

SPLP 3314 Language Disorders in Preschool Children

Spring 2020

Wednesdays, 9am-10:20am

Room 213, Campbell Hall

Lecturer: Deena G. Peterson, M.S. CCC-SLP

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Office Hours: Wednesdays 11:00am-12:30pm*

*Please email me beforehand if you would like to meet. We can also meet virtually via Bb.

I. Course Description

Theoretical foundations, diagnosis, and intervention for language impairments in pre-school populations. Multicultural issues related to language disorders in this population are discussed.

II. Course Objectives

In completion of this course, students will demonstrate clinical knowledge and skills in the following areas in accordance with the American Speech-Language Hearing Association (ASHA) 2014 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology, the UTEP Speech Language Pathology Knowledge and Clinical Competencies.

A. ASHA Standards

Standard IV (B, C, D, E, F) —Knowledge Outcomes

Please visit, <http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/> for detailed information on ASHA's 2014 Standards.

B. UTEP Speech-Language Pathology Knowledge and Clinical Competencies

Professional Competency

Writing Competency

Oral Writing

Cultural Competency

Language

Please see the Blackboard course for a detailed document on the UTEP SLP Knowledge and Clinical Competencies

C. Outcome Measurements

1. Define and apply vocabulary associated with language disorders in the preschool-aged population.
2. Discuss the clinical/practical implications of different developmental theories in the context of disorder.
3. Describe the impact of structural, neurological, and environmental conditions as potential etiological factors in language disorders.
4. Describe language assessment techniques (standardized and non-standardized) appropriate for preschool-age children.
5. Interpret assessment results, and identify relevant treatment strategies.

III. Requirements

CHS Academic Advising approval and prerequisite courses outlined in the course catalog required.

A. Texts/Technology

1. Required Textbooks/Software:

- a. Paul, R. (2012). Language Disorders from Infancy through Adolescence: Listening, Speaking, Reading, Writing, and Communication. (4th Ed), St. Louis, MO: Mosby.

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- b. Miller, J. F., Andriacchi, K., & Nockerts, A. (2011). Assessing language production using SALT software. Middleton, WI: SALT Software. (The ILC in the Campbell building has the SALT software installed in its computers.) Can be purchased at <https://www.saltsoftware.com/>.
2. Required Readings:
 - a. American Speech-Language-Hearing Association (n.d.). Cultural Competence. Available from www.asha.org/practice-portal.
 - b. Articles assigned on Bb or in class.
3. Index Cards
4. Access to a reliable laptop and/or tablet with:
 - Internet access
 - Word Processing software
 - Adobe Reader (latest version) or pdf reader

**See the "Resources" section in this syllabus for computer lab information*
5. Active UTEP email address and access to Blackboard
6. Additional readings assigned on Blackboard

IV. Class Format- Hybrid

A. Face to face

1. Lecture
2. In-class participatory activities (individual and group discussions, written activities, and oral presentations)

B. Online via Blackboard

1. Readings, videos
2. Discussions

V. Student responsibilities

You are expected to participate in all in-class and online activities. You are responsible for reviewing and completing weekly modules on Blackboard. This includes readings, assignments, and projects.

A. Class Attendance*

1. The syllabus provides general description of assignments and lecture topics. **Specific details and due dates will be provided in class.** Regular attendance and participation online and in class are essential for your success in the course.
"When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor can drop the student from the class with a grade of W before the course drop deadline and with a grade of F after the course drop deadline." <http://catalog.utep.edu/undergrad/academic-regulations/curriculum-and-classroom-policies/>
2. Please be on time. Tardiness may result in missed information. Students are considered tardy once the door closes at the assigned time. Sign-in sheets, index cards, or other forms of roll call may be used.
3. For university policies on attendance, excused absences for university-recognized activities, religious holy days, military leave, and absence from examinations please visit <http://catalog.utep.edu/undergrad/academic-regulations/curriculum-and-classroom-policies/>.
4. If you cannot attend class, please notify me **at least 12 hours**, prior to class time, via email, phone message, or in person.
5. It is **your responsibility** to obtain the required information **from a classmate**.
6. Make-up tests are not available without a physician's note or documentation of an emergency.

