

**University of Florida
College of Public Health & Health Professions Syllabus**

SPA 4250 – Introduction to Speech Disorders

Section: CAMP/OLSZ

Semester: Summer A 2021

Delivery Format: Hyflex and Remote

Instructor Name: Sharon M. DiFino, Ph.D., CCC-SLP

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appointment

Office Hours: Tuesday 1:45-2:45PM & Wed. 2-3:00PM or by

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

Class Time/Location: Tuesdays (Period 4) & Wednesdays (Periods 3-4) Thursday (Period 3-4), Canvas

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

UF HyFlex

The HyFlex learning experience may be different from what you have experienced before.

Please be patient: All of us (and particularly I) will have our (my) attention split between the virtual and physical learning environments, the learning experience will be different and potentially sometimes frustrating for all of us. It will be important for all of us to manage our expectations within this hybrid learning environment of virtual and physical spaces and provide caring and compassion for ourselves and our peers. Technical issues and delays in real-time response should be expected and treated with extra reserves of patience.

Bring your own device: Whether in-person or online / remote, have your device and a headset with microphone, so that you can log into the Zoom session and take part in breakout sessions and other learning activities (e.g., polling) in Zoom.

Focus on learning: When using technology during class, please be respectful and limit distracting activities. Social media, streaming entertainment, etc., as well as homework for other classes, should not be your focus during the synchronous sessions.

Be aware - I plan to record: Lecture from the synchronous sessions may/will be recorded. Please review the UF policies on recorded sessions at the end of the syllabus. You can opt not to have your camera on during the recorded lecture portions of the synchronous session, but I am asking that (unless technical issues with bandwidth or similar circumstances make it difficult) you do use your camera during the unrecorded breakout sessions.

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

Instructional methods used in this course include traditional lecture style via zoom in Canvas, 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).

You are expected to actively engage in the course throughout the semester. You must come to zoom sessions prepared by completing all assignments/readings. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the class zoom sessions. If you are not prepared for class lectures, you may struggle to keep pace, and it is unlikely that you will reach the higher learning goals of the course. Your participation fosters a rich course experience for you and your peers that facilitate overall mastery of the course objectives.

Please note that per University rules, no one is permitted in the classroom except the instructor and registered students. Children are not permitted in the classroom. (Remote learning situations can be handled on a case by case basis.)

HyFlex Classroom This semester in our HyFlex classroom, you will be participating in dual modalities:

Synchronous Learning Activities In-person: Those of you in the campus section will attend classes in a format similar to traditional classroom learning. You will attend by coming to the physical classroom on UF campus as scheduled. However, you should be prepared to interact with classmates who are attending class online / remotely. Raise your hand to ask questions, or if it a question that can wait, type it into the Zoom chat. From time to time, you may be asked about volunteering to assist with monitoring Zoom Chat, Raised Hands, or other inputs from the remote students. **Online / Remote:** Those of you in the online / remote designated section will attend class virtually, in real-time in Zoom. You will by logging into the virtual classroom in Zoom. Microphone, live chat, video conferencing solutions, and collaborative technologies will allow you to be active participants in the learning experience, despite not being physically present in the classroom. Use the Zoom Chat to ask questions. I will typically address questions at one time during specific break points in our learning activities. If your question needs immediate feedback, you can use the Raise Hand feature in Zoom to signal a question that might have less value out of the context of the moment. **Attendance and Recordings:** Recordings are not intended to be a replacement or substitute for attending synchronous sessions. They are intended to be a stop-gap for those who miss class due to illness or life events that are unfortunately common during the pandemic. Recordings will be made available in Canvas. As soon as links are available, I will post these. If you miss a class meeting for any reason, make sure to communicate with your professor and TAs and check with a peer who attended and watch the recordings. **The 5 P's of Student Responsibility for HyFlex Attendance during the Pandemic: Patience:** Be patient with the faculty, TAs and peers! This is new. There will be tech challenges. Preparation: Be prepared for class! This applies to both the content and having your computer & headset/mic set-up ready to go. **Participation:** Stay focused. The more you focus and participate the more you learn. Ask questions! Whether you are in person or online / remote — ask questions. You are responsible for your own learning. Attending the synchronous sessions as scheduled and participating in the learning activities will facilitate your ability to succeed in this course.

