INTRODUCTION TO ADULT COMMUNICATION DISORDERS (3 credits)
Spring Semester 2015

This course is 100% online via Canvas
Prerequisite: SPA 4104 Neuroanatomy for Speech, Language and Hearing

1. INSTRUCTOR INFORMATION
Donna Polelle, Ph.D., CCC-SLP
Office Location: USFSM, B213
E-mail: polelle@usf.edu
Office Phone: (941) 359-4249

Virtual Office Hours:
Online Tuesdays 4-5 pm ET (eastern time) via Blackboard Collaborate in Canvas & other times by appointment. Please e-mail Dr. Polelle to confirm a Tuesday appt. or to arrange a different day or time.

Preferred communication method
Contact Dr. Polelle by e-mailing polelle@usf.edu or use the Canvas online message feature. Please use the class number SPA4257 in the subject line. E-mails are checked Monday through Saturday morning. I typically respond within 36 hours. Please use only your USF e-mail account since a non-USF e-mail address may not be deliverable.

Comments in Canvas Assignments: Dr. Polelle reads & responds to comments within assignments in Canvas only when grading the assignment. If you wish to communicate before the assignment is graded, or after your assignment grade is posted, please use e-mail (polelle@usf.edu) or Canvas messaging. Once your assignment grade is posted, Dr. Polelle will not return to the assignment to check for additional comments or communications; please use e-mail or messaging to continue communication about the assignment.

In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Blackboard Collaborate, Skype, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor the Canvas site for each class for course specific communication, and the main USF S-M, College, and department websites, emails, and MoBull messages for important general information.

2. COURSE DESCRIPTION
This course provides an overview of communication disorders seen in adult populations & prepares students for clinical encounters with this population. The disorders include those involving language, cognitive-communication, and speech & motor control. University-wide requirements satisfied by this course: None
3. COURSE STRUCTURE: ONLINE CLASSROOM
This course is 100% online via Canvas, an online (e-learning) course management system. Course material is presented in an asynchronous format (not live). Upon entering Canvas, select “Modules” from the menu to access course content. The class syllabus is posted in Canvas. Online participation is required every week. You will be expected to complete readings, listen to lectures, and complete assignments for each weekly Module. Modules begin on Mondays and end on Mondays at 2 pm (ET). Please refer to the course schedule in the course syllabus for details regarding readings, activities, assessments, and due dates. Please check your e-mail and course announcements daily for important class information.

4. PROGRAM MISSION STATEMENT
The mission of the BS-SLS program is to prepare students with degrees in other fields for competitive application to master’s degree programs in speech-language pathology. This preparation includes the acquisition of foundational concepts of speech, language, and hearing sciences, advancement of critical thinking and communication skills, and understanding of professional conduct and scope of practice at a level appropriate for the position of speech-language pathology assistant.

5. OBJECTIVES AND DESIRED LEARNING OUTCOMES
At the end of this course, the student will be able to:
1. Define the causes, symptoms and typical course of neurogenic communication disorders in adults.
2. Understand the general principles of evaluation and treatment of acquired speech, language, and cognitive-communication disorders in adults.
3. Explain and reflect on the personal and social impact of neurogenic communication disorders on individuals and their families.

This course helps the student achieve the acquisition of skills and knowledge that are required by the American Speech-Language-Hearing Association (ASHA) to receive the Certificate of Clinical Competence (CCC).

ASHA Knowledge and Skills Acquisition (KASA) Standards to be achieved

<table>
<thead>
<tr>
<th>KASA Standard</th>
<th>Mechanisms for Learning</th>
<th>Assessment</th>
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<tbody>
<tr>
<td><strong>Standard III-B.</strong> The applicant must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.</td>
<td>Lectures</td>
<td>Formative: Quizzes Discussions Summative: Exams</td>
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<tr>
<td></td>
<td>PPT notes</td>
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<td>Readings</td>
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<td>Video</td>
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<td>Discussions</td>
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<tr>
<td><strong>Standard III-C.</strong> The applicant must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.</td>
<td>Lectures</td>
<td>Formative: Quizzes Discussions Summative: Exams Group Project</td>
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<tr>
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<td>PPT notes</td>
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<td>Discussions</td>
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</table>
Specific knowledge must be demonstrated in the following areas:

- Articulation
- Receptive and expressive language (phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities;
- Cognitive aspects of communication (challenging behavior, ineffective social skills, lack of communication opportunities);
- Social aspects of communication (challenging behavior, ineffective social skills, lack of communication opportunities);
- Communication modalities (including oral, manual, augmentative and alternative communication techniques, and assistive technologies).

