COURSE SYLLABUS
SPRING 2017

Instructor
• Amitava Biswas, PhD,
• JBG 112
• (601) 266-6118
• Amitava.Biswas@usm.edu

Office Hours
• M-W-F 11 AM – 1 PM or by appointment

Drop Date
• See academic calendar on university website

Credit Hours
• 3 hrs

Course Description
• This course surveys symptomology, etiology, and treatment procedures for organic speech disorders.

Purposes
• To understand the history of cleft palate repair and speech managements
• To understand the anatomical and embryological aspects of facial development
• To understand the current trends in cleft palate repair
• To understand the current trends in cleft palate speech management
• To understand other syndromes related to speech and hearing disorders
• To understand the management of speech in other syndromes

Student Learning Outcomes
□ At the end of instruction, the student will be able to:
  o List and define the classification of cleft lip and palate
  o Understand the function of the cleft palate team
o Describe the principles, timing, and techniques of cleft palate and lip repair
o Demonstrate knowledge of communicative impairment and feeding problems associated with clefting
o Understand the special assessment procedures of speech disorders associated with clefting
o Understand the treatment of feeding, articulation and resonance disorders associated with cleft palate

All learner outcomes fulfill the criteria for the following American-Speech-Language Hearing Association (ASHA) Standards:

- **Standard III-C**: Demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates. Specifically articulation, voice and resonance, receptive and expressive language and hearing.
- **Standard III-D**: Possess knowledge of the principles of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorder. Specifically articulation, voice and resonance, receptive and expressive language and hearing.

**Course Communication**

- Students may contact the instructor as needed by email, by phone, or in office.

**Required Text**


- In addition to required readings from your textbook, students may be responsible for other readings. These readings may be found via internet, publisher websites, USM library, Blackboard, or in the department office. Students will be notified when these readings are assigned.

**Additional References (Optional)**


Class Requirements
- A set of challenging exercises via Blackboard will be worth 100 points. Students must be willing to accept the responsibilities of university students by reading the materials, taking the tests, completing assignments, and participating appropriately in class (e.g., adding to class discussion). Some classwork and homework will be assigned from time to time for practice and may not count directly in the final grade.

Formative Assessment
- There will be four examinations - three regular exams and a final exam. Every exam may cover any material covered earlier. Exams may consist of multiple choice, matching, diagramming, true-false, fill-in-the blank, short answer, and/or essay questions. Some of the exams may be online, or paper or scantron type. No make-up exams will be given. Should a student miss one of initial three regular exams (not the final exam), that student will receive a grade equivalent to the lowest of the other three exams. If a student has two such grades, the student automatically fails the course. The final examination is required. Missing the final examination is an automatic failure.

Summative Assessment
- *Project: In groups of two, three, or four, students will work via Blackboard wiki, and present for about 20 minutes on a syndrome and its speech management. Once students have selected a topic (i.e., syndrome), they should sign up so there will be no duplication. The presentation should include at least the following information about the syndrome: classification, major system or systems affected, etiology, associated problems, diagnosis, natural history, treatment recommendations, and treatment prognosis. The grading rubric will correspond to above guidelines.

Grading Scale
Each examination and the project will be worth 100 points. Total possible points including 100 points for the challenging exercises will be 100*4+100+100=600. The final grade will be based upon overall percentage earned out of 600 points.

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90%+</td>
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<tr>
<td>B</td>
<td>80%-89%</td>
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<tr>
<td>C</td>
<td>70%-79%</td>
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<tr>
<td>D</td>
<td>60%-69%</td>
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<tr>
<td>F</td>
<td>&lt;60%</td>
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Late Assignments or Projects
- Late assignments will not be accepted. Presentations and any other assignments must be turned in on the due date to avoid receiving a grade of “0”.

Remediation
- Should formative and summative assessments indicate that you are not meeting the objectives of the class, you may be required to participate in remedial activities (e.g., additional readings, individual meetings with the instructor, follow-up assessment) designed to permit you to successfully complete the course.
Participation in those remedial activities, however, will not guarantee your successful completion of the course.

