

SLHS 304



INTRODUCTION TO COMMUNICATION DISORDERS

Fall 2020
Dr. Eve Higby

INSTRUCTOR



Dr. Eve Higby

she/her/hers

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Office: MB 2113

Individual Meetings

Mon 1:00-2:00

Tue 4:00-5:00

Wed 1:00-2:00

Instructional Assistant

Jennifer Do

WHAT WILL WE LEARN IN THIS COURSE?

This course provides an introduction to communication disorders. We will get a foundational understanding of typical speech, language, and hearing functions. The course will cover communication difficulties in both children and adults and will cover impairments in speech, hearing, and language. Some of the disorders covered include autism, stuttering, aphasia, sensorineural hearing loss, voice disorders, and many more.

We will also gain an understanding of research in the field of communication disorders and certain issues that specifically affect culturally and linguistically diverse populations.

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“Not being able to speak is not the same as having nothing to say.”



LEARNING OBJECTIVES

1. Describe the biological components and processes underlying communication.
2. Describe the development of communication across the lifespan.
3. Describe the different types of pediatric and adult communication disorders.
4. Describe the common forms of assessment and treatment for a variety of communication disorders.



WHAT I EXPECT OF YOU

- Read the assigned sections of the textbook and use the chapter questions to assess your understanding.
- Seek out additional resources and sources of information when necessary.
- Collaborate effectively with your presentation partner.
- Demonstrate respectfulness and professionalism in your interactions.

WHAT YOU CAN EXPECT OF ME

- Support your learning through engagement of content from the textbook and other sources.
- Respond to emails within 1-2 days (not including weekends).
- Feedback on exams within 1 week.
- Transparency about what you are expected to know for the exams.
- Creation of an equitable class environment in which all students are respected and able to learn.

GRADING



1

Study Questions

Study questions are found at the end of each chapter. Responses must be written in your own words. Due Sunday at midnight.

20% of grade

2

Presentations

Record one 10-12-minute presentation on an assigned research article. Done in pairs.

25% of grade

3

Presentation Responses

Post a question, thought, idea, reflection about each presentation.

15% of grade

4

Exams

One midterm exam on chapters 1-6
One final exam on chapters 7-13

Midterm 20% of grade

Final 20% of grade

5

Extra Credit

Creative project highlighting the impact of the COVID-19 pandemic on people with disabilities

Up to 5% extra

Both exams will be open for a 3-day period (Wednesday-Friday). Students who miss an exam must provide justification for not completing the exam before the deadline to be considered for a make-up exam.

Please notify me as soon as possible if you anticipate missing any exams for any reason.

GRADING SCALE

A	94 - 100%
A-	90 - 93%
B+	87 - 89%
B	84 - 86%
B-	80 - 83%
C+	77 - 79%
C	74 - 76%
C-	70 - 73%
D+	67 - 69%
D	60 - 66%
F	0 - 59%



OVERVIEW OF COMMUNICATION SCIENCES AND DISORDERS

READINGS

Robb Chapter 1

ASHA Code of Ethics

RECOMMENDED READINGS

ASHA: Scope of Practice in Speech Language Pathology

ASHA: Scope of Practice in Audiology

ASHA Membership Statistics for 2016



MULTIMEDIA

"Making Connections: A series of short documentaries"