**Standard III-D:** Possess knowledge of the principles and methods of prevention and assessment for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders.

- Articulation
- Receptive and expressive language (phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities;
- Cognitive aspects of communication (challenging behavior, ineffective social skills, lack of communication opportunities);
- Social aspects of communication (challenging behavior, ineffective social skills, lack of communication opportunities);
- Communication modalities (including oral, manual, augmentative and alternative communication techniques, and assistive technologies).

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### 6. TEXTBOOK REQUIRED

### 7. GRADING INFORMATION & LATE WORK
Final grades will be calculated based on the total points earned for all assignments. The maximum points for each assignment are listed below.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>First Week’s Attendance Discussion Post</td>
<td>5 points</td>
</tr>
<tr>
<td>Other Discussion Posts &amp; Responses (3 @ 10 pts)</td>
<td>30 points</td>
</tr>
<tr>
<td>Aphasia Movie Discussion &amp; Responses</td>
<td>20 points</td>
</tr>
<tr>
<td>Quizzes</td>
<td>65 (13 @ 5 points each)</td>
</tr>
<tr>
<td>Mid-term Exam</td>
<td>100 points</td>
</tr>
<tr>
<td>Group Project</td>
<td>30 points</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100 points</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>350 maximum points</strong></td>
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<tr>
<th>Points &amp; Corresponding Letter Grade</th>
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<tbody>
<tr>
<td>Points</td>
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</tr>
<tr>
<td>339-350</td>
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<td>325-338</td>
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<tr>
<td>315-324</td>
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<tr>
<td>304-314</td>
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<tr>
<td>290-303</td>
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</tbody>
</table>
7. GRADING INFORMATION & LATE WORK (continued)
Please do your very best on each assignment as no rounding of points or grades will occur, for example, 314.9999 points = B+ (not A-). No assignments will be accepted after April 24, 2015.

INCOMPLETE GRADES
An “I” grade may be awarded at the discretion of the instructor only when the student is otherwise earning a passing grade. Students are advised to initiate a written contract for incomplete grades. The contract should include a description of the work to be completed, the date by which the work is to be submitted and should be approved and signed by the instructor.

TIMELINESS & LATE ASSIGNMENTS
Modules open on Monday morning and close the following Monday at 2 pm Eastern Time (ET). All assignments must be completed within the week assigned for that Module and by the due date and time listed for the assignment in Canvas.

Assignments are due by Monday at 2 pm (ET): exceptions are listed in the course schedule and in the assignment in Canvas.

Penalty for Late Work: An assignment submitted past the due date and time will be penalized 1 point if submitted 1 to 10 hours late, 3 points penalty if submitted on the following calendar day, and 3 points for each additional calendar day that the assignment is late.

Please note: there is no opportunity to take a late quiz or exam.
There is no late penalty for the Welcome Week Module assignment.

Please check your USFSM e-mail, Canvas messages, and class comment messages daily. You will be notified (by messaging in Canvas or by a comment in the assignment) if your assignment submission cannot be opened by the instructor. The assignment must be resubmitted within 24 hours from the time of the instructor’s request to resubmit. If submission is beyond 24 hours of the request, late penalties of 3 points per day will apply.
Please be sure that your assignments are correctly uploaded and attached in Canvas. “Empty” assignments (submissions without uploads or attachments) will be considered LATE and points will be deducted accordingly.

Exceptions may be considered with evidence of written documentation (e.g., hospital discharge note, physician note, death certificate) in cases of a serious, unforeseen emergency or serious situations such as an accident, severe illness, hospitalization, or death. Should you experience an emergency or serious situation, you must notify the instructor via e-mail or leave a phone message before the assignment due date. Technology failure is never considered an emergency or serious situation. Please begin work on each assignment well in advance of the deadline. This will allow sufficient time to resolve any technology failure that may occur. See “Learner Support” section of this syllabus for assistance with technology.
8. ASSIGNMENT DESCRIPTIONS & REQUIRED CLASS ACTIVITIES

