

**COMMUNICATION DISORDERS 133**  
**INTRODUCTION TO AUDIOLOGY AND SPEECH-LANGUAGE PATHOLOGY**  
**WINTER 2011**

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Office hours: Tues., Thurs.: 9:45-10:50 or by appointment

**Required Text:** Communication Sciences and Disorders: A Contemporary Perspective by Laura M. Justice (Pearson, 2010)

**Aims of a BYU Education**

*"BYU seeks to develop students of faith, intellect, and character who have the skills and desire to continue learning to serve others throughout their lives. A BYU education is designed to be spiritually strengthening, intellectually enlarging, and character building, leading to lifelong learning and service."*

**The Purpose of this Course**

The purpose of this class is to acquaint you with the fields of speech-language pathology and audiology. We will discuss a range of communication processes as well as some of the communication disorders that can affect these processes. We will also discuss what speech-language pathologists (SLPs) and audiologists do in order to facilitate communication in individuals with communicative impairments.

**LEARNING OUTCOMES (or what you can expect to learn in this class)**

*The American Speech-Language-Hearing Association (ASHA) is the professional, scientific, and credentialing association for speech-language pathologists, audiologists, and speech, language, and hearing scientists in the United States and internationally. According to the ASHA website ([www.ASHA.org](http://www.ASHA.org)), the vision and mission of ASHA are as follows:*

**Vision** ☐ *Making effective communication, a human right, accessible and achievable for all.*

**Mission** ☐ *Empowering and supporting speech-language pathologists, audiologists, and speech, language, and hearing scientists by advocating on behalf of persons with communication and related disorders, advancing communication science, and promoting effective human communication*

ASHA specifies standards for the Certificate of Clinical Competence (CCC) in speech-language pathology and audiology. ASHA provides a document detailing the Knowledge and Skills Acquisition (KASA) required for certified speech-language pathologists (SLPs) and audiologists. The KASA document covers nine main

knowledge areas (articulation, fluency, voice and resonance, receptive/expressive language, hearing, swallowing, cognitive aspects, social aspects, and communication modalities) across five clinical parameters (etiology, characteristics, prevention, assessment, and intervention). The learning outcomes for this class are directly related to the KASA standards.

Students will:

1. Demonstrate basic understanding of human communication and the systems involved (*ASHA KASA Standard III-B*)
2. Demonstrate an initial understanding of the clinical applications of the fields of speech-language pathology and audiology (*ASHA KASA Standard III-B*).
3. Demonstrate understanding of some basic concepts and terms associated with the practice of speech-language pathology and audiology (*ASHA KASA Standard III-B*).
4. Demonstrate basic familiarity with a variety of communication disorders and the professions of speech-language pathology and audiology (*ASHA KASA Standards III-C, III-D*)

### **Course Requirements**

You will be expected to attend class, complete quizzes and any assignments, take the midterm and the final exams. The quizzes and exams will cover assigned reading material as well as information presented in class. Grades will be assigned based on total points received. You will be allowed to drop your lowest quiz score. Make-up quizzes **may** be offered only in cases of illness or university excused absences. Quizzes may be unannounced, so it is best to come to class prepared. The midterm and final exams will be offered in the testing center. The test format will be objective (multiple choice, true/ false, matching, etc.). Quizzes may be short answer, short essay, or objective.

The name game: I want to learn your names, but I'm not getting any younger and our classes are getting larger and larger. I'm begging for your help. For you to earn 5 points on the name game, I must learn your name. Please tell me your name whenever you see me or whenever you talk in class. Stop by my office during office hours, bring me a photo of yourself, wear a name tag to class, do whatever you think will help jog my cognitive processes. I'll award the points when I know your name. But don't panic, if you introduce yourself to me and tell me your name at least 3 times outside of class during the semester, I will award your 5 points whether I can retrieve your name or not. (Has anybody read the novel, *Shogun*?)

Quizzes: 60 points (six out of seven quizzes worth 10 points each, students may drop one quiz.

Midterm Exam: 100 points  
Final Exam: 100 points  
The name game: 5 points  
Media assignment: 5 points

### **Expectations for Classroom Behavior**

Please be attentive and respectful in class. Even if you do not want to listen, there is always the offhand chance that someone else does. Please turn off your cell phones and refrain from surfing the internet, playing video games, or finding other fascinating things to do on your computer during class. If students are engaged in extracurricular computer activities in class, the instructor will prohibit computers in class. (That's a 3<sup>rd</sup> grade scenario, folks--Let's not have that happen!) If you need to talk on your cell phone, send or read texts, visit with your classmates, read the paper, check your facebook, find out about movie times, etc. please be gracious enough to leave the classroom to do it. If it is evident that you are engaged in any of these activities in class, you will receive a zero on the next (or previous) quiz. If you struggle with alertness in class, feel free to stand up at the back of the class for a few minutes. (Believe me, I understand—I attended meetings for a living for over 10 years.) Please avoid sleeping (especially snoring) in class. It hurts the instructor's feelings.

### **Preventing Sexual Harassment**

Title IX of the Education Amendment of 1972 prohibits sex discrimination against any participant in an educational program or activity receiving federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 422-5689 (24-hours); or contact the Honor Code Office at 422-2847.

### **Students With Disabilities**

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability, which may impair your ability to complete this course successfully, please contact the University Accessibility Center at 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the students and instructors by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 422-5895, D-282 ASB.

### **Tentative Class schedule and Reading assignments** (There may be some

variation depending on how quickly we go, but we will cover topics in this order. Students are responsible for any topics that have been covered in class.

### **January**

Tues. 4 introduction fundamentals of communication (Justice text, chapter 1)

Thurs. 16

Tues. 11 Careers in SLP and Audiology (text, chapter 1)

Thurs. 13 Physiology and Anatomy of Speech and Language: The whirlwind tour  
(Text chapter 3)

Tues. 18 Overview of development (Text, chapter 2)

Thurs. 20

Tues. 25 Assessment (Text, chapter 4)

Thurs. 27

### **February**

Tues. 1 Language impairment in children (text, chapter 6)

Thurs. 3

Tues. 8

Thurs. 10 Language impairment in adults (text, chapter 7)

Tues. 15

Thurs. 17 Midterm exam in the testing center. Class will not meet.

Tues. 22

Thurs. 24

### **March**

Tues. 1 Phonological Impairment in Children (text, chapter 9)

Thurs. 3

Tues. 8 Media Assignment, class will not meet

Thurs. 10

Tues. 15 Fluency Disorders (text, chapter 10) Media assignment due today

Thurs. 17

Tues. 22 Monday class instruction, no class

Thurs. 24 Voice Disorders (text, chapter 11)

Tues. 29

Thurs. 31 Hearing Loss in Children (text, chapter 13)

### **April**

Tues. 5

Thurs. 7 Hearing loss in adults (text chapter 14)

Tues. 12 Review If we have time, we will discuss feeding and swallowing disorders,

**Final exam:** testing center