Broward Community College
Course Outline

STATUS: A

COMMON COURSE NUMBER: SPA 2001

COURSE TITLE: Introduction to Speech Disorders

CREDIT HOURS: 3

CONTACT HOURS BREAKDOWN:

Lecture/Discussion	48
Lab	
Other	
Contact Hours/Week	3

CATALOG COURSE DESCRIPTION:

Prerequisite: None

Corequisite: None

Upon completion of this course the student should have an understanding of the types, causes, and therapeutic methods relative to prime speech disorders with emphasis on preschool and elementary school populations.

General Education Requirements - Associate of Arts Degree, meets Area(s):
General Education Requirements - Associate in Science Degree, meets Area(s):

UNIT TITLES:

1. The Physiology of Speech
2. The Classification of Speech Disorders
3. The Speech Defective
4. Speech and Language Development
5. Delayed Speech and Language
6. Articulation Disorders (Dysarthria Dyslalia)
7. Voice Disorders
8. Rhythm Disorders
9. Symbolization Disorders
10. Specific Organic Disorders
    - Cleft-Palate
    - Cerebral Palsy
11. Hearing and Deafness
12. Speech Pathology/Audiology as a Profession

LAST REVIEW Academic Year 2002-03 NEXT REVIEW Academic Year 2007-08

Interim Revision Dates:

Course Overview:

Upon successful completion of this course, students should be able to describe the types, courses, and therapeutic methods relative to prime speech disorders with emphasis on the elementary school population.

II. Units:

Unit 1. The Physiology of Speech

General Outcome:

1.0 The students should be able to describe the structure and function of the speech mechanism.

Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

1.1 describe the inter-relationships of the anatomical structures.

1.2 discuss the inter-relationships of the Respiration, Phonation, Resonation, and Articulation processes.

1.3 recite the physiological terminology requisite to the description of normal and deviant speech.

2. The Classification of Speech Disorders

General Outcome:

2.0 The students should be able to describe the classification of the major types of speech disorders and the defects within these disorders.

Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

2.1 define defective speech.

2.2 use professional terminology to describe the major speech disorders and defects.

2.3 use professional terminology to describe the etiology of speech disorders and defects.

2.4 describe the speech defective who exhibits multiple disorders and defects.

3. The Speech Defective

General Outcome:

3.0 The students should be able to describe the effects a speech disorder has upon its possessor and the history of the treatment of the speech defective.

Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

3.1 describe the social and economic penalties the speech defective encounters.

3.2 list a chronological order of attitudes toward and treatment of the speech defective from ancient times to the present.

4. Speech and Language Development

General Outcome:

4.0 The students should be able to describe the normal pattern of speech and language development from birth through the early elementary school years.

Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

4.1 discuss the theories of speech and language acquisition.

4.2 describe the developmental stages of sounds from the birth reflex action to meaningful oral symbols.

4.3 describe the developmental sequence of specific phonemes for specific age levels.

4.4 describe the methods used to stimulate speech and language acquisition.

5. Delayed Speech and Language Development

General Outcome:

5.0 The students should be able to describe the etiology and therapeutic methods of and for delayed speech and language development.

Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

5.1 describe environmental deprivation, neurological dysfunctions and deficits (Dysarthria, Aphasia, Minimal Brain Damage), sensory deprivation, and emotional problems (Childhood Schizophrenia, Autism) and causes for delayed speech and language.

5.2 describe the diagnosis of a speech and language problem child through analytical testing and evaluation.

5.3 describe the language training, approaches, and therapeutic techniques for training and/or retraining the child with delayed speech or language development.

6. Articulation Disorders (Dysarthria-Dyslalia)

General Outcome:

6.0 The students should be able to describe the diagnosis of the types and etiology, and therapeutic methods for the defects within the classification of articulation disorders.

Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

6.1 describe the distinction between the terms Dysauthria and dyslalia as causal factors.

6.2 classify the defects (Substitutions, Omissions, Distortions, Additions) within articulation disorders.

6.3 describe perceptual deficiencies, organic factors, motor incoordinations, and other conditions as causes for articulation disorders/defects.

6.4 describe the necessity of the case history examination, testing, and phonetic and kinetic analysis toward a differential diagnosis.

6.5 describe the several approaches to articulation therapy.

6.6 discuss the proper selection of a therapy program to meet the needs of the client.