<https://youtu.be/uaBpYD5Tlao>

Day in the life of a bilingual Speech Language Pathologist

<https://youtu.be/E7oC40YivHQ>

ASHA: Become a SLP or Audiologist

https://youtu.be/_OlcPbndZMo

Speech Pathology Career Profile

<https://youtu.be/ASVAMLj2H4E>

ASHA: Interprofessional Practice

<https://youtu.be/CX7zPnBEbWE>

BIOLOGICAL BASIS OF SPEECH AND HEARING

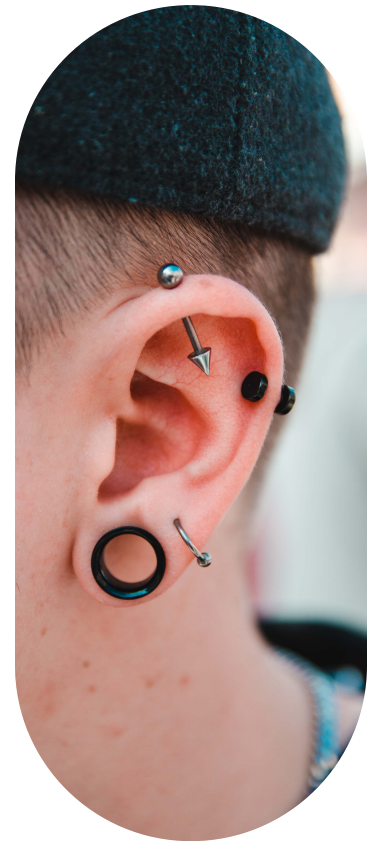
READINGS

Robb Chapter 2

RECOMMENDED READINGS

Journey into the World of Hearing
<http://www.cochlea.eu/en/sound>

World Health Organization: Deafness and Hearing Loss
<https://www.who.int/news-room/fact-sheets/detail/deafness-and-hearing-loss>



MULTIMEDIA

MRI of an opera singer
<https://youtu.be/f5SUhhfwxEI>

"The Vocal Tract - Vocal Resonance"
<https://youtu.be/2N5q85G3ydk>

"Journey of Sound to the Brain"
<https://www.nidcd.nih.gov/health/journey-of-sound-video>

"The Science of Hearing"
<https://youtu.be/LkGOGzpbRcK>

The Ling Space: "Where Does Your Voice Come From? Phonation and Glottal States"
<https://youtu.be/edYLoMRgaFw>

CHILD LANGUAGE DISORDERS PART 1

READINGS

Robb Chapter 3

PRESENTER READINGS

Monday: Late Talkers

- 1) Alt et al. (2020)
- 2) Johnston & Wong (2002)

Wednesday: Developmental
Language Disorders

- 1) Bonifacci et al. (2020)
- 2) Hendricks & Adlof (2020)



MULTIMEDIA

"Creating Bilingual Minds"

<https://youtu.be/Bp2Fvkt-TRM>

Babbling in sign language

<https://youtu.be/SnZVpc3T60I>

Speech delay alone vs speech delay with autism

<https://youtu.be/-9aliPAniig>

Podcast: What helps babies learn language?

<https://talkthetalkpodcast.com/289-what-helps-babies-learn-language/>

CHILD LANGUAGE DISORDERS PART 2

READINGS

None!

PRESENTER READINGS

Monday: Intellectual impairments
Kaiser & Roberts (2013)

Wednesday: Autism
1) Valicenti-McDermott et al. (2013)
2) Tincani, Travers, & Boutot (2009)



MULTIMEDIA

Teaching strategies for children with intellectual disability

https://youtu.be/69VwIT_0moQ

TED: "Let's talk about intellectual disabilities"

https://youtu.be/0XXqr_ZSsMg

TED: "How much do you know about intellectual disabilities?"

<https://youtu.be/BURbLmQL1BE>

Family living with autism: Meet the Asners

<https://youtu.be/XNL9YP8PH7M>

Living with autism: Maliyah's story

https://youtu.be/3SN3_y2irCs

TED: The Back Door: Living with Autism

https://youtu.be/xt6sY_Yegic

CHILD PHONOLOGICAL DISORDERS

READINGS

Robb Chapter 4

PRESENTER READINGS

Monday: Childhood apraxia of speech

Preston, Brick, & Landi (2013)

Wednesday: Speech sound disorders

Fabiano-Smith & Hoffman (2018)



MULTIMEDIA

Living with Speech Apraxia

<https://youtu.be/HvZeQ4qiY08>

Darien's journey with Childhood Apraxia of Speech

<https://youtu.be/P22D44j7d8E>

Examples of different levels of severity of Childhood Apraxia of Speech

<https://youtu.be/cEOy3APLA-g>

28-month-old with Childhood Apraxia of Speech

<https://youtu.be/nGNU8lwZerg>

Articulation disorder of a 7-year-old who misarticulates /r/

https://youtu.be/6Pw6_tHmztK

Speech sound assessment

<https://youtu.be/ncjPppDalzU>

FLUENCY DISORDERS

READINGS

Robb Chapter 5

PRESENTER READINGS

Monday: Stuttering
Eggers, Van Eerdenbrugh & Byrd
(2020)

Wednesday: Cluttering
Scaler Scott (2020)



MULTIMEDIA

TED: How I Overcame My Fear of Stuttering
https://youtu.be/nrraoSk_j3A

TED: The Thing Is, I Stutter
<https://youtu.be/9MegHiL93B0>

CBS: Understanding stuttering
<https://youtu.be/VaSZbcf9tX4>

TED: Why you should embrace your stutter
<https://youtu.be/8J5RUvs2rZA>

CLEFT LIP AND PALATE

READINGS

Robb Chapter 6

PRESENTER READINGS

Monday: Cleft Lip & Palate
Bickham et al. (2017)

