UNIVERSITY OF WESTERN ONTARIO
SCHOOL OF COMMUNICATION SCIENCES AND DISORDERS
CSD 4411A: INTRODUCTION TO SPEECH AND LANGUAGE DISORDERS
FALL 2015

Instructor: Janis Cardy, PhD, S-LP(C)  
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Office: Elborn College, Rm 2517  
Office Hour: Mondays 1:00-2:00, or by appointment

Lectures: Mondays and Wednesdays, 2:30-4:00 pm  
Elborn College Room 1330

Teaching Assistants: Kendra Di Bacco (kdbacc@uwo.ca)  
Carlee Wilson (cwils47@uwo.ca)

A. COURSE GOAL
At the end of the course, students will have a fundamental understanding of the types of speech, voice, swallowing, hearing, language, and cognitive-communication disorders seen by speech-language pathologists, including the epidemiology, aetiology, symptomatology, assessment and treatment of these disorders in children and adults.

B. LEARNING OBJECTIVES
Students will be able to:
1. Discuss the scope of practice of speech-language pathologists and audiologists.
2. Name the fundamental anatomical and neuroanatomical structures involved in speech, voice, resonance, swallowing, hearing, language, and cognitive-communication disorders.
3. Identify speech, language, and communication developmental milestones.
4. Define and explain the distinguishing features of speech, voice, resonance, swallowing, hearing, language, and cognitive-communication disorders as well as describe illustrative examples for different age groups.
5. Describe principles of assessment and intervention for speech, voice, resonance, swallowing, hearing, language, and cognitive-communication disorders.

C. COURSE FORMAT
The course is lecture based and features a number of expert lecturers who have clinical and/or research expertise in a specific area of communication sciences and disorders. Dr. Cardy and the guest experts will present material in lectures, via assigned required readings, and through videotapes, demonstrations and case examples. Students are strongly urged to participate in class discussions. This course covers a great amount of introductory information that focuses on theoretically and clinically relevant information on communication sciences and disorders. The course is intended to provide foundational information, and for students to develop knowledge useful for graduate level courses in communication sciences and disorders.
D. COURSE WEBPAGE

Available on OWL Sakai. Only students registered in the course will be able to access the course webpage. The course syllabus, PowerPoint slides and readings are posted on the course site. Lecture slides will be available for download from the course webpage at least one day prior to the lecture. Please check the course website on a regular basis.

E. REQUIRED TEXT AND READINGS

There is one required textbook available for purchase in hardcopy format at the UWO Books Plus bookstore (near Elborn College):


*Note that this textbook includes information on historical aspects of communication science and disorders. Students are welcome to read the historical aspects section of each assigned chapter for interest, but these sections will not be covered in the lectures or on the exams.*

Any additional required readings or handouts will be available for download from the course website.

F. COURSE REQUIREMENTS AND GRADING

F.1 Student Responsibilities
1. Obtain readings (other than the text), handouts and lecture slides from course website
2. Complete assigned readings prior to lecture
3. Participate in class discussions
4. Complete the Individual Experiences assignment
5. Complete the midterm and final examinations

F.2 Grading

Students will be evaluated on the basis of their performance on:

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<thead>
<tr>
<th>Component</th>
<th>Date</th>
<th>% Toward Final Course Grade</th>
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<tbody>
<tr>
<td>1. Midterm exam</td>
<td>Wed, October 28</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>Elborn College 2168 a/b</td>
<td></td>
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<tr>
<td>2. Individual Experiences</td>
<td>Due Mon, November 23</td>
<td>30</td>
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<tr>
<td>assignment</td>
<td>at 2:00pm</td>
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<tr>
<td>3. Final exam</td>
<td>During final exam period</td>
<td>35</td>
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F.2.1 Midterm and Final Examinations

Exam Format:
- The midterm and final examinations will consist of a combination of objective questions and case studies in multiple choice, true/false, and diagram formats.

Exam Content:
- Students are responsible for the material from assigned readings, lectures, and the guest lecturers. Questions will be taken from material in the assigned readings even though it may not have been discussed directly in class.
- The midterm and final examinations are not cumulative.
  - The midterm will cover material from September 14 to October 26 (excluding the Sept 21 lecture on the assignment).
  - The final will cover material from November 2 to December 9.
F.2.2 Assignment on Individual Experiences of a Communication Disorder
1. Students will complete an assignment that helps them to learn about how one individual’s experience with having a communication disorder is similar to and different from what is reported in the literature as typical of people with that communication disorder.
2. For this assignment, students will prepare a summary that includes
   a. an overview of the personal account of one individual with a communication disorder,
   b. an overview of the scientific literature describing the typical features of individuals with that communication disorder,
   c. the student's assessment of the similarities and differences between the individual's personal experiences and what is described as typical of the communication disorder.
3. The individual experience should centre on a communication disorder (i.e., a disorder of speech, voice, resonance, swallowing, hearing, language or cognitive-communication), and be directly related to the discipline of communication sciences and disorders or to the professions of audiology or speech-language pathology. For example, if the selected disorder is autism, the summary should specifically focus on the speech/language/communication impairments in autism.
4. Further details about content are provided in the Appendix, and during the lecture on September 21st.
5. Students are encouraged to discuss their topic and content with Dr. Cardy or the Teaching Assistants during office hours, in a scheduled appointment, or via e-mail.

