

Introduction to Speech and Language Disorders Assessment in Adults

COMD 4371, Spring 2021 – Wed 5:40pm – 7:05pm
Synchronous Online

FACULTY INFORMATION

Instructor: Raul Prezas, Ph.D., CCC-SLP
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Office Hours: by appointment
Skype Hours: by appointment
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COURSE DESCRIPTION

This course provides an introduction to assessment procedures and treatment strategies for adults with speech and language disorders, including a comprehensive overview of: (1) the causes and characteristics of speech and language disorders in adults, and (2) assessment and treatment procedures for acquired communication disorders. Prerequisite: Upper division standing and the following coursework with a grade of at least a C in each course: COMD 3306, 3311, 3313, 3350, 3358, and 3359

COURSE MATERIALS

Assigned Chapters, Journal Articles (i.e., ASHA: Speech-Language Pathology at www.asha.org), Test Manuals, and online websites

COURSE LEARNING OBJECTIVES AND ASHA STANDARDS

This course addresses the following standards of the Council for Clinical Certification of the American Speech-Language Hearing Association (2020 Standards effective Jan 1, 2020: <https://www.asha.org/Certification/2020-SLP-Certification-Standards/>).

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 cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.

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

1. The student will explain and study different types of assessments of adults.
2. The student will describe etiologies, characteristics, and treatment of speech, language, and neurological conditions in adult populations.
3. The student will summarize the effects of a speech and language disorder on an individual's personal and professional life.
4. The student will review different evidence based interventions for adults by researching journal articles and completing a literature review of an adult intervention topic.
5. The student will describe the impact of multicultural considerations as they relate to working with adult populations.

These competencies are measured by successful completion (70% or above) of all course requirements including examinations, group discussion and activities, written assignments, and projects.

INSTRUCTIONAL STRATEGIES

This is an interactive course that expects participation on a weekly basis. Each week, students are expected to access course content online via Canvas. PowerPoint (PPT) presentations have been prepared and will be offered as supplements to textbook content. Students are expected to both read the textbook for the course and study PPT lecture slides. Additional links and videos will be made available for extended learning, which will include transcription exercises. Discussions in various topic areas will be created. Students will be expected to contribute to discussion questions.

Open discussion of topic materials is expected and in-class questions are encouraged. Please be an active consumer of this course. Read required chapters ahead of the PPT lectures and additional content and be prepared to offer your thoughts in the course discussions. Ask questions, be willing to share experiences, and express concerns. Audiovisual stimuli and other electronic media will be utilized to foster knowledge acquisition of the study area.

As an instructor, I have the utmost respect for my students and expect the same in return. I value an open door policy. I will be available to discuss any issues/concerns via email, phone, Skype, and in person. If you are in need of help with subject material, please contact me as soon as possible so we can discuss strategies to help you succeed in my course.

You may contact me via my UT Tyler email: rprezas@uttyler.edu, my business email: rprezas@gmail.com or my cell phone: 817-907-2670. I do check my business email (gmail) regularly and receive email notifications on my phone. I also check texts regularly and will respond more quickly that way. If you are sending me a text for the first time, please start with your full name so that I am aware of whom I am communicating with. I generally check texts most evenings until 11pm. Although I cannot promise that I will always get back to you

immediately, I do promise a response within 24 to 48 hours. We also may decide to use either Remind or GroupMe apps for more options and more frequent communication.

COURSE REQUIREMENTS (GRADING)

Course grades:

Course grades will be determined as follows:

Class Requirements	Points Value
Project 1 – Journal Article	50
Project 2 – Adult Assessment Analysis	50
Project 3 – Adult Treatment Paper	100
Exam 1	100
Exam 2	100
Final Exam - Comprehensive	100
Total:	500

Grades will be assigned as follows (per university regulations):

A = 90-100;
B = 80-89;
C = 70-79;
D = 60-69;
F = <60

*You can keep track of your grades for this course online. If you have questions on how to access your grades online, please contact me.

Grade points are listed above and the grade you receive in the course will correspond to the letter grade shown. If you receive a **.5** or higher in the course (e.g., **89.50 – 89.99**), I **WILL** round your grade up to the next letter grade. However, I **WILL NOT** round your grade if you receive a **.4** or lower in the course (e.g., **89.0 – 89.499**). No exceptions.