Wednesday-Friday:
MIDTERM EXAM
(Chapters 1-6)



MULTIMEDIA

Explaining cleft lip and palate
<https://youtu.be/IUr-5Rwy8VY>

Jane's journey
<https://youtu.be/JDIsO7fZtSs>

Landon's Story
https://youtu.be/492c_2m89ew

Karah's story
<https://youtu.be/xGUesc38ayA>

VOICE DISORDERS

READINGS

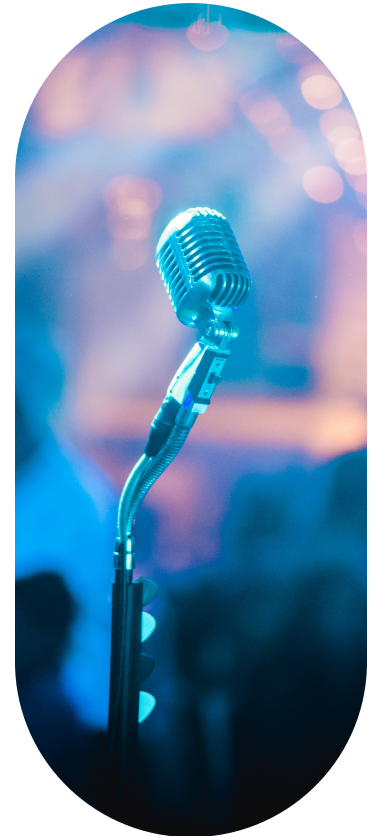
Robb Chapter 7

PRESENTER READINGS

Monday: Parkinson's
Hsu et al. (2017)

Wednesday:
Vocal fold changes
Nuss et al. (2010)

Transgender voice therapy.
Hancock, Krissinger & Owen (2011)



MULTIMEDIA

"Why you don't like the sound of your own voice"

<https://youtu.be/g3vSYbT1Aco>

"Why does your voice change as you get older?"

<https://youtu.be/rjibeBSnpJ0>

What are vocal nodules? Featuring Mariah Carey

<https://youtu.be/JKlmdxafYOc>

Transgender patients find voice through therapy

<https://youtu.be/Wt2DQmU4cOM>

NEUROGENIC DISORDERS

PART 1

READINGS

Robb Chapter 8

PRESENTER READINGS

Monday: Aphasia

1) Knoph, Gram Simonsen, & Lind (2017)

2) Conroy et al. (2009)

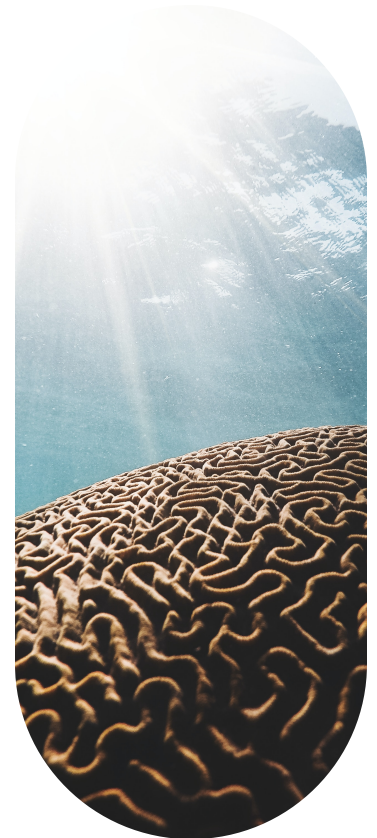
Wednesday:

Traumatic Brain Injury.

Turkstra et al. (2004)

Dysarthria

Hustad (2008)



MULTIMEDIA

"Living with aphasia"

<https://youtu.be/BwivMTVXJOw>

Sarah Scott's annual videos showing recovery over 10 years after a stroke at age 18

<https://www.youtube.com/c/SymphUK/videos>

"Concussion"

<https://youtu.be/tgChTeALF7g>

"Broken: Living with a Brain Injury"

