

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

**SPA 4250 – Introduction to Speech Disorders**

Semester: Summer A 2023

Delivery Format: DL

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**Office Hours:** by appointment

**TA:** Alyssa Terry

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**Preferred Method for Course Communications:** via email system in Canvas or [mgarcia15@ufl.edu](mailto:mgarcia15@ufl.edu)

**Class Time/Location:** Distance Learning online

Weekly Chats: Wednesdays 6PM via zoom

**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**

Instructional methods used in this course include recordings of lectures by the instructor with accompanying PPTs, case-based learning, clinical simulations, online discussions and guest speaker(s).

You are expected to actively engage in the course material throughout the semester. To get the most out of this class, it is essential to stay on top of the weekly materials. This preparation gives you the knowledge and practice needed to engage in higher levels of learning. If you are not engaged on a regular basis, 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. We will have weekly chats that offer the opportunity to ask questions. The chats are not mandatory, the instructor will record the chat for review at any time.

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## 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 via Canvas.

Week	Topic(s)	Readings, Quizzes, Exams & 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	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

#### Required

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

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

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

## ACADEMIC REQUIREMENTS AND GRADING

### Assignments

A. Graded assignments for the course are as follows: Please note that the syllabus schedule may be subject to change. Please pay notice of announcements that may address such changes.

Requirement	Due date	Points	% of final grade	Clinical Standards Assessed
Test #1	6/02	100	20%	IV-B, C, D, E, F, G
Test #2	6/23	100	20%	IV-B, C, D, E, F, G
Quizzes (4 total)	5/21, 5/28, 6/11, 6/18	100	20%	IV-B, C, D, E, F, G
Discussion Posts (6 total)	Weekly	50	15%	IV-C, D, F, G, V-A
Group Presentations	Week 6	100	20%	IV-D; V-B

Participation in Professionalism	Throughout course	50	5%	IV-B, C, D, E, F, G, V-A
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**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, Discussion Posts, and Participation/Attendance Policy.** There will be 2 Exams, 4 quizzes, and group presentations. The Exams, quizzes, discussion posts and group presentations will all be online. Students will be using Honorlock proctoring services for quizzes and Exams. Students will be required to take the practice quiz that will help familiarize students with Honorlock.

**Quizzes:** Will open on Sunday's at 7AM ET and close at 11:59PM ET.

**Exams:** Will open on Friday's at 7AM ET and close at 11:59PM ET.

**Group Project:** You will be divided into small groups of up to 4 students to create a presentation researching a specific speech disorder. Topics and groups will be posted on Canvas. Throughout the course you will be expected to research the topic, create a 15 minute 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, a peer review will be completed by each group member. Details for the group presentation will be posted on Canvas.

**Discussion posts** must be submitted on time and those that are submitted late will not receive full credit. Your discussion post should be written using scholarly vocabulary and pose your thoughts and understanding of the topic with information from the text or other sources to support your statements, provide references at the end of your post. Initial discussion posts are due by Wednesday 11:59PM ET. Reply to at least two colleagues' posts by Sunday 11:59PM ET. Replies should offer supporting thoughts, an alternate position, or ask additional questions, reference information from the text or other sources to support your statements. Provide references at the end of each post. Use APA style for references.

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

- *Make-up examinations* will require a valid medical excuse along with documentation, the make-up 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-up 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.
- All graded activities are due at the designated time. Assignments must be uploaded to the correct week and the correct class. Assignments not turned in by the due date will result in a 0 for that assignment. Students needing additional time for an assignment must request an extension PRIOR (no less than 24 hours) to the assignment due date/time. Extensions are at the discretion of the faculty member and are given on a case-by-case basis. If there is an emergency which prevents the student from contacting the instructor PRIOR to the due date/time, an extension may be granted on a case-by-case basis. The student may be asked to provide documentation of the emergency. If an extension is granted, but the assignment is not submitted by the revised due date/time, a 0 will be earned for the assignment.
- Extra credit points/assignments will not be granted. Plan to give your best performance on a graded assignment the first time around.

### F. Policy Related to Required Chat Attendance

- Chat attendance is not mandatory but highly encouraged. They will be recorded for review. Your questions, comments, and observations make the chat and course lively as well as interesting and are an intrinsic aspect of professionalism. Personal issues with respect to the course 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>

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## 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 [mgarcia15@ufl.edu](mailto:mgarcia15@ufl.edu)
- All email correspondence about course-related activities should be done using your UF email account.
- Professionalism implies that you are actively engaged in material, complete assignments/assessments on time and communicate with instructor with concerns, questions, etc.

#### 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/>.

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## **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 accommodation 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 accommodation 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>. Online 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.

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