

**SLP518-701 (Wi24): AAC Syllabus**

Wednesdays, 5:30/6:30 cst/est to 8:15/9:15 p.m. cst/est

Distance Learning Course

**Instructor Information**

**Instructor Name and Title:** Rosalyn Davis, PhD., CCC-SLP

**Office Location:** Virtually Only

**Virtual Office Hours:** Wednesdays by Appointment Only

**WKU Email Address:** rosalyndavis@wku.edu

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**Course Details**

**Credit Hours:** Three semester credit hours

**Prerequisites:** Admission to the graduate program in speech-language pathology

**Course Description:** This course will introduce Augmentative and Alternative Communication (AAC) for individuals of all ages, presenting with a range of abilities, communication challenges, and areas of need. This course emphasizes the ways in which the individual, their communication partners, and their environments impact the AAC tools and strategies prescribed and implemented, as well as the services rendered. Course participants will learn about no-tech, mid-tech, and high-tech AAC, various ways AAC can be accessed, and assessment processes and intervention techniques for toddlers, school-aged individuals, and adults. Case examples help to bring this content to life to ensure participants are better able to picture AAC and the important role it plays for people who use AAC and their communication partners.

**Format of Course:** Lecture

**Course Content**

**Required Text:** The course uses the following text as a guide:

Hall, N., Juengling-Sudkamp, J., Gutmann, M., & Cohn, E. R. (2022). Fundamentals of AAC: A case-based approach to enhancing communication. San Diego, CA: Plural Publishing.

**Course Outcome/Learning Objectives**

Upon completion of the course, participants will be able to demonstrate their knowledge of AAC by being able to:

- ❖ Outcome: Explain how the individual, their communication partners, and their environment are all integral to the development of AAC tools and strategies
- ❖ Outcome: Describe no-tech, mid-tech, and high-tech AAC systems
- ❖ Outcome: Describe AAC assessment and intervention procedures for various populations
- ❖ Outcome: Detail starting points for intervention for various populations
- ❖ Assessments: Multiple choice and open-response reflections and quizzes following each section.

### Work Expectations:

This is an introductory course that covers many topics related to AAC. Participants should expect to complete the readings and review the associated handouts and resources for each section, participate in class lectures, as well as complete related assignments and quizzes. Discussion and active involvement are helpful in maximizing the learning benefits of class time.

### ASHA 2020 Standards

Each course objective relates to Standard IV: Knowledge Outcome of the *2020 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP)* developed by the American Speech-Language-Hearing Association (ASHA). A detailed description of the ASHA 2020 certification standards can be found at <https://www.asha.org/certification/2020-slp-certification-standards/#4>

- **Standard IV-A:** The applicant must have demonstrated knowledge of statistics and the biological, physical, and social/behavioral sciences.
- **Standard IV-B:** The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.
- **Standard IV-C:** The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas:
  - Speech sound production, to encompass articulation, motor planning and execution, phonology, and accent modification
- **Standard IV-D:** For each of the areas specified in Standard IV-C, the applicant must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for persons with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.
- **Standard IV-E:** The applicant must have demonstrated knowledge of standards of ethical conduct.
- **Standard IV-F:** The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.
- **Standard IV-G:** The applicant must have demonstrated knowledge of contemporary professional issues.

### Student Deliverables and Assessments

Deliverable / Assessment	Point Total	Percentage of Grade
Chapter Quizzes	5-10 pts/each	50%
Chapter Case Studies	10-30 pts/each	40%
Class Attendance and Participation	16 pts/each session	10%

**Course Outline and Tentative Schedule:** This schedule is tentative and subject to change. Supplemental Readings will be made in Blackboard.