Part 1: <https://youtu.be/qbzd7Zp70UU>

Part 2: <https://youtu.be/ltdxEa9nOLE>

Part 3: https://youtu.be/npkaNY_3SAs

Part 4: https://youtu.be/khD_2seg9nc

Part 5: <https://youtu.be/Xp--W4QaNSU>

NEUROGENIC DISORDERS

PART 2

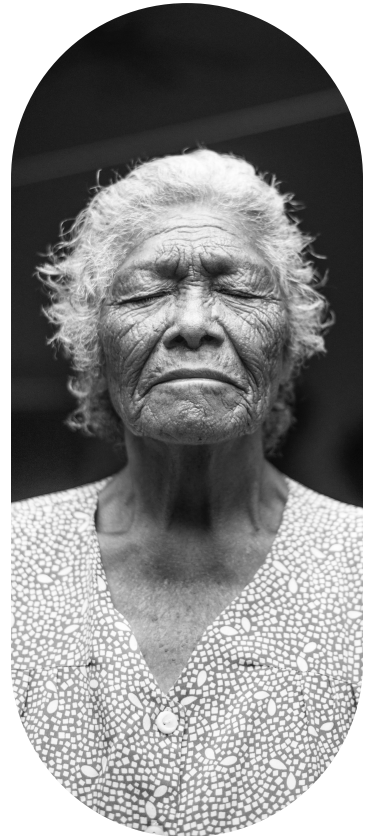
READINGS

None!

PRESENTER READINGS

Monday: Apraxia of speech
Wambaugh et al. (2017)

Wednesday: Dementia
1) Brice, Wallace, & Brice (2018)
2) Brooker & Duce (2000)



MULTIMEDIA

How to talk to someone with dementia
<https://youtu.be/ilickabmjww>

Recognizing the Early Stages of Dementia
https://youtu.be/be_ATmQw-G4

How does a person with dementia see the world?
https://youtu.be/q_sWiwl3yP0

Later stage dementia: Bruce and Jan's story
<https://youtu.be/chgshB6LCyc>

Kids interview people with dementia
https://youtu.be/YYnI_L3mH00

DYSPHAGIA

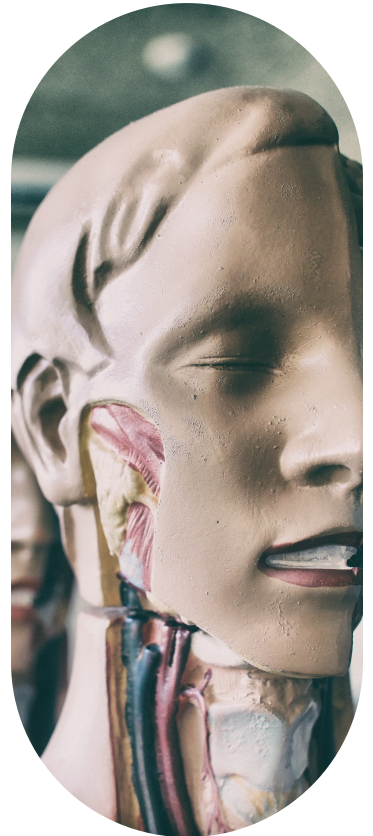
READINGS

Robb Chapter 9

PRESENTER READINGS

Monday,
Parker et al. (2004)

Wednesday,
Schefold et al. (2017)



MULTIMEDIA

"What is Dysphagia?"

<https://youtu.be/KNYgbN9SIfk>

Barium Esophagram

<https://youtu.be/1-l3lDjGvcs>

"Living with a Feeding Tube 24/7"

<https://youtu.be/k9ZX5-V3KnQ>

"Making Connections: Swallowing Therapy and the SLP"

<https://youtu.be/JUiOhK3IfXY>

"Dysphagia: Swallowing Therapy After Stroke"

<https://youtu.be/PJXijh3C0k>

GENETIC-BASED DISORDERS

READINGS

Robb Chapter 11

PRESENTER READINGS

Monday: Chromosomal syndromes
Burgoyne et al. (2016)

Wednesday: Genetic syndromes
Shaffer et al. (2020)