1. DISCUSSIONS
   - Welcome Week Discussion Post & First Week’s Attendance: (5 points maximum)
     Post an entry on the discussion board in Canvas by Friday, January 9 at 11:59 pm (ET) to
     indicate that you will be participating and continuing in the class. Students who do not complete
     this first week’s discussion assignment by Friday of the first week will be automatically dropped
     from the class.
   - Aphasia: Hope is a Four Letter Word Discussion of Movie (20 points maximum)
   - Other Scheduled Discussions: (10 points each maximum)
     See the Course Schedule for dates of discussions; a description of the discussion topic and
     instructions are located within each discussion assignment in Canvas.
     For all discussions (except Welcome Week Discussion) your initial post is due on Saturday at
     11:59 pm (ET). Your response to others’ posts is due by Monday at 2 pm (ET)

2. EXAMS: (maximum 100 points for each exam)
   A mid-term and final exam will be given during the semester on the dates indicated on the
   course schedule. The mid-term and final exams must be completed on one of the days listed in
   the course schedule. No makeup exams will be given except in extreme circumstances and at
   the discretion of the instructor. Inability to access technology is not an extreme circumstance.

3. QUIZZES: (maximum of 5 points each)
   Quizzes are scheduled weekly (see course schedule). Each quiz will be available from Monday
   morning through the following Monday at 2 pm (Eastern Time). Quizzes are intended to be
   learning tools. Students may take the quiz multiple times prior to the deadline; the highest grade
   achieved will be the recorded grade for the quiz. There is no opportunity to take a quiz late.

4. LECTURES:
   Weekly recorded lectures can be accessed via the Panopto link in each Module in Canvas.
   Students are required to view the weekly lectures. The accompanying powerpoint slides are
   also available in each Module.

5. READINGS & VIDEOS:
   Required readings from the course textbook are listed on the course schedule.
   Other required and optional materials are also available within the Modules in Canvas.

6. GROUP PROJECT: (30 points)
   Start early in the semester to create a group WIKI page within your group section in Canvas.
   Each group will collaborate and choose one of the following 6 adult disorders: aphasia, right-
   hemisphere syndrome, traumatic brain injury, dementia, dysarthria, or apraxia of speech in
   adults. Information will include characteristics, etiology, and typical course of the adult
   neurogenic communication disorder chosen by the group. Students will be graded individually
   on contributions using the grading rubric; therefore, list your name and date for each item that
   you add to the WIKI page. Refer to the description in the assignment in Canvas for additional
   details.

9. PARTICIPATION POLICIES
   Online participation is required every week. You are expected to complete readings including
   powerpoint lecture notes, view Panopto lectures, and complete the assignments for each weekly
   Module. See the grading rubric within the Canvas assignment for discussion participation requirements
   and requirements for the group project.

10. NETIQUETTE GUIDELINES
    The BS-SLS program at USFSM upholds the highest ethical standards and promotes professionalism.
    As such, all students are expected to demonstrate mutual respect in all on-line interactions.
    Students may never use racial or ethnic slurs, flaming, or derogatory statements; use of these and other
    disrespectful communications and behaviors are grounds for disciplinary actions.
### 11. TECHNOLOGY INFORMATION & REQUIREMENTS

<table>
<thead>
<tr>
<th>TECHNOLOGY REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. RELIABLE DAILY INTERNET CONNECTION; HIGH SPEED CONNECTION (DSL/CABLE OR BETTER)</td>
</tr>
<tr>
<td>2. ACTIVE USF NET ID</td>
</tr>
<tr>
<td>FOR HELP GO TO <a href="http://IT.USF.EDU/SERVICES/NETID">HTTP://IT.USF.EDU/SERVICES/NETID</a></td>
</tr>
<tr>
<td>3. UPDATED SOFTWARE AND PREFERRED BROWSER TO VIEW PANOPTO LECTURES</td>
</tr>
</tbody>
</table>

How to login to your USF email:
1. Login to [https://my.usf.edu](https://my.usf.edu)
2. Select “email” from the tabs at the top of the screen
3. Select ”USF gmail” from the drop-down menu.

How to access Canvas (E-Learning classroom):
1. Go to my.usf.edu and log in with your Net-ID and password.
2. Click the “Canvas” button at the top of the page.

**CANVAS**: The course website is available through [https://my.usf.edu](https://my.usf.edu)

When you access this site, you will log on and automatically have access to the course websites for classes for which you are registered. You are required to access our course website through Canvas for class materials and assignments. For class updates, you will need to check your USF e-mail, Canvas e-mail, and class announcements posted in Canvas. Additionally, Canvas tutorials can be found in the Student Quickstart Guide at [http://guides.instructure.com/m/8470](http://guides.instructure.com/m/8470)

Accepted Formats for Assignments
Assignment uploads should be in .doc, .docx, pdf or jpeg formats.