If you are having trouble with the content of this course, please contact me as soon as possible, ***especially with help related to transcription and phonetic symbols***. I am happy to help clarify concepts and expectations to alleviate your concern and help facilitate the earning of a higher grade through a better understanding and comprehension of class material. I cannot help you if you do not reach out to me. I strongly encourage you to schedule either a Skype or face-to-face meeting with me to go over serious concerns.

REMEDICATION PLAN

During the course of the semester, if you earn a grade of C or lower on a test or assignment, I would like you to schedule a meeting with me in person or via Skype in order to develop a

remediation plan. This may consist of simply going over an assignment, reviewing exam questions, or perhaps something more involved, such as guided practice and additional support. I am here to help you succeed. Please do not hesitate to contact me anytime!

COURSE ACTIVITIES

Projects. In order to fulfill course requirements, you will be expected to complete four projects for this course. A folder will be created for all projects on Canvas. You are expected to submit your projects online in the corresponding folders. This may necessitate the use of a scanner. If you are having trouble locating a scanner, there are various means to do so. If you have a smartphone, you can download apps that imitate scanners and allow you to email pages very easily. Both free and paid apps are available. I recommend an app called TinyScan Pro because it allows you to collate pages together. If you do not have a smartphone, please let me know and we can pursue other alternatives. Please also contact the department so that they can assist you.

Project 1 – Journal Article. For this project, you are asked to find one journal article (research studies or literature reviews) related to evidence based speech interventions related to adult populations. You are encouraged to choose a journal article that fits within your topic of choice. Topics can be related to any aspect of adult assessment and treatment (e.g., Aphasias, degenerative conditions)

For this project, you are asked to make copies of the articles, read them, and highlight important details. You will not be required to turn in your article, but I will ask for each student to show a copy of their article in class when they turn in the project. You will then submit a one to two-page summary of the article with the following information:

1. A summary of the article
2. Pros/cons of the research
3. Your personal opinion about the quality of the article
4. A reference for the article (APA format)
5. A copy of the highlighted version of your article (shown in class)

*Note – Please be careful as you summarize the article and make sure to put it into your own words!

Project 2 – Adult Assessment Analysis. For this project, you will choose an assessment that is available related to working with adult populations. You are asked to consider the implications of administering the assessment in a 5- to 10-minute zoom video presentation. You can use PPT slides as your backdrop or give a video presentation of yourself answering the questions. Zoom video presentations can be created as YouTube videos as well. You will upload your videos to a discussion post for this project. Once the videos have been uploaded, you will be responsible for watching one another's video presentations and commenting/asking questions on each post. Your grade for this project will be determined by the quality of your presentation and the thoughtfulness of your responses to your classmate's presentations in the discussion thread. You will need to watch, review, and comment/ask questions on each classmates' presentation (more

instructions to follow). This activity will be part of online class time. Remember, your presentation should be no longer than 10 minutes.

Please research your assessment and answer the following questions:

- a. Why is the assessment relevant? What are the populations or indications of using the assessment? What are we looking to find out from this assessment?
- b. How is assessment administered? What are some tips for collecting data? Is there a basal or ceiling? Any important considerations?
- c. What do we expect to conclude from the assessment? Discuss the highlights of what we would expect – including your own pros and cons related to the assessment.

Project 3 – Adult Treatment Paper. Based on select topics discussed in class (and perhaps your topic from Project 1), you are asked to write an 8- to 10-page paper that compliments a therapy topic area related to adult populations. There should be a *minimum of five acceptable* references. Acceptable references (in order of quality) are listed here:

- Data-based research articles published about the approach
- Data-based chapters about the approach (e.g., SSD course book)
- Data-based research presentations (posters and handouts) from conferences (e.g., those available on the ASHA website)
- Comments on the techniques in books

Any reference should be from a reliable source (e.g., no Wikipedia unless it offers references or links where you can find a quality reference; *must be a cited reference*). An interview from a family member, professional in the field, or acquaintance CANNOT be considered as a reliable source for an annotated bibliography. The sources need to be citable and accessible to anyone. In addition, references should be made in APA format (e.g., follow reference format from a research article). **You are welcome to use your article from Project 1 as a reference for your topic area.**

Example of a citation in APA style:

Prezas, R. F. (2019). Bilingual phonological acquisition: Determining difference versus disorder. *Journal of Speech-Language Pathology, 15, 22-32.*

In the above example, "15" is the volume number and 22-32 are the page numbers. Make sure you follow the rules for capitalization of the title of article and journal reference. First word of the title gets capitalized, as well as any word that occurs after a comma or colon or any formal word that would be capitalized (e.g., words like English, United States). Also note italicization of journal name, etc.