MULTIMEDIA

Fragile X Syndrome

<https://youtu.be/pgUZsOG0lfk>

Living with Fragile X

<https://youtu.be/CUUOF9NaqPo>

Crouzon Syndrome

<https://youtu.be/zT3ou8VkCRE>

Prader-Willi Syndrome

https://youtu.be/1FRSSQco_pk

Fetal Alcohol Syndrome

<https://youtu.be/QuBBLEf2u7I>

Fetal Alcohol Spectrum Disorder

https://youtu.be/5plu6_L6_IY

HEARING DISORDERS

READINGS

Robb Chapter 12

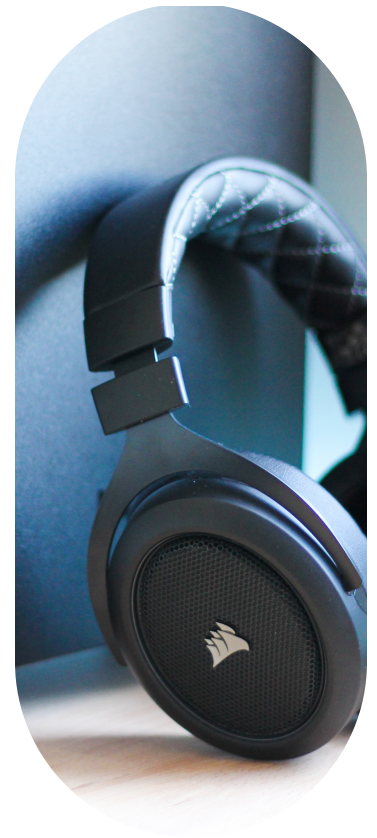
PRESENTER READINGS

Monday:
Adult hearing loss
Lanvers-Kaminsky et al. (2017)

Tinnitus
Nondahl et al. (2011)

Wednesday:
Pediatric hearing loss
Schieffer et al. (2017)

Auditory processing disorder
Stavrinos et al. (2018)



MULTIMEDIA

"Deaf Jam: Experiencing Music through a Cochlear Implant" (NPR)

<https://www.npr.org/sections/health-shots/2015/05/18/406838781/deaf-jam-experiencing-music-through-a-cochlear-implant>

"Black, Deaf, and a Victim of Police Brutality" (AJ+)

https://youtu.be/9Rkctxo_LQI

"What Does Tinnitus Sound Like?"

<https://youtu.be/83laYgUtbv8>

TEDx: "Tinnitus: Ringing in the Brain" (Josef Rauschecker)

<https://youtu.be/XGq3MXQlRJs>

AUDITORY REHABILITATION

READINGS

Robb Chapter 13

PRESENTER READINGS

Monday: Deafness
Pénicaud et al. (2013)

Wednesday: Cochlear implants
Sabri & Fabiano-Smith (2018)



MULTIMEDIA

TEDx: "Not the hearing or Deaf World"
(Heather Artinian)
<https://youtu.be/jhm5OaXJVMQ>

"Deaf and Blind: Being Me Heather"
<https://youtu.be/qjFOtlqjmxg>

TEDx: "Deaf children need sign language"
<https://youtu.be/ou1Me-4GzuE>

"Getting a Cochlear Implant - Leah's Experience"
<https://youtu.be/POR9ZhZar90>

Film: "Hear and Now"
Trailer: <https://youtu.be/g9SGoWnzMUw>

AUGMENTATIVE AND ALTERNATIVE COMMUNICATION

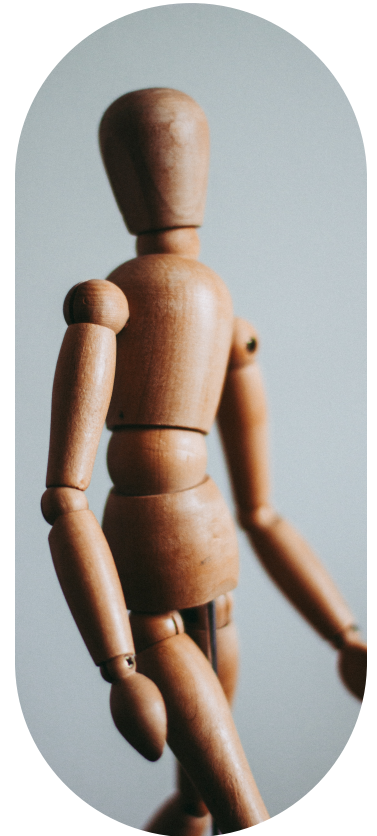
READINGS

Robb Chapter 10

PRESENTER READINGS

Monday:
Soto et al. (2007)

Wednesday:
Caron & Light (2017)



MULTIMEDIA

"Making Connections: Augmentative and Alternative Communication and the SLP"
<https://youtu.be/jZnen2vtegw>

