

CSD 623

Preventing, Diagnosing and Treating Communication Disorders with the Late Adolescent to Early Adulthood Population. (5) *Spring*. Communication development and disorders (speech, language, and hearing) in late adolescents and young adults. Strategies for preventing the onset of communication disorders at this stage of life will be addressed as well as intervention methodologies. Typical appraisal procedures and instruments used with this population will be reviewed.

Required Texts:

Andrews, M. L. (2006). *Manual of voice treatment: Pediatrics through Geriatrics* (3rd ed.) Thomson.

Lebby, P. & Asbell, S. (2007). *The source for TBI – children and adolescents*. East Moline, Illinois: LinguiSystems.

Paul, R. (2007). *Language disorders from infancy through adolescence: Assessment and Intervention* (3rd ed.). St. Louis, MO: Mosby.

Student Learning Objectives

The student will be able to

- identify the nature of communication disorders that individuals from late adolescence to early adulthood might develop **Std. III-B, III-C**
- identify the risks for individuals to develop communication disorders from late adolescence to early adulthood **Std. III-B**
- identify methods to prevent communication disorders for individuals from late adolescence to early adulthood **Std. III-C**
- determine the appropriate assessment instruments to be used to diagnose communication disorders in individuals from late adolescence to early adulthood **Std. III-D**
- interpret the results of assessments administered to individuals from late adolescence to early adulthood **Std. III-D**
- determine the appropriate treatment plan for individuals from late adolescence to early adulthood with communication disorders **Std. III-D**
- determine the appropriate treatment techniques for individuals from late adolescence to early adulthood with communication disorders **Std. III-D**

Course Requirements:

1. Students are required to read all assigned chapters and articles. During each class period students are strongly recommended to engage in class participation and questions regarding the topic material. We will have course assignments/case studies that will be due during the class period. There will be a take-home Mid-Term exam. The final will be comprehensive in nature, measuring a student's knowledge of concepts presented throughout the semester. There will be no makeup or late exams given

without a valid doctor or university excuse.

2. You will continue to work in a small group on a special Prevention Campaign Project that will culminate in the second year of your program. It will cover a disorder on which you and your group choose to concentrate. The final presentation will be an oral presentation that includes a PowerPoint but may also include other media (e.g., brochures, sample billboards, sample videos). Each member of the group must have an equal share in the planning, preparation, presentation. Your group will keep a time log that indicates the date and amount of time the group meets along with the attendees at the meetings. At the conclusion of this semester (April 13, 2012) your group must submit the data that will be in the PowerPoint, the brochure, and any fact sheets you will use but not the final design. You will also need budget that you project you would need in order to reach your target audience. The final product and presentation will be due in CSD 622 in the fall of 2013.

3. Each student will compile notes on the administration and analysis of the voice profile that can be achieved using the Computerized Speech Lab. The process will be explained and demonstrated in class. Each student should select a young adult (not a fellow class member) on which these analyses can be completed. Following the collection of a voice sample, the interpretation of the data must be written as in a voice assessment battery. A set of recommendations (accompanied by efficacy evidence) should be submitted along with the printed CSL results and the typed narrative analysis of the data.

Professional conduct.

Please abide by the following rules to allow for the best learning environment for you and your fellow classmates.

1. Cell phone policy- Turn off cell phones. You will lose points if your phone goes off for text messages or calls. **No text messaging allowed**, no matter how quiet yours may be. No cell phones or electronic devices during quizzes and exams or get a big zero on your quiz or exam.
2. No lap-top usage for surfing the web. Laptops may be used strictly for note taking. (Proof may be required to see the notes.) No "IMs" (instant messaging) during class.
3. Come to class on time to minimize distractions and be considerate of the rest of the class. If you have an assigned client that runs right up to class time, you must talk with the professor to see what can be arranged.
4. Any requests for quiz or test changes must be approved **ahead** of time with a doctor or university note. No exceptions!
6. No cheating will ever be tolerated. You will be turned in on the spot, excused to leave and not come back.

Students with Disabilities: It is the policy for Harding University to accommodate students with disabilities, pursuant to federal and state law. Therefore, any student with a documented disability condition (e.g. physical, learning, or psychological) who needs to arrange reasonable accommodations must contact the instructor and the Disabilities Office at the beginning of each semester. (If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Disabilities Office as soon as possible in order to get academic accommodations in place for the remainder of the

semester.) The Disabilities Office is located in Room 102 of the Lee Academic Center, telephone, (501) 279-4019.

Academic Integrity: Cheating in all its forms is inconsistent with Christian faith and practice and will result in sanctions up to and including dismissal from the class with a failing grade.

Assessment: Harding University, since its charter in 1924, has been strongly committed to providing the best resources and environment for the teaching-learning process. The board, administration, faculty, and staff are wholeheartedly committed to full compliance with all criteria of the Higher Learning Commission of the North Central Association of Colleges and Schools. The university values continuous, rigorous assessment at every level for its potential to improve student learning and achievement and for its centrality in fulfilling the stated mission of Harding. Thus, a comprehensive assessment program has been developed that includes both the Academic units and the Administrative and Educational Support (AES) units. Specifically, all academic units will be assessed in reference to the following Expanded Statement of Institutional Purpose: **The University provides programs that enable students to acquire essential knowledge, skills, and dispositions in their academic disciplines for successful careers, advanced studies, and servant leadership.**

Grades:

The final grade will be based on the percentage of the total offered that have been accumulated by the student. Opportunities to earn points are:

1. the organization of your study guide—100 points
2. the CSL project— 100 points
3. Mid-Term— 100 points
4. Final Exam— 150 points

A	450 – 405
B	404 - 359
C	358 – 313
D	312 – 267
F	266 -

Instructor

Rebecca O. Weaver, Ph. D., CCC-SLP
Dean and Professor of Allied Health
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You can also call Mrs. Myhan (279-4445) to make an appointment

Voice Mail or email is the preferred method of contact outside of office hours.