Assignment Submission Procedure:
Students are required to submit their summary electronically by 2:00 pm on Monday, November 23 via the course website. The website will not accept late submissions (see F.2.4 for more information on late assignment policies).

F.2.3 Student Questions
Students must use the course website (Forums section) to post any questions that they may have about the exams and the assignment. Dr. Cardy or a teaching assistant will post answers to submitted questions within 24 hours (weekends and holidays excluded). Therefore, for the assignment, which is due on a Monday, questions should be posted no later than 2pm on the previous Friday in order to be guaranteed a response. For the midterm exam, which falls on a Wednesday, questions should be posted no later than 2pm on Tuesday.

F.2.4 Policies on Late Assignments and Missed Exams
- Students who miss an exam or fail to submit the assignment by the due date will not be allowed to write the exam or have their assignment graded without satisfactory, original written documentation of acute medical or compassionate reasons.
  ★ Students must provide their written documentation to their Faculty Dean’s office and not to Dr. Cardy. It will be the Dean’s office that will determine if accommodation is warranted. Whenever possible, the documentation should be provided on the day of or within two working days after the scheduled exam or due date.
  ★ As a courtesy, students are asked to inform Dr. Cardy that they will be absent or will not be submitting their assignment by email or phone in advance of missing the exam or due date.
- In accordance with UWO’s medical note policy, a Western Student Medical Certificate (SMC) is required where students are seeking academic accommodation due to illness. This documentation should be obtained at the time of the initial consultation with the physician or walk-in clinic. Where it is not possible to have an SMC completed by the attending physician, students must request documentation sufficient to demonstrate that their ability to meet their academic responsibilities was seriously affected at the time of the exam or due date. For more detailed information and a
downloadable Western SMC form, visit the Medical Documentation section of https://studentservices.uwo.ca/secure/index.cfm.

- The penalty for missing an exam without authorization from Dr. Cardy is a grade of zero for that exam.
- The penalty for submitting the assignment after the Monday 2:00pm deadline without authorized accommodation is 10% for each 24 hour period that it is late, e.g.,
  - an assignment graded as 25/30 will have 3 points deducted from the mark if submitted between 2:01 pm on Monday and 2:00 pm on Tuesday, and will be recorded as 22/30.
  - an assignment graded as 27/30 will have 6 points deducted from the mark if submitted between 2:01 pm on Tuesday and 2:00 pm on Wednesday, and will be recorded as 21/30.
- Only Dr. Cardy provides deadline extensions or re-scheduled examinations.
- Every effort will be made to offer a make-up exam for students who have been given accommodation for the missed exam. If the student is unable to attend the make-up exam, the student’s final grade will be re-weighted based to the remaining exam and assignment.

F.2.5 Grading Questions and Appeals
- Students who wish to appeal the marks given on an exam or the assignment are required to present their concerns to Dr. Cardy in writing one week after the exam or assignment is returned. This grace period allows students time to formulate questions and to prepare evidence for their position.
- Written appeals of the decision reached by Dr. Cardy on marking for the assignment and exams are to be addressed to the School Director (Dr. JB Orange, Rm 1510D Elborn College, 519-661-2111 x88227, jborange@uwo.ca)
- Written appeals of the decision reached by the School Director are addressed to the Dean of Health Sciences (Dr. Jim Weese, 519-661-2111 x84239, jweese1@uwo.ca).
- Enquiries may be made with the UWO Office of the Ombudsperson at any stage of this process (www.uwo.ca/ombuds).

G. STANDARDS OF SCHOLARSHIP

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Students must write their assignment in their own words. Whenever students take an idea or a passage of text from another author or authors, they must acknowledge their credit by using quotation marks where appropriate and by proper referencing of the sources of the information. Consult with Dr. Cardy and the Publication Manual of the American Psychological Association – 6th edition to ensure proper acknowledgement and citation of previously published material. Plagiarism is the unacknowledged use of another writer’s ideas or words, and is a major academic offence.

