

University of Florida
College of Public Health & Health Professions Syllabus
SPA 4250 – Introduction to Speech Disorders

Semester: Fall 2023

Delivery Format: Campus

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Office Hours: Virtual and by appointment

Preferred Method for Course Communications: via email system in Canvas or difino@php.ufl.edu

Class Time/Location: See One.UF

Prerequisites for this course are SPA 3101 and either SPA 3003 or LIN 2210.

Course Description

The purpose of this course is to provide students with an introduction to speech disorders. Basic information about normal speech development is reviewed and then used as background for introductory study of the nature, assessment, prevention, and treatment of articulation, fluency, voice, and resonance disorders. The role of cultural variables in the identification and treatment of speech differences and disorders will be discussed, along with differences in speech disorders across the life span. Swallowing disorders, which often can co-occur with certain types of speech disorders, will be discussed, as well.

Program Outcomes & Clinical Certification Standards Addressed in this Course

This course addresses program outcomes that pertain to the following Clinical Certification Standards:

Outcome #	Outcome
IV-B	Knowledge of basic human communication processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.
IV-C	Knowledge of the etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates of speech disorders.
IV-D	Knowledge of the principles and methods of prevention, assessment, and intervention for people with speech and swallowing disorders including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders.
IV-E	Knowledge of ethical issues as they pertain to the clinical management of individuals with speech disorders.

IV-F	Knowledge of the processes used in research and the integration of research principles into evidence-based clinical practice for individuals with speech disorders.
IV-G	Knowledge of contemporary professional issues pertaining to the nature and treatment of fluency disorders.
V-A	Skills in oral and/or written communication sufficient related to clinical practice.
V-B	Completion of clinical simulations to build skills in fluency-related assessment and intervention activities.

Course Objectives and/or Goals. *Students will be able to:*

- 1) Discuss the profession of speech-language pathology and procedures necessary to become a speech-language pathologist.
- 2) Describe characteristics associated with normal speech production and swallowing.
- 3) Differentiate between communication, language, and speech.
- 4) Describe the structural bases and functional processes associated with speech production.
- 5) Describe how speech disorders differ from language disorders, and how the various speech disorders differ from one another.
- 6) Describe concepts and procedures associated with assessing speech-language performance.
- 7) Describe concepts and procedures associated with treating speech-language disorders.
- 8) Distinguish between a speech difference and a speech disorder.
- 9) Describe basic research findings related to:
 - a) The etiology and characteristics of fluency, voice, articulation, and resonance disorders,
 - b) The effects of these disorders on the ability to perform daily activities,
 - c) The ways in which environmental and personal factors affect speech functioning and the manifestation of speech disorders.
- 10) Describe specific procedures used to assess speech fluency, articulation, voice, and swallowing.
- 11) Interpret basic clinical data that pertain to fluency, articulation, and voice functioning.
- 12) Describe evidence-based methods used to prevent and treat fluency, voice, articulation and swallowing disorders.
- 13) Describe how the characteristics of specific speech disorders vary across the lifespan.
- 14) Discuss the ways in which cultural factors affect the clinical management of individuals with speech disorders.
- 15) Describe ethical issues that relate to the clinical management of speech disorders.
- 16) Demonstrate basic clinical skills that are used in the assessment and/or treatment of fluency, articulation, and voice disorders.

Instructional Methods

Blended Learning:

What is blended learning and why is it important?

A Blended Learning class uses a mixture of technology and face-to-face instruction to help you maximize your learning. Knowledge content that, as the instructor, I would have traditionally presented during a live class lecture is instead provided prerecorded online lectures before the live class takes place. This lets me focus my face-to-face teaching on course activities designed to help you strengthen higher order thinking skills such as critical thinking, problem solving, and collaboration. Competency in these skills is critical for today's health professional.

What is expected of you?

You are expected to actively engage in the course throughout the semester. You must come to class prepared by watching pre-recorded lectures, completed readings, and completing all out-of-class assignments. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. If you are not prepared for the face-to-face sessions, you may struggle to keep pace with the activities occurring in the live sessions, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in the live class. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

Instructional methods used in this course include pre-recorded and traditional lecture style as well as case-based learning, clinical simulations, online activities/discussions and guest speaker(s). In addition to Canvas, students will use Packback for discussions and assignments (see details in syllabus schedule).

