SPA 4250
INTRODUCTION TO SPEECH DISORDERS
Summer A 2011

T 7-E2; R 7-E1
FLI 0105

Instructor: Michelle S. Troche, Ph.D./CCC-SLP Office: 362 Dauer Hall

Office Phone: (352) 273-3731
Office Hours: by appointment
Email: michi81@ufl.edu
Sakai: http://lss.at.ufl.edu/

Course Description
This class will provide an introduction to the nature of various speech disorders and provide a basic understanding of the principles underlying the assessment and treatment of these disorders. The class will cover disorders of articulation/phonology, voice, fluency, and swallowing. Please see course schedule for an overview of topics covered in this class.

Course Objectives
1) Describe the structural bases and functional processes associated with speech production.
2) Describe how speech disorders differ from language disorders, and how the various speech disorders differ from one another.
3) Describe basic research findings related to:
   a) The etiology and characteristics of fluency, voice, and articulation disorders,
   b) The etiology and characteristics of swallowing disorders,
   c) The effects of these disorders on the ability to perform daily activities,
   d) The ways that environmental, personal, and cultural factors affect functioning in individuals who have speech or swallowing disorders.
4) Describe specific procedures used to assess speech fluency, articulation, and voice functioning.
5) Describe specific procedures used to assess swallowing functioning.
6) Analyze and interpret basic clinical data that pertain to speech functioning.
   a) Perform basic analyses of fluency functioning.
   b) Perform basic analyses of articulation functioning.
   c) Perform basic analyses of voice functioning.
7) Describe methods used to prevent and treat fluency, voice, and articulation disorders.
8) Discuss the effects of development/aging upon speech production and speech disorders.
9) Discuss basic issues related to scope of practice and ethical issues related to the treatment of persons with speech disorders.

Textbook
“INTRODUCTION TO COMMUNICATION DISORDERS”, 4th Edition
Written by: Owens, R., Metz, D. & Farinella, K.
Published by: Allyn & Bacon

Other Required Readings
Required readings for each section discussed will be uploaded to sakai. These are listed below with the course schedule.
Sakai
Sakai is designed to organize course information and to store course content so that it may be accessed via the Internet. To use Sakai you must have a UF ID. By enrolling in the course you are automatically entered into the sakai database. To access Sakai go to http://lss.at.ufl.edu/.

Class Notes
Notes will be posted on Sakai prior to class. These are intended to help you follow instruction but do not provide all of the important class content. You must attend class to get the content necessary to pass the class and to integrate information.

Course Evaluation
You will have the opportunity to complete course evaluations at the end of the semester. However, this means that I won’t be able to address your concerns during your class. So - Please feel free to give me your constructive comments about class via email or in my office at any time during the semester. Additionally, you will have the opportunity to provide feedback about each of the class lecturers at the end of each class period.

Class attendance policy
Class attendance will not be taken, however attendance is strongly encouraged. The instructor will not provide materials/information from missed classes – it is your responsibility to acquire this from a classmate. Generally, those students who chose not to attend class do not do well on exams or assignments. Additionally, reaction papers (see below) will be based on knowledge you acquire from each of the class lecturers; therefore, active participation is necessary to the successful completion of this class.

Grading
Your grade will be based on a combination of unit assessments, reaction papers, unit assignments, in-class speaker evaluations, and a final paper.

Unit Assessments: Basics, Articulation/Phonology, Cleft Palate, & Fluency 40 points
Voice & Laryngectomy 40 points
Motor Speech, Dysphagia, Trachs/Vents 40 points

Reaction Papers: One for each topic (total of 8) 70 points (10 pts each)
(I will drop the lowest reaction paper grade)

Journal Club: Participation points 45 points (15 pts each)

Assignments: Articulation 15 points
Fluency 15 points
Voice 15 points

Speaker Evaluations: To be completed at end of each lecture (Will count 7 of 8) 35 points (5 pts each)

Final Paper: (More info to come) 30 points

TOTAL POINTS 345 points

Grading Scale: Letter Grade Percent
A Above 92.500% C 72.500% - 75.999%
A- 89.000% - 92.499% C- 69.000% - 72.499%
B+ 86.000% - 88.999% D+ 66.000% - 68.999%
B 82.500% - 85.999% D 62.500% - 65.999%
B- 79.000% - 82.499% D- 59.000% - 62.499%
C+ 76.000% - 78.999% F Below 59%
**Missed exam/lab policy**

The **only** excuse for absence from a scheduled examination or assignment/quiz is personal illness (note from physician required) or family emergency/death. You will have one week from the originally scheduled date to make up anything missed.

**Courtesy**

- If you bring a computer to class, please do not check email.
- Please turn your cell phone off during class.
- If you must leave class early or come in late, please find a place near the door.
- Leave the classroom clean – pick up after yourself and others.
- Talking when someone else is talking is disruptive and disrespectful. Please be an active listener.

*The instructor reserves the right to make changes to the syllabus at any time.*

**Academic Integrity**

Please help contribute to an atmosphere of academic integrity by reviewing the Academic Honesty Guidelines for the University of Florida ([http://www.aa.ufl.edu/aa/Rules/4017.htm](http://www.aa.ufl.edu/aa/Rules/4017.htm)). Note that cheating is defined as improper use of information or material that will be used to determine your grade. This includes not only using other people’s work without giving appropriate credit. It also includes giving your work to another student to be used or copied. Please take particular care to give credit to other people’s work by using proper citation regardless of whether the information is oral or written, published or unpublished, copyrighted or not copyrighted.