"Adam's DynaVox Device Success Story"
<https://youtu.be/85cFnqJAyBA>

"Assistive Technology in Action - Elle's Story"
<https://youtu.be/g95TO20hnmo>

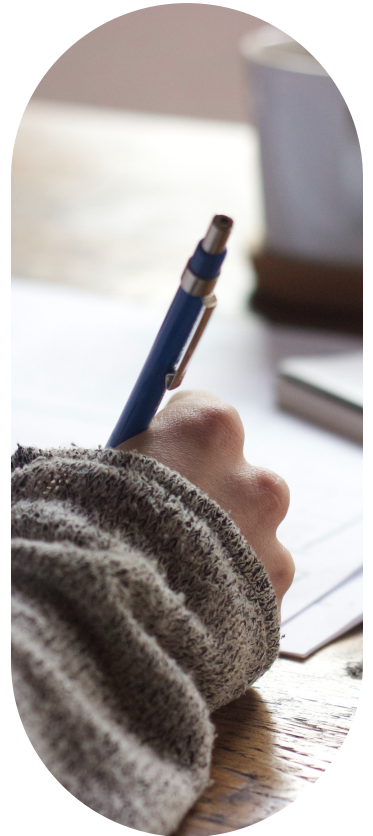
Person with 'locked-in' syndrome using AAC (BBC)
<https://youtu.be/Aya99ka032c>

AAC with non-verbal autism - Abby
<https://youtu.be/dZXVJk5tCZg>

AAC with non-verbal autism - Matthew
<https://youtu.be/oIGrxzPMVtw>

EXAM WEEK

Wednesday-Friday:
FINAL EXAM
(Chapters 7-13)



COURSE POLICIES & INFORMATION



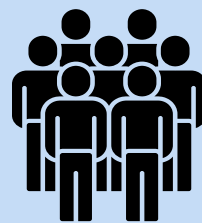
Accessibility Services

Accessibility Services provides academic accommodations and support services to address the individual needs of students with differing abilities, permanent disabilities, or temporary disabling conditions. Students with documented disabilities and functional limitations are eligible for services designed to provide equivalent access to all educational general campus and classroom programs and activities. If you have a documented disability and wish to discuss academic accommodations, or if you would need assistance in the case of an emergency evacuation, please contact me as soon as possible. Students with disabilities needing accommodation should speak with Accessibility Services (www.csueastbay.edu/accessibility)



Class Materials

Sharing of course materials is prohibited. No materials used in this class including, but not limited to, lecture recordings, slides, handouts, activities, exams, review sheets, may be shared online or with anyone outside of the class unless you have my explicit, written permission. Violation of this policy by a student could lead to Student Misconduct proceedings.



Inclusive Learning Community

All students are expected to demonstrate respect, compassion, and understanding while engaging in the learning process. Support and encourage each other through this process. Students of all backgrounds should feel comfortable in the classroom and in online interactions in order for successful learning to take place. Please speak to me if you experience any harassment, belittlement, or hostility by other students in class.



Academic Integrity

Effective learning in this class will benefit from both individual and collaborative work. You are encouraged to study and work together on study questions. However, you must complete and submit your own work. In addition, responses should not be copied from the textbook or any other source. Students are required to uphold the standards of academic integrity described in the catalog at www.csueastbay.edu/academic-policies/academic-dishonesty.html



Inter-professional Teamwork

Speech-Language Pathologists require inter-professional collaboration and teamwork. Collaborative learning approaches help to develop these skills by teaching students to be flexible, communicate effectively, listen actively, manage time and effort, and work together to solve complex problems.

CORE COMPETENCIES

#1

Describe the biological components and processes underlying communication.

ILO 1, 2, 4, 6 ASHA IV-B
PLO 1, 2, 3, 7 CTC SLP Standard 1

Activities: Readings, lectures,
exams

#3

Describe different types of pediatric and adult communication disorders.

ILO 1, 2, 4, 6 ASHA IV-C
PLO 1, 2, 3, 4, 6, 7 CTC SLP Standards 3, 4, 5

Activities: Readings, lectures,
presentations, exams

#2

Describe the typical development of communication across the lifespan and deviations from typical communication.

ILO 1, 2, 3, 4, 6 ASHA IV-B
PLO 1, 2, 3, 4, 7 CTC SLP Standard 2

Activities: Readings, lectures,
presentations, exams

#4

Describe considerations with regard to assessment and intervention of linguistically and culturally diverse clinical populations.

ILO 1, 2, 3, 4, 6 ASHA IV-D
PLO 1, 2, 3, 4, 5, 7 CTC SLP Standards 4 & 5

Activities: Readings, lectures,
presentations, exams



what is
your
'why'?