B. Due Dates

1. All assignments are due as directed in class and/or on Blackboard.
2. Late assignments or projects **will not** be accepted without a physician's note or documentation of an emergency.
3. Late assignments or projects due to issues with technology (laptop, computer, tablet, software, internet access failure) **will not** be accepted. Please refer to the "Resources" section of the syllabus.

C. Classroom Policies*

1. You **may not** audio, video record, or take pictures unless you have specific accommodations from CASS or are given permission by the instructor. Please refer to the "Other Policies and Information" section of this syllabus.
2. You are expected to act in a professional and considerate manner.
3. You are expected to arrive on time and remain in class until dismissal.
4. You **may not** use your cellular phones or smart devices during class.
5. You may use your laptops or tablets for taking notes. This is a privilege, not a right. You may not use your cellular phone/smart phone to take notes. You may not check your email, update social media, watch videos (unless instructed), or engage in any other distracting activity with your devices during class.

The instructor reserves the right to institute a NO TECHNOLOGY policy if it becomes necessary.

D. Netiquette

When communicating electronically, many of the feelings or impressions that are transmitted via body language in face-to-face communications, are lost. Consequently, interpreting emotions and innuendos is much more difficult. Excitement using all caps, for example, may be misinterpreted as anger, insulting, or shouting. It is important that we all keep this in mind as we communicate. It is important that we are conscious of how we communicate while working at a distance. The following are Netiquette guidelines:

1. You are required to check the Blackboard course daily for messages, updates and assignments.
2. Respect and courtesy must be provided to fellow classmates and the instructor at all times, in all contexts. Harassment or inappropriate postings will not be tolerated.
3. Be professional and careful in what you say about others. When reacting to someone else's message, address and focus on the ideas, not the person who posted them.
4. Be careful when using sarcasm and humor. Without face-to-face communications your joke may be viewed as criticism.

VI. Course Content

A. Class Outline/Calendar

1. You are **required** to check **weekly modules** on Blackboard for detailed instruction regarding weekly readings, assignments, discussions, and projects.
2. **The course syllabus and outline of assignments is subject to change or modification at the instructor's discretion.** This includes pop quizzes and in class assignments not included in the assignment outline. This may be done in order to accommodate the needs of the class.
3. There will be **no extra credit** assignments.

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Week	Topic	Readings	Labs, Quizzes
1.22.2020 Week 1	Introduction	SALT, Chapters 1-3	
1.29.2020 Week 2	Models of Child Language Disorders	Paul, Chapter 1 SALT Chapters 4-5	
2.5.2020 Week 3	Models of Child Language Disorders	Paul, Chapter 1 SALT Chapters 6-7	
2.12.2020 Week 4	Principles of Assessment and Intervention	Paul, Chapters 2,3 SALT Chapters 8	Quiz #1
2.19.2020 Week 5	Principles of Assessment and Intervention	Paul, Chapter 2,3	
2.26.2020 Week 6	Disorder vs. Difference	Paul, Chapter 5 and ASHA's Cultural Competence	Article Summary #1
3.4.2020 Week 7	Language Impairment in Special Populations	Paul, Chapter 4	Lab #1
3.11.2020 Week 8	Midterm Exam	Midterm Exam	Midterm Exam
3.18.2020 Week 9	No class-Spring Break		
3.25.2020 Week 10	Assessment and Intervention at the Pre-linguistic Stage	Paul, Chapter 6 SALT Chapters 9-10	
4.1.2020 Week 11 (April 3 rd drop deadline)	Assessment and Intervention at the Pre-linguistic Stage	Paul, Chapter 6	
4.8.2020 Week 12	Assessment and Intervention of Emerging Language	Paul, Chapter 7	Quiz #2
4.15.2020 Week 13	Assessment and Intervention of Emerging Language	Paul, Chapter 7	
4.22.2020 Week 14- TBD (CAPSCD)	Assessment and Intervention of Developing Language	Paul, Chapters 8, 9	Article Summary #2
4.29.2020 Week 15	Assessment and Intervention of Developing Language	Paul, Chapters 8, 9	Lab #2
5.6.2020 Week 16	Final Exam	Final Exam	Final Exam
5.13.2020	No class-Finals weeks		

