

# Steve Branson, Ph.D.

**DEPARTMENT: Applied Health Sciences**

**COURSE PREFIX: CDI**

**COURSE NUMBER: 648**

**CREDIT HOURS: 3**

I. TITLE: School Age Language Disorders

II. COURSE DESCRIPTION AND PREREQUISITE(S): A study of language development and language disorders, including etiology, diagnosis, and therapy.

Prerequisite(s): Advanced standing in communication disorders or consent of instructor

III. COURSE OBJECTIVES: This course has been designed to ensure that students demonstrate required knowledge and skills as outlined in the Standards and Implementation Guidelines for the 2014 Certificate of Clinical Competence in Speech-Language Pathology, the standards follow the objective.

The student will be able to:

- A. Define and Identify Child Language Disorders (IV-B, IV-C)
- B. Describe methods used to diagnose Language Disorders (IV-D, IV-G)
- C. Describe possible etiologies (IV-B, IV-C)
- D. Describe characteristics observed with Language Disorders (IV-B, IV-C)
- E. Explain the materials and methods used in the diagnosis of Language Disorders (IV-D, IV-E)
- F. Explain the impact of Language Disorders across the life span (IV-B, IV-C)
- G. Identify proper and ethical coordination of professional services for Language Disorders (IV-D, IV-E)
- H. Describe evidence-based clinical practice for the treatment of Language Disorders (IV-D, IV-E)
- I. Synthesize assessment information to develop treatment plans for children with Language Disorders (V-B)
- J. Summarize the trends in the identification, definition, diagnosis, and treatment of Language Disorders. (IV-C, IV-D, IV-E, IV-G)

IV. CONTENT OUTLINE:

- Definitions and models of Language Disorders in Children
- Principles of Assessment and Intervention
- Cultural and Sociolinguistic Consideration in Intervention
- Special Considerations for Special Populations
- Assessment and Intervention for Developing-Preschool through Kindergarten
- Assessment and Intervention of Language for Learning - Elementary Age
- Assessment and Intervention for Advanced Language - Adolescents

V. INSTRUCTIONAL ACTIVITIES: Students will complete readings and assignments and participate in class discussions of assigned materials. All students are expected to participate in class discussion (answering questions, generating questions, commenting on application of newly learned concepts, etc.)

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES: The students will be expected to demonstrate and apply knowledge through multiple language analysis projects. Samples will be provided by the professor in the form of audio, video, and/or picture format.

VII. TEXT(S) AND RESOURCES: Paul, Rhea. (2007). *Language Disorders from Infancy through Adolescence - Assessment and Intervention*. (3rd edition). St. Louis: Mosby.

VIII. EVALUATION AND GRADING PROCEDURES: The following scale will be used to determine the student's final grade:

A= 90-100%

B=80-89%

C=70-79%

D=60-69%

E=0-59%

All assignments/assessments should follow the specific guidelines provided by the instructor and are due on dates indicated. All student products should reflect graduate level professional writing including spelling, punctuation and syntax. Use APA style guidelines for all written assignments.

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletin*.

X. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

#### XI. NON-DISCRIMINATION POLICY STATEMENT:

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities.

For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

#### XII. OTHER REQUIRED DEPARTMENTAL OR COLLEGIATE COMMITTEE INFORMATION

Student progress is continuously assessed throughout the undergraduate and graduate programs. Appropriate professional characteristics and dispositions, in addition to academic achievement, are assessed.

Course objectives are consistent with the 2014 ASHA Standards for the Certificate of Clinical Competence in Speech-Language Pathology. Student learning outcomes for this course address the

following standards related to academic and clinical training for individuals who wish to obtain certification:

*\*The 2014 standards and implementation procedures for the Certificate of Clinical Competence in Speech-Language Pathology will go into effect for all applications for certification received on or after September 1, 2014.*

**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, including respiration and phonation, receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication and paralinguistic communication) in speaking, listening, reading, writing hearing, including the impact on speech and language, swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding, orofacial myology), cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning), social aspects of communication (including challenging behavior, ineffective social skills, and lack of communication opportunities), augmentative and alternative communication modalities, Implementation: It is expected that course work addressing the professional knowledge specified in Standard IV-C will occur primarily at the graduate level.

#### **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-G**

The applicant must have demonstrated knowledge of contemporary professional issues