**Cheating.** The improper taking or tendering of any information or material, which shall be used to determine academic credit. Taking of information includes, but is not limited to, copying graded homework assignments from another student; working together with another individual(s) on a take-home test or homework when not specifically permitted by the teacher; looking or attempting to look at another student's paper during an examination; looking or attempting to look at text or notes during an examination when not permitted. Tendering of information includes, but is not limited to, giving your work to another student to be used or copied; giving someone answers to exam questions either when the exam is being given or after taking an exam; giving or selling a term paper or other written materials to another student; sharing information on a graded assignment.

**Plagiarism.** The attempt to represent the work of another as the product of one’s own thought, whether the other’s work is published or unpublished, or simply the work of a fellow student. Plagiarism includes, but is not limited to, quoting oral or written materials without citation on an exam, term paper, homework, or other written materials or oral presentations for an academic requirement; submitting a paper which was purchased from a term paper service as your own work; submitting anyone else's paper as your own work.

**Bribery.** The offering, giving, receiving, or soliciting any materials, items or services of value to gain academic advantage for yourself or another.

**Misrepresentation.** Any act or omission with intent to deceive a teacher for academic advantage. Misrepresentation includes using computer programs generated by another and handing it in as your own work unless expressly allowed by the teacher; lying to a teacher to increase your grade; lying or misrepresenting facts when confronted with an allegation of academic honesty.

**Conspiracy.** The planning or acting with one or more persons to commit any form of academic dishonesty.

**Fabrication.** The use of invented or fabricated information, or the falsification of research or other findings with the intent to deceive for academic or professional advantage.
**Special Notes**
If you would benefit from any special classroom accommodations because of a temporary or permanent disability, please discuss this with the instructor as soon as possible. The University of Florida requires that students who request classroom accommodation register with the Dean of Student Office (P202 Peabody Hall, 392-1261). The Dean of Student office will provide documentation that the student must then give to the instructor. Please be aware that students can also access counseling and consultation services at the University of Florida Counseling Center when facing personal, academic, or career challenges ([http://www.counsel.ufl.edu/](http://www.counsel.ufl.edu/), 392-1575).

Other resources:

- Campus Alcohol and Drug Resource Center (302 Student Health Center, 392-1161, ext. 4281).
- University Counseling Center (301 Peabody Hall, 392-1575)
- Student Mental Health Services (245 Student Health Center, 392-1171).
### Tentative Course Schedule

<table>
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<tr>
<th>Date: (2011)</th>
<th>Topic</th>
<th>Graded Items</th>
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<tbody>
<tr>
<td>5/10</td>
<td>Intro: Basics of Speech-Language Assessment and Treatment</td>
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<td></td>
<td>Michelle S. Troche, PhD CCC-SLP</td>
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<td>5/12</td>
<td>Cleft Palate/Craniofacial Anomalies</td>
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<td>Lori Lamb, MA CCC-SLP</td>
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<td>5/17</td>
<td>Articulation and Phonological Disorders</td>
<td>CP/CA Reaction Paper due</td>
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<td>Dale Hoidalen, MA CCC-SLP Britney Lane, MS CCC-SLP</td>
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<td>5/19</td>
<td>Fluency Disorders</td>
<td>Artic/Phon Dis Reaction Paper due</td>
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<td>Kenneth Logan, PhD CCC-SLP</td>
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<td>5/24</td>
<td>Journal “Club” #1</td>
<td>Fluency Dis Reaction Paper due</td>
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<td>5/26</td>
<td>Voice Disorders</td>
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<td>Judith Wingate, PhD CCC-SLP</td>
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<td>5/31</td>
<td>Laryngectomy</td>
<td>Voice Dis Reaction Paper due</td>
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<td>Paula Sullivan, MS CCC-SLP</td>
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<td>6/2</td>
<td>Journal “Club” #2</td>
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<td>6/7</td>
<td>Motor Speech Disorders</td>
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<td>John C. Rosenbek, PhD CCC-SLP</td>
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<td>6/9</td>
<td>Dysphagia</td>
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<td>Michelle S. Troche, PhD CCC-SLP</td>
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<td>6/14</td>
<td>Trachs and Vents</td>
<td>Dysphagia Reaction Paper due</td>
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<td>Amy Fullerton, MA CCC-SLP</td>
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<tr>
<td>6/16</td>
<td>Journal “Club” #3</td>
<td>Trachs/Vents Reaction Paper due</td>
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### Additional (required) Readings

**Articulation and Phonological Disorders**

Burns, M.S. Apraxia of Speech in Children and Adolescents: Applications of Neuroscience to Differential Diagnosis and Intervention. Perspectives on Neurophysiology and Neurogenic Speech and Language Disorders.

**Cleft Palate/Resonance Disorders**


**Fluency Disorders**


**Voice Disorders**

van Mersbergen, M. Voice Disorders and Personality: Understanding Their Interactions Perspectives on Voice and Voice Disorders

**Laryngectomy**

Graville, D.J., Palmer, A.D., Wax, M.K., & Andersen, P.E. Tracheoesophageal Voice Restoration After Salvage Total Laryngectomy. Perspectives on Voice and Voice Disorders

**Motor Speech Disorders**


**Dysphagia**

Burkhead, L.M. Applications of Exercise Science in Dysphagia Rehabilitation. Perspectives on Swallowing and Swallowing Disorders

**Trachs and Vents**

Tippett, D.C. Management of Adults With Tracheostomy Across the Continuum of Care. Perspectives on Voice and Voice Disorders
*Dr. Troche reserves the right to change the class schedule. In order to make sure you have the most current version of the schedule, it is necessary to attend class.