### 12. LEARNER SUPPORT

**Need help?**

**CANVAS Support** is available through USFSM E-Learning staff from 9am to 5pm Monday through Friday. Please email or telephone Anthony Spall [aspall@sar.usf.edu](mailto:aspall@sar.usf.edu) at 941-359-4202

The USF Tampa IT Helpdesk provides 24 hour support for CANVAS. Please call 813-974-1222 or email: help@usf.edu if you need assistance outside of USFSM’s E-Learning hours.

**CANVAS tutorials** can be found in the Student Quickstart Guide at [http://guides.instructure.com/m/8470](http://guides.instructure.com/m/8470).

### 13. COURSE OUTLINE & SCHEDULE – see next page
## COURSE OUTLINE & SCHEDULE

**ALL QUIZZES & THE GROUP PROJECT: DUE BY MONDAY AT 2 PM EASTERN TIME**
**DISCUSSION POSTS DUE SATURDAY AT MIDNIGHT (ET) & RESPONSES DUE BY MONDAY AT 2 PM (ET)**

<table>
<thead>
<tr>
<th>MODULES &amp; DATES</th>
<th>TOPICS</th>
<th>REQUIRED READINGS</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1 Jan 5-12</td>
<td>Course Overview; Review Syllabus; first day attendance</td>
<td>Course Syllabus</td>
<td>Discussion Board Post Due by Fri. Jan 9 at 11:59 pm Quiz Module 1</td>
</tr>
<tr>
<td></td>
<td>Neuroanatomy &amp; Neuropathology Review</td>
<td>Chapter 1 &amp; pp. 184-192</td>
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<tr>
<td>Module 2 Jan 12-19</td>
<td>Neurologic Assessment</td>
<td>Chapter 2</td>
<td>Quiz Module 2</td>
</tr>
<tr>
<td>Module 3 Jan 19-26</td>
<td>Assessing Adults with Neurogenic Cognitive-Communication Disorders</td>
<td>Chapter 3</td>
<td>Quiz Module 3 Discussion</td>
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<tr>
<td></td>
<td>Martin Luther King, Jr. Holiday USFSM Closed</td>
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<tr>
<td>Module 4 Jan 26-Feb 2</td>
<td>Cognition and Assessment</td>
<td>Chapter 4</td>
<td>Quiz Module 4</td>
</tr>
<tr>
<td>Module 5 Feb 2-9</td>
<td>Assessing Language Disorders in Adults: Aphasia</td>
<td>Chapter 5 &amp; Movie</td>
<td>Quiz Module 5 Movie Discussion</td>
</tr>
<tr>
<td>Module 6 Feb 9-16</td>
<td>Assessing Functional Communication &amp; Quality of Life</td>
<td>Chapter 6</td>
<td>Quiz Module 6</td>
</tr>
<tr>
<td>Module 7 Feb 16-23</td>
<td><strong>Mid-term Exam</strong> Fri. 2/20, Sat., 2/21, Sun., 2/22, Mon. 2/23</td>
<td></td>
<td>MID-TERM EXAM</td>
</tr>
<tr>
<td>Module 8 Feb 23-Feb 28</td>
<td>Treatment of Cognitive-Communication Disorders</td>
<td>Chapter 7</td>
<td>Quiz Module 8 Discussion</td>
</tr>
<tr>
<td>Mar 1-8</td>
<td><strong>SPRING BREAK-NO CLASS</strong></td>
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<tr>
<td>Module 9 Mar 9-16</td>
<td>Aphasia, Apraxia, Agnosia</td>
<td>Chapter 8</td>
<td>Quiz Module 9</td>
</tr>
<tr>
<td>Module 10 Mar 16-23</td>
<td>Treatment of Aphasia &amp; Related Disorders</td>
<td>Chapter 9</td>
<td>Quiz Module 10 Discussion</td>
</tr>
<tr>
<td>Module 11 Mar 23-30</td>
<td>Dementia</td>
<td>Chapter 12</td>
<td>Quiz Module 11 Group Project</td>
</tr>
<tr>
<td>Mar 21</td>
<td>Last day to drop course &amp; receive a 'W' grade; no refund, no academic penalty</td>
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</tr>
<tr>
<td>Module 12 Mar 30-Apr 6</td>
<td>Traumatic Brain Injury</td>
<td>Chapter 11</td>
<td>Quiz Module 12</td>
</tr>
<tr>
<td>Module 13 Apr 6-13</td>
<td>Right Hemisphere Syndrome</td>
<td>Chapter 10</td>
<td>Quiz Module 13 Discussion</td>
</tr>
<tr>
<td>Module 14 Apr 13-20</td>
<td>Motor Speech Disorders</td>
<td>Chapter 13</td>
<td>Quiz Module 14</td>
</tr>
<tr>
<td>Module 15 Apr 20-24</td>
<td>Review for Final Exam</td>
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<tr>
<td><strong>FINAL EXAM</strong></td>
<td><strong>Final Exam: Sat. April 25, Sun. April 26, &amp; Monday, April 27</strong></td>
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<td><strong>FINAL EXAM</strong></td>
</tr>
</tbody>
</table>
14. USFSM AND USF SYSTEM POLICIES