PPE and PHA (Personal Protective Equipment and Public Health Awareness): Follow UF guidelines and wear your mask if you are on campus in the classroom and in all face-to-face interactions. Stay home if you are ill, have any of the symptoms on the UF screening tool, or think you have been exposed to COVID. (See official policies below.)

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 | Topic(s) | Readings, Quizzes, Tests & Assignments |
|------|--|--|
| 1 | Intro to CSD, Communication across the Life Span, & Social and Cultural Bases of Communication | Chapters 1, 2, & 3; Quiz #1 |
| 2 | Speech Science, Developmental Speech Disorders, & Voice Disorders | Chapters 4, 5, & 6; Quiz #2 |
| 3 | Fluency Disorders, Motor Speech, & Cleft Lip and Palate (Guest Speaker: Eric Perez, MA, SLP-CCC Brooks Rehabilitation, Jacksonville, FL) | Chapters 7, 8, & 9, Test #1 |
| 4 | Dysphagia, Language Impairment in Children, & Acquired Neurogenic Language Disorders | Chapters 10, 11, & 12; Quiz #3 |
| 5 | Hearing Science, Hearing Disorders, & Audiologic Rehabilitation | Chapters 13, 14, & 15; Quiz #4 |
| 6 | Group Presentations | Group Presentations 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

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 | Points | % of final grade | Clinical Standards Assessed |
|----------------------|--------------------------|--------|------------------|-----------------------------|
| Test #1 | 5/30 | 100 | 20% | IV-B, C, D, E, F, G |
| Test #2 | 6/18 | 100 | 20% | IV-B, C, D, E, F, G |
| Quizzes (4 total) | 5/16, 5/23, 6/6, 6/13 | 100 | 20% | IV-B, C, D, E, F, G |
| Packback Discussions | Weekly | 60 | 16% | IV-C, D, F, G, V-A |

| | | | | |
|---------------------|-------------|-----|-----|--------------------------|
| (6 total) | | | | |
| Group Presentations | 6/15 - 6/17 | 100 | 20% | IV-D; V-B |
| Participation | Daily | 40 | 4% | IV-B, C, D, E, F, G, V-A |

B. Point system used (i.e., how your percentage points translate into letter grades).

| | | | | | | | | | | | | |
|--------------|---------|-----------|-----------|-----------|-----------|---------|-----------|-----------|-----------|-----------|-----------|-----------|
| % 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 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 |

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. Exam, Quizzes, Group Projects, Packback Discussion Posts, and Attendance Policy.

There will be 2 tests, 4 quizzes, and group presentations. The tests, quizzes, and discussion posts will all be on line and presentations will be in class. Students will be using Honorlock proctoring services for quizzes and tests. Students will be required to take the practice quiz that will help familiarize students with Honorlock.

Attendance will be monitored. If you must miss a class or examination due to illness or emergency, you should contact the professor beforehand. Unexcused absences for examinations will be graded as a "0."

Packback: Your participation on Packback will count toward **16%** 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, each worth 33.33%
 - **2 Responses every week** with a minimum Curiosity Score of 60, worth 66.67%
 - *(Half credit will be provided for questions and responses that do not meet the minimum curiosity score)*
 - Posts must be submitted on time and those that are submitted late will not receive credit.

How to Register on Packback: An email invitation will be sent to you from help@packback.co prompting you to finish registration. If you don't receive an email (be sure to check your spam), you may register by following the instructions below:

1. Create an account by navigating to <https://questions.packback.co> and clicking "Sign up for an Account" **Note: If you already have an account on Packback you can log in with your credentials.**
2. Then enter our class community's lookup key into the "Looking to join a community you don't see here?" section in Packback at the bottom of the homepage.
 - a. **Community Lookup Key: f02ad673-6ce6-455a-95b6-e56a48743d9f**
3. Follow the instructions on your screen to finish your registration.

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

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 summer you will be expected to research the topic, create a PPT presentation that you will present via zoom as a group in the last week 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.

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

- You are expected to *attend* each virtual class and, once in class, you are expected to *participate*. Your questions, comments, and observations make the class lively and interesting and are an intrinsic aspect of professionalism. Personal issues with respect to class attendance or fulfillment of course requirements will be handled on an individual basis.
- For additional details regarding the UF Attendance Policy see the Registrar website: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

A. Communication Guidelines:

- Student questions and concerns about the course should be made via email (difino@php.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.

B. 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.

C. 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.