All assignments will be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All summaries submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (http://www.turnitin.com).

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.
H. CIVILITY IN THE CLASSROOM

Students also must adhere to high standards of conduct while in the classroom during lectures and examinations, which means showing due consideration for their classmates, the instructor, teaching assistants and guest lecturers. All course participants are asked to comply with the following reasonable expectations for classroom civility:

1. Students, the instructor, teaching assistants and guest lecturers will behave in a manner that is welcoming, supportive, and respectful of cultural and individual differences at all times.
2. Students are expected to participate in the course by asking questions and contributing comments during lectures.
3. Conduct that could distract fellow students, the instructor or guest lecturers during a lecture must be avoided. This includes but is not limited to carrying on conversations with classmates, passing notes, non-academic use of electronic devices (see below), sleeping and overt inattention.
4. Please arrive on time for class. Students who are unavoidably late are requested to enter quietly and take the nearest seat.
5. Cell phones, smart phones, and other electronic devices are to be turned off during class. Receiving and sending messages should not be undertaken during the lecture.
6. Computers may be used solely for course purposes (i.e., taking notes). Students must not browse the web, use email or engage in social networking during class.

I. SUPPORT SERVICES

Students who have documented disabilities and require exam or classroom accommodation of any kind are strongly encouraged to contact Services for Students with Disabilities (SSD; 519-661-2147). Staff at SSD will provide guidance about university policies and procedures regarding accommodation for disabilities.

Students who are in emotional/mental distress should refer to Mental Health@Western http://www.uwo.ca/uwocom/mentalhealth for a complete list of options about how to obtain help.

Services related to a variety of other supports can be located at Registrarial Services (http://www.registrar.uwo.ca), USC Student Support Services (http://westernusc.ca/services) and the Student Development Centre (http://www.sdc.uwo.ca).
**J. LECTURE SCHEDULE AND REQUIRED READINGS**

*Additional readings not listed here may be posted on OWL along with the lecture notes.*

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>Assigned Readings*</th>
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<tbody>
<tr>
<td>1. Sep 14</td>
<td>Course Overview</td>
<td>Syllabus</td>
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<tr>
<td></td>
<td>Communication Science</td>
<td>Ch 1 pp 4-8, 19-26</td>
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<tr>
<td>2. Sep 16</td>
<td>Communication Disorders &amp; Professions</td>
<td>Ch 2 pp 28-35, 40-55</td>
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<tr>
<td>3. Sep 21</td>
<td>Development of <em>Individual Experiences</em></td>
<td>Syllabus (section F.2.2 and Appendix)</td>
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<td>Summary</td>
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<tr>
<td>4. Sep 23</td>
<td>Anatomy of Speech and Hearing I</td>
<td>Ch 3 pp. 64-82, 86-91</td>
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<tr>
<td>5. Sep 28</td>
<td>Anatomy of Speech and Hearing II</td>
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<td>6. Sep 30</td>
<td>Child Language Disorders I</td>
<td>Ch 4 pp 96-104, 105 (Table 4-3 and section on Roger Brown only), 106-127</td>
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<td>7. Oct 5</td>
<td>Child Language Disorders II</td>
<td></td>
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<td>8. Oct 7</td>
<td>Child Phonological Disorders</td>
<td>Ch 5 pp 130-138, 141-162</td>
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<td><strong>Oct 12</strong></td>
<td><strong>THANKSGIVING – NO CLASS</strong></td>
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<td>10. Oct 19</td>
<td>Cleft Lip and Palate</td>
<td>Ch 7 pp 190-193, 197-212</td>
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<td>11. Oct 21</td>
<td>EXPERTS IN DEVELOPMENTAL COMMUNICATION DISORDERS I</td>
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<td>12. Oct 26</td>
<td>EXPERTS IN DEVELOPMENTAL COMMUNICATION DISORDERS II</td>
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<tr>
<td>15. Nov 4</td>
<td>Neurogenic Communication Disorders I</td>
<td>Ch 9 pp 244-250, 255-273</td>
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<td>16. Nov 9</td>
<td>Neurogenic Communication Disorders II</td>
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<tr>
<td>17. Nov 11</td>
<td>Dysphagia</td>
<td>Ch 10 pp 276-280, 282-301</td>
</tr>
<tr>
<td>18. Nov 16</td>
<td>Hearing Disorders</td>
<td>Ch 12 pp 338-341, 344-367</td>
</tr>
<tr>
<td>20. Nov 23</td>
<td>Individual Differences Assignment due</td>
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<tr>
<td></td>
<td>EXPERTS IN ACQUIRED COMMUNICATION DISORDERS I</td>
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<tr>
<td>21. Nov 25</td>
<td>EXPERTS IN ACQUIRED COMMUNICATION DISORDERS II</td>
<td></td>
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<td>22. Nov 30</td>
<td>EXPERTS IN ACQUIRED COMMUNICATION DISORDERS III</td>
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<td>23. Dec 2</td>
<td>EXPERTS IN ACQUIRED COMMUNICATION DISORDERS IV</td>
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<td>24. Dec 7</td>
<td>EXPERTS IN HEARING SCIENCE AND DISORDERS I</td>
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<td>25. Dec 9</td>
<td>EXPERTS IN HEARING SCIENCE AND DISORDERS II</td>
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<tr>
<td><strong>TBA</strong></td>
<td><strong>FINAL EXAM, COVERING NOV 2 – DEC 9</strong></td>
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APPENDIX