A. **Academic Dishonesty**: The University considers any form of plagiarism or cheating on exams, projects, or papers to be unacceptable behavior. Please be sure to review the university’s policy in the [USFSM Catalog](#), the USF System Academic Integrity of Students, and the [USF System Student Code of Conduct](#).

B. **Academic Disruption**: The University does not tolerate behavior that disrupts the learning process. The policy for addressing academic disruption is included with Academic Dishonesty in the [USFSM Catalog](#), USF System Academic Integrity of Students, and the [USF System Student Code of Conduct](#).

C. **Contingency Plans**: In the event of an emergency, it may be necessary for USFSM to suspend normal operations. During this time, USFSM may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Blackboard Collaborate, Elluminate, Skype, and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor Canvas site for each class for course specific communication, and the main USFSM and College websites, emails, and [MoBull](#) messages for important general information. The USF hotline at 1 (800) 992-4231 is updated with pre-recorded information during an emergency. See the [Campus Police Website](#) for further information.

D. **Disabilities Accommodation**: Students are responsible for registering with the Office of Students with Disabilities Services (SDS) in order to receive academic accommodations. Reasonable notice must be given to the SDS office (typically 5 working days) for accommodations to be arranged. It is the responsibility of the student to provide each instructor with a copy of the official Memo of Accommodation. Contact Information: Disability Coordinator, 941-359-4714, disabilityservices@sar.usf.edu, [http://usfsm.edu/disability-services/](http://usfsm.edu/disability-services/)

E. **Fire Alarm Instructions**: At the beginning of each semester please note the emergency exit maps posted in each classroom. These signs are marked with the primary evacuation route (red) and secondary evacuation route (orange) in case the building needs to be evacuated. See [Emergency Evacuation Procedures](#).

F. **Religious Observances**: USFSM recognizes the right of students and faculty to observe major religious holidays. Students who anticipate the necessity of being absent from class for a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second week of classes. Instructors canceling class for a religious observance should have this stated in the syllabus with an appropriate alternative assignment.
G. Sexual Misconduct/Sexual Harassment Reporting: USFSM is committed to providing an environment free from sex discrimination, including sexual harassment and sexual violence (USF System Policy 0-004). The Counseling and Wellness Center is a confidential resource where you can talk about incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. This confidential resource can help you without having to report your situation to either the Office of Student Rights and Responsibilities (OSSR) or the Office of Diversity, Inclusion, and Equal Opportunity (DIEO), unless you request that they make a report.

Please be aware that in compliance with Title IX and under the USF System Policy, educators must report incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. If you disclose any of these situations in class, in papers, or to me personally, I am required to report it to OSSR or DIEO for investigation. The Deputy Coordinator for USFSM is Mary Beth Wallace, AVP for Student Enrollment, Engagement and Success, 941-359-4330 or marybeth@sar.usf.edu.

Campus Resources:
  Counseling Center and Wellness Center 941-487-4254
  Victim Advocate (24/7) 941-504-8599

List of off-campus resources:
  Hope of Manatee: 941-755-6805
  Safe Place & Rape Crisis Center (SPARCC) – Sarasota: 941-365-1976
  First Call for Help- Manatee: 941-708-6488
  Sarasota & North Port 941-366-5025
  Manatee Glens: 941-782-4800

H. Web Portal Information: Every newly enrolled USF student receives an official USF e-mail account. Students receive official USF correspondence and Canvas course information via that address.

J. Instructor Copyright
Students may not sell notes or other course materials; students may not copy or distribute any course materials without the written consent of the instructor. Recordings of any class activity in written, audio, or video form may only be made for your own personal use for course-related activities and may not be shared or distributed to any person or entity without the written consent of the instructor. Course materials may not be posted on the web for any reason.