Lecture and learning activities will be live and synchronous during regularly scheduled times. Our class sessions may be audio visually recorded for students in the class to refer back to if necessary. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

"Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book,

magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.”

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule*

*Please note schedule is subject to change based on instructor discretion and class progress. Changes will be announced in class and/or via Canvas.

Week	Week of	Topic(s)	Readings, Quizzes, Tests & Assignments
1 & 2	8/21 and 8/28	Intro to CSD, Communication across the Life Span, & Social and Cultural Bases of Communication	Chapters 1, 2, & 3; Quiz #1 (end of week 2)
3 & 4	9/4 and 9/11	Speech Science, Developmental Speech Disorders, & Voice Disorders	Chapters 4, 5, & 6; Quiz #2 (end of week 4)
5 & 6	9/18 and 9/25	Fluency Disorders	Chapters 8
7 & 8	10/2 and 10/9	Motor Speech, & Cleft Lip and Palate (Recorded Guest Speaker: Eric Perez, MA, SLP-CCC Brooks Rehabilitation, Jacksonville, FL)	7 & 9 Test #1 (end of week 9)
9 & 10	10/16 and 10/23	Dysphagia, Language Impairment in Children, & Acquired Neurogenic Language Disorders	Chapters 10, 11, & 12; Quiz #3 (end of week 10)
11 & 12	10/30 and 11/6	Hearing Science, Hearing Disorders, & Audiologic Rehabilitation	Chapters 13, 14, & 15; Quiz #4 (end of week 12) Virtual Exchange
13 & 14	11/13 and 11/20	Group Presentations	Group Presentations Virtual Exchange
15	11/27	Group Presentations and wrap up of semester	
16	12/4	Test 2	

Course Materials and Technology

Recommended

- ❑ Gillam, R. B., & Marquardt, T. P. (2016) *Communication Sciences & Disorders* (3rd or 4th Edition). Sudbury, MA: Jones & Bartlett Learning.
- ❑ Instructor-approved readings associated with the group projects (Additional details on this assignment will be presented in class and posted in Canvas).

Required

- Packback details provided in class

Technical Support

For technical support for this class, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

ACADEMIC REQUIREMENTS AND GRADING

Assignments

A. Graded assignments for the course are as follows:

Requirement	Due date	% of final grade	Clinical Standards Assessed
Test #1	See above	12%	IV-B, C, D, E, F, G
Test #2	See above	12%	IV-B, C, D, E, F, G
Quizzes (4 total)	See above	20%	IV-B, C, D, E, F, G
Packback Discussions (12 total)	Weekly	20%	IV-C, D, F, G, V-A
Group Presentations	Weeks 13,14,15	20%	IV-D; V-B
Virtual Exchange	See above	10%	IC-C; IV-D
Participation	Daily	6%	IV-B, C, D, E, F, G, V-A

B. Point system used (i.e., how your percentage points translate into letter grades). There will be no assignment of a C- even though this column is represented below.

% of pts	93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	Below 60
# of pts	465-500	450-464.5	435-449.5	415-434.5	400-414.5	385-395	365-384.5	350-364.5	335-349.5	315-334.5	300-314.5	Below 300
Letter grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Grade	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0

Points																
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For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

C. Letter grade-to-grade point conversion table. (i.e., how your course grade is weighted on your academic transcript).

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

D. Grading Policy

Exams:

There will be 2 exams that will test knowledge of presented information as well as synthesis and application of this information in novel situations. These will also be administered through Canvas, equal 24% of your grade and be administered using LockDown Browser for campus sections. Students will be required to take the practice quiz that will help familiarize students with LockDown Browser. See schedule for these exams.

Quizzes:

There will be 4 quizzes throughout the semester. All quizzes will be administered through Canvas and be administered using LockDown Browser. They equal 20% of the total grade.

Professionalism:

At the end of the semester you will receive up to 6% of your grade based on your conduct, professional interaction and effort in the course.

For this course, we define professionalism as a scholarly curiosity that drives you to prepare yourself thoroughly before engaging in discussions with your peers. It includes submitting work on time, cooperating as well as collaborating with your peers, faculty, and teaching assistant in a scholarly and professional manner.