Assignment: Individual Experiences of a Communication Disorder

1) People who share the same communication disorder “label” (e.g., fluency disorder, hearing impairment) can be vastly different in the types of problems that they have, what kind of services they have received, and how the communication disorder impacts their lives. You will compare and contrast the typical features of one communication disorder with the personal experiences of one person with that communication disorder based on based on 1) a personal account of a person with a communication disorder, and 2) the scientific literature about that communication disorder.

2) Sources of personal experiences (choose one)
   - Interview of an individual with a communication disorder and/or their significant other(s)
     - You are responsible for identifying and making contact with the person with whom you will conduct the interview.
   - Book/film/documentary/blog about an individual with a communication disorder
     - You can read/view an autobiographical/biographical account (i.e., a true, non-fiction report) of the personal experiences of one individual with a communication disorder.
     - You are responsible for selecting a resource that provides you with the type of information about the individual (i.e., communication-related details) necessary for meeting the case content requirements. Not all books/films about people with communication disorders will provide sufficient information for all four of the elements that need to be covered in the summary.

3) Elements of the summary
   a) Summarize the personal experience of an individual with a communication disorder (i.e., one disorder of speech, voice, resonance, swallowing, hearing, language or cognitive-communication, or one disease/condition that includes communication disorder(s) as a part of the disease/condition, e.g., ALS, Down Syndrome, laryngeal cancer, acquired or traumatic brain injury). Include a description of the following four elements:
      1. Communication-related features of the disorder (speech, language, voice, swallowing, and/or hearing)
      2. Suspected or known causes (aetiology)
      3. Communication-based (i.e., SLP/audiology) assessments and interventions
      4. Impact on quality of life (activities of daily living, psychosocial and emotional well-being)

     Based on the particular communication disorder or individual case that is being described, the amount of details you will have available for each of the four elements will vary, but efforts should be made to address each element to some extent. Do not omit any of these elements.
b) Summarize the scientific literature on same four elements of the communication disorder (features, aetiology, assessment/intervention, impact) as described for the personal experience.

- Obtain information about the communication disorder from reputable sources of information (i.e., research journals, members of the scientific community).

c) Compare and contrast the individual’s experiences to what is described in the scientific literature as typical for that communication disorder.

- Identify which elements of the person’s experiences are similar or typical, and which are different or atypical, to what is said in the literature about their disorder.

4) Structure guidelines

a) Try to equally balance the disorder overview and personal account portions of the summary.

b) You can choose to 1) first provide the disorder overview and then the personal account with compare and contrast comments, 2) first provide the personal account and then disorder overview with compare and contrast comments, 3) interweave the disorder overview with the personal account and compare/contrast comments throughout the summary (e.g., present the typical features then the specific features of that person, the typical aetiology then the individual’s known or suspected aetiology, typical SLP/audiology assessment and treatment approaches then assessment/treatment experiences of the individual, etc., or 4) use any other arrangement of the information that you prefer.

c) Make sure to provide only the most relevant information for each element, and to be clear and concise.

5) Formatting requirements

a) Do not include your name on your submission.

- The summary must contain your student number only, located at the top of each page.

- The submission should be a Word or PDF file with your student number and the disorder type as the filename e.g.,

  250123456_aphasia.docx, 250123456_parkinsons.pdf, 250123456_stuttering.docx, 250123456_hearing_impairment.pdf, 250123456_TBI.pdf

b) Must be no more than 4 pages (excluding your reference list).

c) Must be prepared in a 12-point regular font with 1” margins.

d) Information can be presented in a format of your choosing: single or double-spaced text/paragraphs, point/note form, charts/tables/graphics, or a combination of these.

e) Descriptions must be written in your own words, and sources of scientific information must be cited. Paraphrases of, rather than direct quotes from, the individual are preferred.