outcomes (PLO): This course supports the Speech-Language Pathology Program Learning Outcomes (PLO) I and IV. These competencies are measured by successful completion of all course requirements, including examinations, group discussion and activities, written assignments, and quizzes:

I. Students will recognize and articulate the foundational skills related to communication and its disorders.
II. Students will analyze, interpret, and synthesize clinical findings in the management of speech disorders.
III. Students will analyze, interpret, and synthesize clinical findings in the management of language disorders.
IV. Students will analyze, interpret, and synthesize clinical findings in the management of swallowing disorders (Dysphagia).
V. Students will analyze, interpret, and synthesize clinical findings in the management of hearing disorders.
VI. Students will integrate research principles and processes into planning Capstone projects and in clinical practice.

Student Learning Outcomes: At the end of this course, students will demonstrate, by performance on examinations, projects/presentations, class discussion, and interactive group activities an understanding of the following:

The students will:
1. demonstrate an understanding of the difference between typical aging and dementia.
2. determine the appropriate management for various cases of pediatric dysphagia.
3. differentiate between various evidence-based practices and compare how they can be implemented.
4. identify aspects of family relationships, multicultural considerations, and counseling relevant to ASD and related disorders
5. demonstrate an understanding of how to teach communication skills, including social competence.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:
Case Study:
Three comps-style case study will be completed throughout the semester.

Quizzes:
There will be three quizzes periodically throughout the semester that are not comprehensive. They are tentatively scheduled and will be announced one week prior.

Intervention Projects:
Memory Book – Students will develop goals, lesson plan, and a digital memory book that can be used with a person with dementia in the medical or community settings. A rubric and detailed instructions will be provided on Brightspace.

Evidence-Based Practice Presentation – Autism
Student pairs (2) will select an evidence-based treatment frequently used with individuals with Autism and developmental disorders to research. Each pair will develop a presentation introducing the class to the treatment approach. In addition, students will develop an intervention plan based on the selected EBP for a hypothetical client.

Participation:
Successful class interactions depend on prepared and present communicators! Students are expected to attend each class and to participate in all class discussions and activities. This includes actively listening, asking and answering questions, expressing your opinion, and/or making other relevant and timely comments. Diversions due to personal notes, visiting, cooking, etc. are not considered appropriate and will be addressed when observed. Microphones are to be muted during class, unless actively participating. Please be respectful and considerate of your peers and instructor.

IV. Evaluation and Assessments (Grading):

Total Possible Points

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<tbody>
<tr>
<td>Quizzes (20 points each)</td>
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<tr>
<td>Case Study (50 points each)</td>
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<td>Memory Book - Dementia</td>
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<td>EBP Presentation - Autism</td>
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V. Tentative Course Outline/Calendar:

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<th>Week</th>
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<th>Topic</th>
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<tr>
<td>1</td>
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<td>Dementia Overview</td>
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<td>2</td>
<td>1</td>
<td>Treatment Planning and Goal Writing</td>
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<td>3</td>
<td>1</td>
<td>Cognitive and Communication Interventions</td>
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<td>Cognitive and Communication Interventions</td>
<td>Quiz</td>
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<tr>
<td>5</td>
<td>1</td>
<td>Caregiver Training and Inservice</td>
<td>Memory Book Due</td>
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VI. Readings:

Required:

This course will use open-access resources.

VII. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: (1) Course and program improvement, planning, and accreditation; (2) Instruction evaluation purposes; and (3) Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the
names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Syllabus Resources

Information on the following is available at Student Syllabus Resources:
• Institution Absences (HOP 04-110)
• Academic Integrity (HOP 04-106)
• Withheld Grades Semester Grades Policy (HOP policy 02-206)
• Students with Disabilities and Disability Services
• Student Wellness and Well-Being
• Additional Campus Resources
• Crisis Resources

IV. Other Relevant Course Information:
Communication for this course will be done in class, through D2L, and email. Please check D2L and your SFASU email often to get announcements, print out handouts, check your grades, etc.