

COSD 60363
OROFACIAL PATHOLOGIES/AAC
FALL 2006

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PART ONE – OROFACIAL PATHOLOGIES

DESCRIPTION AND OBJECTIVES

The purpose of this section is to present a comprehensive study of the etiology, symptomatology, evaluation, and treatment of orofacial pathologies in children and adults.

At the end of this section, you will be able to:

1. name the structures, functions, and processes of the systems related to velopharyngeal function and orofacial anomalies,
2. delineate the major surgical and physical management techniques used to treat individuals with cleft lip \pm palate,
3. differentiate between congenital and acquired forms of VPI,
4. discuss and evaluate diagnostic procedures for individuals with orofacial pathologies, and
5. design and evaluate treatment approaches for individuals with orofacial pathologies.

Successful completion of this section is consistent with demonstration of knowledge in the areas of etiology and characteristics of resonance disorders (Standard III-C) and in the areas of prevention, assessment, and intervention for individuals with resonance disorders (Section III-D).

TEXTBOOK

Kummer, A. (2001). **Cleft Palate and Craniofacial Anomalies**
San Diego, CA.: Singular.

PART TWO - AAC

DESCRIPTION AND OBJECTIVES

This section will provide you with information regarding assessment and intervention issues pertaining to the use of augmentative/alternative communication (AAC) systems across the life-span. The focus will be on practical application supplemented with relevant theoretical issues. Every attempt will be made to provide you with as much “hands-on” experience as possible.

At the end of this section, you will be able to:

1. demonstrate an understanding of practical and theoretical issues involved in the assessment of and intervention for individuals requiring an AAC system,
2. demonstrate the ability to completely and accurately assess an individual’s communicative performance as part of a decision-making process regarding the selection and implementation of AAC for that individual,
3. demonstrate the ability to use a variety of AAC systems.
4. plan all elements of an effective AAC trial period, and
5. identify common myths and barriers affecting the implementation of AAC in the schools.

Successful completion of this section is consistent with demonstration of knowledge in the area of characteristics of communication modalities (Standard III-C) and in the areas of assessment and intervention for individuals who use alternative communication modalities (Section III-D).

TEXTBOOK

Glennen, S. L. and DeCoste, D. C. (1997). **Handbook of Augmentative and Alternative Communication**. San Diego, CA: Singular.

COURSE STRUCTURE

Both sections of this course will be lecture based accompanied by video taped and real time demonstrations. They will be organized as follows:

Week 1. Introduction to orofacial pathologies; anatomy & physiology review; embryology and genetic considerations

Chapters 1 - 4.

Week 2. Primary surgical procedures

Chapter 18.

Week 3. Physical management of VPI

Chapter 19.

Week 4. Congenital vs. acquired VPI

Chapter 7, pgs. 146 - 157

EXAM ONE

Week 5. Communication disorders associated with cleft palate

Chapter 7, pgs. 157 - 171.

Week 6. Clinical assessment

Chapter 12 & 13.

Week 7. Instrumental assessment techniques

Chapter 14 - 17.

Week 8. Treatment techniques and psychosocial issues

Chapters 10 & 21.

EXAM TWO

Week 9. Introduction to AAC

G& D – Chapter 1

Week 10. AAC Systems

G & D – Chapters 3 & 4

Week 11. AAC Assessment Strategies

G & D – Chapters 5 & 6

EXAM THREE

Week 12. In-class demonstrations

Week 13. Service delivery in AAC

G & D – Chapter 2

Week 14. Funding and Legal Issues

G & D – Chapter 9

FINAL EXAM

FINAL PROJECT

COURSE REQUIREMENTS

You will be responsible for reading the texts and all supplemental material handed out throughout the semester. You will be expected to attend all class sessions and to fully participate in class discussions.

There will be four 100-point examinations as indicated previously.

Each exam will cover only the information presented in its respective section; however, information should be viewed as cumulative in which "new" knowledge builds on knowledge previously obtained. Exams may be of the multiple choice, short answer, and brief essay type. Make-up exams will be given only in instances of University excused absences.

There will also be one 50-point final project that will be based on an application of AAC principles to a clinical problem. Additional details on this project will be provided during the AAC segment of the course.

Your course grade will be based upon the total points accumulated over the course of the semester. The following scale will be used:

Grade	Percentage Range	Point Range
A	90 – 100	405 - 450
B	80 - 89	360 - 404
C	70 - 79	315 – 359
F	< 70	< 315

ACADEMIC CONDUCT POLICY

If you have not already done so, please familiarize yourself with TCU policy on academic conduct as stated in the University catalog. Violations of this policy may result in severe penalties.

STUDENTS WITH DISABILITIES

Texas Christian University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Eligible students seeking accommodations should contact the Coordinator for Students with Disabilities in the Center for Academic Services located in Sadler Hall, 11. Accommodations are not retroactive. Therefore, students should contact the Coordinator as soon as possible in the term for which they are seeking accommodations. Further information can be obtained from the Center for Academic Services, TCU Box 297710, Fort Worth, TX 76129, or at (817) 257-7486.

If you have any questions that have not been adequately addressed during regular class meetings, please do not hesitate to set up an appointment with me in my office.