**Academic Honesty**
• The following is from the USM Undergraduate Bulletin:

“When cheating is discovered, the faculty member may give the student an F on the work involved or in the course. If further disciplinary action is deemed appropriate, the student should be reported to the Dean of Students. In addition to being a violation of academic honesty, cheating violates the Code of Student Conduct and may be grounds for probation, suspension, and/or expulsion. Students on disciplinary suspension may not enroll in any courses offered by The University of Southern Mississippi.”

**ADA Policy**
If a student has a disability that qualifies under the American with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office for Disability Accommodations (ODA) for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact ODA if they are not certain whether a medical condition/disability qualifies.

Address:
The University of Southern Mississippi
Office for Disability Accommodations
118 College Drive # 8586
Hattiesburg, MS  39406-0001
Voice Telephone:  (601) 266-5024 or (228) 214-3232
Fax:  (601) 266-6035
Individuals with hearing impairments can contact ODA using the Mississippi Relay Service at 1-800-582-2233 (TTY) or email Suzy Hebert at Suzanne.Hebert@usm.edu.

**GENERAL:**
Students are expected to check email at their USM-address regularly for any official communication.

Please avoid food and drinks during class, unless essential and permitted by the instructor.

Class attendance is required. Unexcused absences will not be permitted and will result 5% decrease in the final grade. Arriving after the class starts and/or departing before the class ends, will result 1% decrease in the final grade. For excuse, doctor’s note/documents required which can be verified by the instructor.

Students are responsible for purchasing or borrowing a computer that is suitable for viewing on-line supplement materials; these materials should be accessed well in
advance of formative assessments; students who wait until the last minute make themselves vulnerable to unforeseen events such as internet signal loss, computer memory problem, additional social responsibilities, etc.

Please switch-off cell phones and similar electronic devices during class, unless essential and permitted by the instructor. Please do not use computer (tablet, laptop etc) in the class for any distracting activity not directly related to the instructional purpose. Students who inappropriately use any such device during class may not be permitted to use it for the remainder of the semester.

Please do not ask to take any exam (including the final) early; the University requires that students complete final exams only at the scheduled time.

Your instructor will not discuss grades over the phone, by email or text message for any reason. Please do not ask your instructor for your final grade. Final grades are available through your on-line SOAR account.

The preferred time to ask non-confidential questions relevant to you only is immediately before or immediately after the class. The preferred time to ask common questions relevant to many students is during the class.

Please adopt a "buddy" (a fellow class member) to "cover" for you when you're absent from course activities. Your buddy should pickup any handouts and take notes for you. Students are responsible for material covered during an absence.

A student with special medical problems should either contact his/her buddy or the instructor so we’ll know what to do in a medical emergency.

TENTATIVE SCHEDULE OF TOPICS/EXAMS/PRESENTATIONS
The following topics will be sequentially covered as follows. Students are responsible for reading the textbook chapters that correspond with these lecture topics.

Introduction January 18th WEDNESDAY
☐ Anatomy and Physiology of orofacial velopharyngeal structures.
☐ Clefts of the lip and palate.
☐ Genetic evaluation and common craniofacial syndromes.
☐ Genetics and patterns of inheritance.
☐ Feeding problems of infants with clefts or craniofacial anomalies.
☐ Project teams members select topics, start building wiki via Blackboard.
☐ Review for upcoming examination

Exam 1 – February 13th MONDAY
☐ Review results of last exam
☐ Developmental aspects: speech language and cognition.
☐ Resonance disorders and velopharyngeal dysfunction.
☐ Facial oral and pharyngeal anomalies.
☐ Dental anomalies
☐ Psychosocial aspects of cleft lip/palate and craniofacial anomalies.
Speech and resonance assessment.
MARDI GRAS February 27th - February 28th
Orofacial examination
Nasometry
Speech aerodynamics
Review for upcoming examination
Exam 2 – March 8th WEDNESDAY
Review results of last exam
SPRING BREAK March 13th - March 17th
Videofluoroscopy
Nasopharyngoscopy
Surgical management of clefts and VPI
Orthognathic surgery for craniofacial conditions
Prosthetic management
Review for upcoming examination
Exam 3 – April 10th MONDAY
Review results of last exam
Good Friday April 14th
Speech therapy
The team approach
Cleft care in developing countries
Student Presentations
Review for upcoming examination
Exam 4 – May 8th MONDAY (FINAL) 10:45 AM – 1:15 PM

===== HAPPY SUMMER =====