Packback Questions:

Participation is a requirement for this course, and the Packback Questions platform will be used for online discussion about class topics. Packback Questions is an online community where you can be fearlessly curious and ask open-ended questions to build on top of what we are covering in class and relate topics to real-world applications.

Packback Requirements:

Your participation on Packback will count toward 20% of your overall course grade.

There will be a Weekly Thursday at 11:59PM EST deadline for submissions. In order to receive full credit, you should submit the following per each deadline period:

- 1 open-ended Question every week with a minimum Curiosity Score of 60, worth 33.33% of each assignment grade
- 2 Responses every week with a minimum Curiosity Score of 60, worth 66.67% of each assignment grade
- Half credit will be provided for questions and responses that do not meet the minimum curiosity score.

How to Register on Packback:

Note: Only access Packback through **Canvas** in order to ensure your grades sync properly

1. Click the Packback assignment link within **Canvas** to access the community
2. Follow the instructions on your screen to finish your registration.
3. **In order for your grade to be visible in Canvas**, make sure to click each Packback assignment link as you post your Packback submissions.

Packback may require a paid subscription. Refer to www.packback.co/product/pricing for more information.

How to Get Help from the Packback Team:

If you have any questions or concerns about Packback throughout the semester, please read their FAQ at help.packback.co. If you need more help, contact their customer support team directly at help@packback.co.

For a brief introduction to Packback Questions and why we are using it in class, watch this video: <https://www.youtube.com/watch?v=OV7QmikrD68>

Group Project:

You will be divided into small groups of up to 4 students to create a presentation researching a specific speech disorder. Topics will be posted in Canvas. Throughout the semester you will be expected to research the topic, create a PPT presentation that you will present as a group in the last weeks of the semester. You will be expected to work together as a cohesive group in creating your presentation. Details for the group presentation will be posted in Canvas.

Virtual Exchange

There is an opportunity for our class to engage in a Virtual Exchange (VE) with University of Galway in Ireland. We will be engaging with 4 activities related to the VE. More information about these will be posted in Canvas as we develop the VE. If for any reason we are unable to engage in the VE with University of Galway, our class we still complete the related activities and you will still obtain a grade for this assignment.

Extra Credit:

"Optional extra credit assignment: Students who wish to do so may increase their total grade points by 2 (out of 100) by participating 2 hours in psycholinguistic experiments through the LIN/S&P/SLHS participant pool. **Deadline is November 30th]**. A list of experiments can be found at: <https://slhs.phhp.ufl.edu/category/participant-pool/>. This site will be updated throughout the semester. Please retain the IRB form with the original signature from the experimenter (no photocopies) as proof that you participated. Experiments that you have previously participated in, experiments that you count towards other classes, or experiments you were paid to participate in *cannot* count toward this. If you choose not to participate or do not qualify for any of the studies, you can receive the same amount of course credit by means of an alternative assignment. This involves writing a synopsis of a short research article, video, or a podcast. Details will be made available by the instructor."

E. Policy Related to Make-up Exams or Other Work

- Make-examinations following illness or examination will be offered at a time determined by the instructor, and it is possible that the format of the make-up examination may differ from that of the original examination.
- *Please note:* Any requests for make-ups due to technical issues **MUST** be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You **MUST** e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.
- Extra credit points/assignments will not be granted. Plan to give you best performance on a graded assignment the first time around.

F. Policy Related to Required Class Attendance

Students in campus based classes are expected to attend and actively participate in class activities and discussions. Exam questions are taken mainly from the material from lectures and students will be responsible for this material.

For information regarding the UF Attendance Policy see the Registrar website for additional details: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

Etiquette and Professionalism

All members of the class are expected to follow rules of common courtesy in all email messages, class discussions and activities. You are expected to arrive to be on time and to participate any time you attend. Your engagement in class activities will be factored into the appraisal of your professionalism.

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details: <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>
<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Communication Guidelines:

- Student questions and concerns about the course should be made via email (difino@phhp.ufl.edu). All email correspondences about course-related activities should be done using your UF email account.
- Professionalism implies that you are attending during class – you are expected to refrain from texting, emailing, Facebook checking, etc., while in class.

Online Faculty Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

SUPPORT SERVICES

A. Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, you must register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the

end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.

B. Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:

Alachua County Crisis Center
(352) 264-6789

<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so please do not hesitate to ask for assistance.