Late work. Five points will be deducted for each day a discussion or assignment is past the due date. If there is a legitimate reason that a discussion or assignment is late, please contact me with that information and we can discuss remediation. Students are expected to submit exams on time. Late exams will only be accepted when a copy of a signed doctor's note is provided to the instructor.

Reading Assignments/Quizzes. In some cases, there will be journal articles tied to course content on select class days. You will be responsible for reading all materials prior to the start of class for a particular topic. I will announce readings in advance. By completing the readings, you will be better prepared to contribute to class discussions, clarify answers to questions about topics you do not understand and complete assignments, projects, quizzes, and scheduled examinations.

Examinations. There will be three scheduled examinations in this course. The first exam will cover aspects of speech and neurogenic disorders in adults. The second exam will cover aspects of language disorders and brain injury in adults. The final exam will be a comprehensive multiple-choice exam that will include aspects from all three areas (including elective services).

COURSE OUTLINE* COMD 4371 – Intro Sp Lang Dis Assessment in Adults

<i>Week/Date</i>	Topic	Readings
W1: Jan 13	Review of Syllabus/Student Info Sheet Overview of Course/Assessment of Adults	Overview/Class Activity
W2: Jan 20	Fluency and the Adult Client	PPT Lectures/Handouts
W3: Jan 27	Fluency and the Adult Client	PPT Lectures/Handouts
W4: Feb 3	Voice and the Adult Client/CAPE-V Project 1 Due	PPT Lectures/Handouts
W5: Feb 10	Laryngeal Cancer Special Populations	PPT Lectures/Articles
W6: Feb 17	Apraxia and Dysarthria Review for Exam	PPT Lectures/Articles
W7: Feb 24	Exam 1	
W8: Mar 3	Project 2 Due (Monday, March 2nd; Responses to presentations due Friday, March 6th)	Zoom Presentations Discussion Board
W9: Mar 10	Spring Break – No Class	
W10: Mar 17	Aphasia and the Brain Neurogenic Disorders and the Aging Population	PPT Lectures/Articles Web Content
W11: Mar 24	Aphasia and the Brain, Cont'd Traumatic Brain Injury (TBI)	PPT Lectures/Articles Web Content
W12: Mar 31	TBI and Right Hemisphere Brain Injuries AAC, Trachs, and Vents Oh MY!	PPT Lectures/Articles Web Content

W13: Apr 7	Exam 2	
W14: Apr 14	Elective Services – Accent Modification Project 3 Due	PPT Lectures/Articles Web Content
W15: Apr 21	Elective Services – Voice and the Transgender Client	PPT Lectures/Articles Web Content
W16 Apr 29	Final Exam (Week of April 27-30th) ONLINE	Comprehensive

**Course Outline subject to change. Any changes/modifications made will be discussed in class/online at least one week prior to the change. Every effort will be made to make positive changes which will benefit students (e.g., postponing an exam to a later date).*

SCHOLASTIC DISHONESTY

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment of the award of a degree, and/or the submission, as one's own work of material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings. In the event disciplinary measures are imposed on the student, it becomes part of the students' official school records. Also, please note that the handbook obligates you to report all observed cases of academic dishonesty to the instructor.

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

1. "Cheating" includes, but is not limited to:
 - a. copying from another student's test paper;
 - b. using, during a test, materials not authorized by the person giving the test;
 - c. failure to comply with instructions given by the person administering the test;
 - d. possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
 - e. using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
 - f. collaborating with or seeking aid from another student during a test or other assignment without authority;
 - g. discussing the contents of an examination with another student who will take the examination;

- h. divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
 - i. substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
 - j. paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
 - k. falsifying research data, laboratory reports, and/or other academic work offered for credit;
 - l. taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
 - m. misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
2. “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.
3. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
4. All written work that is submitted will be subject to review by plagiarism software.