7. Voice Disorders (Dysphonia)

General Outcome:

7.0 The students should be able to describe the diagnosis of the types and etiology and therapeutic methods for the defects within the classification of voice disorders.

Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

7.1 clarify the distinction between physiological and psychological factors as the etiology for voice defects.

7.2 classify defects within Voice disorders: Pitch, Intensity, Quality.

7.3 describe the necessity of the case history and a physical examination by a medical specialist leading toward a differential diagnosis.

7.4 plan therapeutic programs to meet the specific needs of the client.

8. Rhythm Disorders (Dysphemia)

General Outcome:

8.0 The students should be able to describe the diagnosis of the types of etiology, and the therapeutic methods for defects within the classification of rhythm disorders.

Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

8.1 classify defects within the disorder of rhythm.

8.2 define and discuss the nature of "stuttering."

8.3 describe the dominant causal theories of stuttering.

8.4 draw a distinction between Primary and Secondary Stuttering as diagnostic factors.

8.5 describe therapeutic techniques for the Primary Stutterer.

8.6 describe therapeutic techniques for the Secondary Stutterer.

8.7 plan a program for a client.

9. Symbolization Disorders (Dysphasia)

General Outcome:

9.0 The students should be able to describe the diagnosis of the types and etiology and therapeutic methods of the defects within the classification of symbolization disorders.

Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

9.1 make the distinction between "congenital" and "acquired" dysphasia.

9.2 use correct terminology to describe and classify defects within the disorder of symbolization (Aphasia, Agraphia, Agnosia.)

9.3 use tests and medical reports to determine specific symbolic problems (Expressive, Receptive, Mixed) and the prognosis.

9.4 design programs to habilitate or rehabilitate individuals with symbolic problems.

9.5 describe the role of the family in therapy programs.

9.6 discuss the child with specific learning disabilities in the classroom.

10. Specific Organic Disorders

General Outcome:

10.0 The students should be able to describe the diagnosis of the types and etiology and therapeutic methods for defects within the Cleft-Palate, and Cerebral Palsy populations.

Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

10.1 use terminology to describe the causes and types Cleft-Palate.

10.2 describe the characteristic speech disorders/defects exhibited by the Cleft-Palate.

10.3 describe speech testing procedures and techniques for habilitation of the Cleft-Palate.

10.4 use the terminology to describe the causes and types of Cerebral Palsy.

10.5 discuss the characteristic speech disorders/defects exhibited by the Cerebral Palsy.

10.6 describe speech testing procedures and techniques for the habilitation of the Cerebral Palsy.

10.7 discuss the role of the Cleft-Palate and/or Cerebral Palsy child in the "integrated" public school program.

10.8 describe the role of the classroom teacher for the Cleft-Palate and/or Cerebral Palsy child.

11. Hearing and Deafness

General Outcome:

11.0 The students should be able to describe the structure and functioning of the hearing mechanism, causes and types of perceptual problems, and hearing rehabilitation.

Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

11.1 describe the functioning the hearing mechanism: the auricle, the middle ear, the inner ear.

11.2 describe the determination of hearing loss by pure tone audiometry and speech audiometry.

11.3 describe the types of hearing loss; conductive/sensorineural.

11.4 describe the etiology of hearing loss.

11.5 plan suggested programs for the hearing-impaired.

Unit 12. Speech Pathalogy/Audiology As a Profession

General Outcome:

12.0 The students should be able to describe the academic qualification, professional obligations, and relationships among the specialist requisite to be of help to individuals with communication problems.

Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

12.1 describe the necessary academic courses, degrees, internships to qualify for professional status as a certified speech pathologist and/or audiologist.

12.2 describe the Code of Ethics of the professional association.

12.3 describe the inter-relationships among many professions: i.e., medicine, psychology, education.

12.4 describe the several professional opportunities to work in a selected area of specialization (schools, hospitals, clinical teams, private practice.)

Special Student Projects:

1. Construction of an Articulation Test Book*
   Tests
   Visitations to local centers*
     Clinics
     Exceptional schools
     Day-care Schools
   Outside speakers*
     Clinical psychologist
     Speech/language therapist
     Physician (Plastic Surgeon, Ear-Nose-Throat)
     Dentist
     Laryngectomee
     Classroom Teacher

* Optional