Course Title: SPECIAL TOPICS

Course Prefix and Number: CD 589

Course Discipline: Communication Sciences & Disorders

Instructor’s Name: Richard A. Dressler. Ph.D., CCC-SLP

Semester and Year: Spring, 2015

Instructor’s Office Number: Academic Complex, Room 108G

Instructor’s Telephone Number: (270) 745-6280

Instructor’s E-mail Address: richard.dressler@wku.edu

Instructor’s Office Hours: Monday – Friday, 2 to 4:30 pm

Course Description: This course allows students to develop an in-depth project in an area of interest to the student related speech-language pathology. Student will negotiate with the instructor on the topic and final product.

Course Rationale: Students who have special interest in a facet of the profession can explore, define, develop, and produce a product that will enhance their knowledge in the area chosen. As the field of speech-language pathology expands students should be afforded an opportunity to study a specific area of interest to provide them with knowledge that cannot be attained in other courses.

Course Objectives:

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<th>Upon completion of the course, the student will</th>
<th>KASA Standard</th>
<th>Method of Assessment</th>
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<tr>
<td>1. Demonstrate knowledge in selected area of study</td>
<td>III</td>
<td>Assignment</td>
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<tr>
<td>2. Understand the clinical relevance of selected area of study.</td>
<td>IV</td>
<td>Assignment</td>
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<td>3. Be able to communicate effectively the information in the selected area of study and relate the clinical application</td>
<td>IV</td>
<td>Assignment</td>
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Course Policies and Schedules:

Attendance: Students are expected to complete course requirements as scheduled and to maintain consistent communication with instructor. Students should withdraw from class if unable to complete the course requirements.

Plagiarism Policy: The academic work of a student must be his/her own. One must give the author(s) credit for any source material used.

Students with Special Needs: A student must verify that he/she has a qualified disability through The Office of Student Disability Services, Garrett Conference Center Room 101, 1906 College Heights Blvd, Bowling Green, KY 42101

Program Accreditation: The Council of Academic Accreditation (CAA), under the auspices of the American Speech Language Hearing Association (ASHA), has certified the Department of Communication Disorders at WKU as an authorized educational facility. If a student has a comment or complaint, they may contact CAA at ASHA, 10801 Rockville Pike, Rockville, MD 20852.

Grading Scale: A – successful completion of all activities as proposed and on time
B – most activities completed and on time
C – activities were incomplete
D – activities were poorly completed; typically late
F – activities were not completed

Communication with Instructor

While this study is largely completed independently, communication with the instructor is essential for successful completion of the project. The communication can be in whatever format is best for the project. Students are welcome to arrange face-to-face meetings, schedule times for phone calls, or email. Either option is acceptable. As a part of the contract, suggest how and when this communication will take place. Certainly, as the need arises, the type and frequency of the communication can be adjusted.

This course allows the graduate student to investigate a specific topic in the field of speech-language pathology. The activities in which the student engages in during the semester should be the same breadth and depth of a lecture course. In a formal lecture course, success would be based on several different components (exams, projects, presentations, papers, etc.), success in this type of course will be determined similarly. Each student will complete his or her inquiry using several different components. Students will benefit the most by exploring their topic from several vantage points. It is important that both the process and product be considered. The process is that the student will independently study a topic. The products (that confirm the aforementioned success) may include a research paper, a series of
interviews, development of a resource manual, an annotated bibliography, review of the literature, creation of a therapy kit, or any number of strategies. You will benefit the most if you choose a topic that will help you professionally. If you have administrative aspirations, you may want to explore that topic. Do you have several children who are visually impaired and you want to know more about that? Are you interested in role of public policy and local school board decisions on the practice of speech pathology in the schools? Are you working in early intervention but think you may want to switch to geriatrics?

The topics are endless as are the possibilities for projects to help you acquire the knowledge. What follows is a sample of a ‘contract’ that can help you. Your projects do not have to be like this one; this is just a guide. The dates are obviously fictitious and provided just to give you idea of the approximate pace at which you should be developing your independent study. This person chose to do six things. If you think that four is better, that’s fine. However, similar to a lecture course, achievement is best judged on more than one component (not just one test or one test and one paper). Students should make contact with the instructor during the first week of the class to review goals and begin to establish targets.

Sample Project

Language-Learning Disorders in the Schools

Abstract.

Many children with language-learning disabilities (LLDs) will find their way onto the case loads of speech-language pathologist (SLP). These students may be those that may not make obvious errors in phonology or syntax but have subtle problems with communication making them harder to identify at first. These problems seem to have a significant impact on students’ ability to acquire the skills needed for school success, conduct themselves appropriately in the classroom, and interact with their peers. This becomes distracting and distressful to the student, parents and teachers.

In the past, these students were often written off, placed into special education programs or passed along to the next grade. Today, since more research has been conducted on LLDs, students are given more of a chance to make good grades by receiving additional services to bridge the gap. To better equip these students with the skills they need to succeed, SLPs assess and implement treatment bases on the deficits revealed. Since I plan to work in the schools, the findings I will make during this project may increase my knowledge base of the diverse student population that will make up my caseload. Also, I hope to educate teachers on the signs and symptoms and compensatory strategies that may be used with a LLD student.

Component 1. February 20, 20xx

Interview a fourth grade student with a ruling of language-learning disorder. Ask what is hard about school, what is easy, and what he or she likes and dislikes about it. Ask the student to read from a textbook and show samples of homework and offer to do some homework together.
Describe the aspects of the language and learning problems observed.

Observe a student with LLD talking or playing with a normally developing peer.

Describe the discourse.

Component 3. March 30, 20xx

Interview a school SLP, who holds a CCC and has had at least 5 years public school experience. Ask how he or she interacts with teachers and LLD specialists regarding students’ reading programs. Ask about his/her access to the fourth grade curriculum and textbooks.

Component 4. April 15, 20xx

Examine third grade textbooks in the following subjects: Mathematics, Reading, and Language Arts. Using the protocol provided in Working with the Curriculum by Prelock, Miller and Reed (1993), a Language Based Curriculum Analysis will be completed for each of the three texts.

Because many school districts do not provide textbooks for Science and Social Studies, an analysis of the Mississippi State Framework (http://marcopolo.mde.k12.ms.us/frameworks.html) will be completed.

Component 5. April 30, 20xx

Write and present an in-service program for teachers on the connection between language and literacy.

Component 6. The paper and project will be submitted on May 15, 20xx

A paper will be developed summarizing current literature and findings from the projects listed above.

Contract For Project

This is an outline to show what you need to complete as you are preparing for this project. You’ll note that it is different from the sample provided above because both this contract and the one above are simply provided as guides. Yours does need to contain the items in bold but you may present it however you choose.

The contract is due by February 10, 2009. You are welcome to submit it earlier.

Feel free to contact me if you have questions along the way.

Title
Abstract
Outline of the study
Component 1
Component 2
Component 3
etc.

Dates for submission:
Component 1: 2/7/xx
Component 2: 2/28/xx
Component 3: 4/18/xx
Component 4: 5/5/xx
etc.

Scheduled Meetings (specify if these will be face to face, phone or email updates; at least one needs to be by phone or face to face):
3/10/xx
4/9/xx
5/6/xx
etc.

Role(s) of the Instructor
Describe the type of assistance you’d like from the instructor. This can be editing, search suggestions, help with identifying a topic or whatever you think you may need.