CONCEALED HANDGUNS ON CAMPUS

Per the *Handbook of Operating Procedures* a/k/a “HOP”, Section 2.10.1 Concealed Handguns on Campus; C(7)

We respect the right and privacy of students who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>.

UT TYLER: A TOBACCO-FREE UNIVERSITY

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

WRITTEN COMMUNICATION

Written Communication is a critical competency for today's business leaders. Students are encouraged to seek the services of The University of Texas at Tyler Writing Center, which provides professional writing tutoring for all students in all disciplines.

<http://www.uttyler.edu/writingcenter/>

[Or the Purdue University Online Writing Lab \(OWL\)](http://www.uttyler.edu/writingcenter/)

<https://owl.english.purdue.edu/owl>

STUDENTS RIGHTS AND RESPONSIBILITIES

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:

<http://www.uttyler.edu/wellness/rightsresponsibilities.php>

STATE-MANDATED COURSE DROP POLICY

Texas law prohibits a student who began college for the first time in fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the 12th day of class (See Schedule of Classes for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Registrar's Office and must be accompanied by documentation of the extenuating circumstance. Please contact the Registrar's Office if you have any questions.

DISABILITY SERVICES

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria apply to you, but have questions or concerns please contact the SAR office. For more information or to set up

an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

STUDENTS RIGHTS AND RESPONSIBILITIES

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:

<http://www2.uttyler.edu/wellness/rightsresponsibilities.php>

GRADE REPLACEMENT/FORGIVENESS AND CENSUS DATE POLICIES

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

STUDENT ABSENCE DUE TO RELIGIOUS OBSERVANCE

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

STUDENT ABSENCE FOR UNIVERSITY-SPONSORED EVENTS AND ACTIVITIES

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time, the instructor will set a date and time when make-up assignments will be completed.

SOCIAL SECURITY AND FERPA STATEMENT

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

EMERGENCY EXITS AND EVACUATION

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do Not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

UT TYLER RESOURCES FOR STUDENTS

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254)

TECHNICAL SUPPORT

If you experience technical problems or have a technical question about this course, you can obtain assistance by emailing itsupport@patriots.uttyler.edu or call 903.565.5555. When you email IT Support, be sure to include a complete description of your question or problem including:

- The title and number of the course
- The page in question
- If you get an error message, a description and message number
- What you were doing at the time you got the error message

Please contact technical support before contacting your instructor. I am not a technical expert and they will be able to address your issues better and quicker than I can.

You may also visit the Help Tab in Canvas <http://wiki.uttyler.edu/display/B8H/Home> for useful information.

Plug-ins and Helper Applications

UT Tyler online courses use Java, JavaScript, browser plug-ins, helper application and cookies. It is essential that you have these elements installed and enabled in your web browser for optimal viewing of the content and functions of your online course. Always ensure that you are using the most update version for the browser you choose to access the online learning content.

NOTE: **Chrome** is the recommended browser for Canvas.

- **Adobe Reader** allows you to view, save, and print Portable Document Format (PDF) files. (URL: <http://get.adobe.com/reader/>)
- **Java Runtime Environment (JRE)** allows you to use interactive tools on the web. (URL: <http://www.java.com/en/download/>)
- **Adobe Flash Player** allows you to view content created with Flash such as interactive web applications and animations. (URL: <http://get.adobe.com/flashplayer/>)
- **QuickTime** allows users to play back audio and video files. (URL: <http://www.apple.com/quicktime/download/>)
- **Windows Media Player** allows you to view, listen and download streaming video and audio. (URL: <http://windows.microsoft.com/en-US/windows/products/windows-media-player>)
- **RealPlayer** allows you to view and listen to streaming video and audio. (URL: <http://www.real.com/>)

NETIQUETTE GUIDE

"Netiquette" is network etiquette, the do's and don'ts of online communication. Netiquette covers both common courtesies online and informal "rules of the road" of cyberspace. Review and familiarize yourself with the guidelines provided.

(URL: <http://www.learnthenet.com/learn-about/netiquette/index.php>)