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B. Grading

Type	Point Value	How many?	Total Points	Percentage of Total
Exams	75	2	150	47%
Labs	2	25	50	15.6%
Quizzes	2	25	50	15.6%
Article Summaries	2	25	50	15.6%
Professionalism	20	1	20	6.25%
		Total	320	

A-288-320 points

B-256-287 points

C-224-255 points

D-192-223 points

F-less than 191 points

1. Exams

a. *Exam 1- Midterm*

Will consist of everything covered from the beginning of the semester until midterm.

b. *Exam 2-Final*

Comprehensive exam. Will consist over everything covered from the beginning of the semester.

2. Labs

a. Lab assignments will use the SALT software for language sample analysis. Students may purchase the software or use the computers in the ILC to complete the labs. Labs will involve a type of language analysis and a written narrative summary.

3. Quizzes

a. Quizzes may be given in class or online.

4. Article Summaries

a. Students will summarize the assigned article with proper APA citations in 2 pages. These will be submitted on blackboard through SafeAssign as well as a hard copy turned in to me in class.

5. Professionalism- Total 20 points

a. *Attendance and Timeliness-1-5 point deduction per occurrence*

1) Points may be deducted for a tardy/absence, at the teacher's discretion, if the student does not provide prior notification or a courtesy email. Students are responsible for any missed information. Power points, lecture notes, and office hours will not be provided to review missed material.

a. *Preparation-1-5 point deduction per occurrence*

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- 1) Students will be *randomly* selected to answer questions or provide commentary on topics. This includes questions from assigned readings, lecture material, textbook material, and Bb content.
- b. *Respect for others-1-5 point deduction per occurrence*
 - 1) students will refrain from the following:
 - Talking during lectures and/or presentations.
 - Cell phone use without permission.
 - Sleeping during class time.
 - Use of foul or derogatory language.
 - Monopolizing a discussion/conversation.
 - Any rude or disruptive behavior.
- c. *Netiquette-1-5 points per occurrence*
 - 2) Please refer to Section V. D. for details regarding Netiquette.

VII. Other Policies and Information

Communications

I will be checking in on Blackboard weekly. Please allow me 48 hours to respond to discussion board postings and/or e-mail. If you send me a message an hour before an exam, or before an assignment is due, I will not be able to respond or help you.

Drop Policy

Please refer to <http://catalog.utep.edu/undergrad/academic-regulations/general-academic-information/> for policies regarding dropping a course. Please refer to www.utep.edu/calendar to identify the dates during which drops may occur.

See "Class Attendance" section of this syllabus.

Americans with Disability Act (ADA)

If you have a disability or suspect a disability, you will need to contact the Center for Accommodations and Special services (CASS) if you require specific accommodations. Please schedule an appointment to see me **within the first two weeks of class** to discuss your accommodations.

Center for Accommodations and Special services (CASS)

East Union Bld., Room 106

<https://www.utep.edu/student-affairs/cass>

Phone: (915) 747-5148

Fax: (915) 7478712

cass@utep.edu

Equity Statement

In this course, all persons, regardless of race, sex, national origin, religion, sexual orientation, gender identity, class, disability, etc., shall have equal opportunity without harassment.

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Academic Dishonesty

“Any student who commits an act of academic dishonesty is subject to discipline. Academic dishonesty includes, and is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, and any act designed to give unfair advantage to a student or the attempt to commit such acts.” Please refer to <http://catalog.utep.edu/undergrad/academic-regulations/curriculum-and-classroom-policies/>.

VIII. Resources

Research

Please visit the UTEP library on main campus. <https://www.utep.edu/library/>

Academic Writing

Please visit the University Writing Center located in the UTEP library, Room 227, <http://academic.utep.edu/writingcenter>, (915) 747-5486.

Computer labs

Please visit the Technology Support Help Desk <https://admin.utep.edu/Default.aspx?tabid=74319> or call the main number at (915) 747-5000 for information on locations of computer labs.

University Counseling Center

<http://sa.utep.edu/counsel/>

American Speech Language Hearing Association

<http://www.asha.org/>

Texas Department of Licensing and Regulation

<https://www.tdlr.texas.gov/slpa/slpa.htm>