Date	Topic	Readings
<b>Week 1:</b> <b>12/13/23</b>	<b>AAC Fundamentals</b> <ul style="list-style-type: none"> <li>❖ <i>Stakeholders</i></li> <li>❖ <i>No-tech, mid-tech, high-tech AAC</i></li> <li>❖ <i>Mobile AAC and AAC technology</i></li> <li>❖ <i>AAC access</i></li> </ul>	Chapters 1, 2, 3 Chapters 4, 5 Essay 1
	<b>AAC Language Fundamentals</b> <ul style="list-style-type: none"> <li>❖ <i>Cultural and linguistic responsiveness</i></li> <li>❖ <i>Language and vocabulary features</i></li> </ul>	Essay 2 Chapter 6 Chapter 7 Essays 3, 4, 5, 6 Essays 7, 8, 9, 10 Essay 11
<b>Week 2:</b> <b>12/20/23</b>	<b>AAC Services for Toddlers, Preschools, and School-Aged Individuals</b> <ul style="list-style-type: none"> <li>❖ <i>Assessment and intervention for toddlers and preschoolers</i></li> <li>❖ <i>Assessment and intervention for school-aged students</i></li> <li>❖ <i>Data collection</i></li> <li>❖ <i>AAC for children in end-of-life care</i></li> </ul>	Essays 12, 13 Chapters 8, 9, 10 Chapter 11 Essay 14 Chapter 12 Essay 15
<b>Week 3:</b> <b>12/27/23</b>	<b>AAC Services for Adults</b> <ul style="list-style-type: none"> <li>❖ <i>Services for transition-aged individuals</i></li> <li>❖ <i>Assessment and intervention for adults</i></li> <li>❖ <i>AAC in the ICU</i></li> <li>❖ <i>AAC for adults in end-of-life care</i></li> </ul>	Chapters 14, 15 Essay 16 Chapters 16, 17 Chapter 18
<b>Week 4:</b> <b>1/3/24</b>	<b>AAC for Developmental Disabilities</b> <ul style="list-style-type: none"> <li>❖ <i>Developmental disabilities</i></li> <li>❖ <i>Autism spectrum disorders</i></li> <li>❖ <i>Cerebral palsy</i></li> <li>❖ <i>Specific sensory disabilities</i></li> <li>❖ <i>Sensory integration challenges</i></li> <li>❖ <i>Complex trauma</i></li> </ul>	Essay 17 Chapters 19, 20, Chapter 21 Essay 18 Chapters 22, 23 Chapter 24
<b>Week 5:</b> <b>1/10/24</b>	<b>AAC for Acquired Disorders</b> <ul style="list-style-type: none"> <li>❖ <i>Traumatic brain injury</i></li> <li>❖ <i>Motor speech disorders</i></li> <li>❖ <i>ALS</i></li> <li>❖ <i>Aphasia</i></li> <li>❖ <i>Dementia</i></li> <li>❖ <i>Medically involved</i></li> </ul>	Essay 19 Chapters 25, 26 Chapter 27 Chapters 28, 29 Chapter 30
	<b>AAC for Stakeholders</b> <ul style="list-style-type: none"> <li>❖ <i>AAC consultation</i></li> <li>❖ <i>Communication partner training</i></li> <li>❖ <i>Tele-AAC</i></li> </ul> <b>Wrap-Up</b>	Chapters 31, 32 Chapters 33, 34 Chapters 35, 36 Essay 20

## **Instructor-Specific Course Policies and Expectations**

### **Attendance and Participation:**

You are expected to attend each class, read assigned material/watch videos before class, and participate in class discussions and activities. You may be called on to answer questions and provide opinions during discussions.

You are responsible for working directly with me if you miss class for any reason, even in a crisis. Excused absences, exceptions, and academic accommodations related to absences rest at my discretion. Your professional responsibility is to obtain copies of notes, handouts, assignments, missed classroom content, etc., from your peers.

### **Virtual Expectations:**

Your video camera must be turned on during sessions, and the audio must be muted when not speaking. If your internet connection becomes poor, you are expected to call into class using the audio from your phone. At a minimum, your first name must be assigned to your profile at each session; no alias names are allowed.

### **Grading:**

The university grading scale will be used:

A = 95-100%    A- = 90-94    B+ = 88-89    B = 85-87    B- = 80-84    C+ = 77-79    C = 75-76

### **Academic Dishonesty:**

Academic dishonesty / Plagiarism will not be tolerated and will result in a “0” on an assignment for all students involved.

### **Late Work Policy:**

Work submitted late will receive an automatic 5-point reduction each day that it is late from the earned grade.

### **Special Accommodations:**

Modifications can be made to these course policies on an individualized basis after consulting with me (e.g., if a student presents a letter of accommodation from the Disability Resource Center.).

## **University Course Policies, Expectations, and Student Resources**

### **Plagiarism:**

From the Faculty Handbook: To represent ideas or interpretations taken from another source as one’s own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism.

**Title IX/Discrimination & Harassment:**

TITLE IX/DISCRIMINATION & HARASSMENT Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at <https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and Discrimination and Harassment Policy (#0.2040) at [https://wku.edu/policies/hr\\_policies/2040\\_discrimination\\_harassment\\_policy.pdf](https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf).

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

**Special Services:**

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at [sarc.connect@wku.edu](mailto:sarc.connect@wku.edu). Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

**Grievance:**

The University's Grievance Policy is specified at the following URL:

<http://www.wku.edu/StuAffairs/StuLife/handbook/2004pdf/16%20Student%20Grievance%20Procedure.pdf>

**COVID Statement:**

Out of respect for the health and safety of the WKU community and in adherence with the CDC guidelines, the University requires that a cloth face covering (reusable or disposable) that covers both the nose and mouth must be worn at all times when in public areas within all buildings. Students must properly wear masks/face coverings while in class regardless of the room size or the nature of the classroom activities. Students who fail to wear a face covering mask as required will be in violation of the WKU Student Code of Conduct and will be asked to comply or will face disciplinary action, including possible dismissal from the University. Accommodations to masks face coverings must be determined by the Student Accessibility Resource Center and documented before a student may attend class.

**See the Blackboard Course Information section for additional policy information.**

**Acknowledgment of the Syllabus:**

You will need to submit a "Student Acknowledgement of Course Syllabus" statement as an assignment as verification that you read the information in this course syllabus and take the course requirements seriously. There will be no grade assigned to this assignment.