Course objectives:

1. To gain in-depth information on the etiology and diagnosis of conditions associated with language disorders in children.

2. To learn about the developmental characteristics associated with varying disorders, including characteristics of physical, social, cognitive, and communication development.

3. To understand intervention issues that are specific to particular populations of children with language disorders associated with other conditions or disorders.

4. To be knowledgeable about the prognoses associated with varying conditions or disorders.

5. To learn how to effectively convey information to a peer professional audience.

Course description:

This is a seminar course which will provide the opportunity for relatively in-depth study of some conditions and/or disorders in children which are associated with disorders of language and communication. The course has been planned after reviewing the content of other courses offered in the DSHS to eliminate overlap with these other courses as much as possible, and to provide students with an opportunity to consolidate their knowledge and clinical experiences with respect to young children with a variety of specific disorders affecting communication. The graduate students enrolled in the course carry a major responsibility for the course. Each student will be responsible for organizing and presenting material on one of the topics covered in the course, and for assigning readings on that topic area. All participants in the class will be expected to complete assigned readings and contribute to the discussions. In addition to student participation, invited professionals from the community will speak on many of the topic areas covered. The guest speaker will always present after the student has presented. These professionals will include speech-language pathologists as well as professionals from other disciplines.

Requirements:

1. Students will help generate a list of topics and will choose one topic during the first week of the class. S/he will prepare to present material on the chosen topic, addressing the course objectives. (There will be information presented in the early part of the course on how to prepare an effective presentation.)

2. Students will select 1 to 2 readings related to their respective topics and assign these to seminar participants no later than one week prior to the presentation. Arrangements will be made with the course instructors to have copies of assigned readings placed in the student reading room.

3. The student presentation is expected to take 50-60 minutes, with 15 to 20 additional minutes for questions by the other seminar participants.

4. Each student should prepare and distribute a handout, including a definition/description of the disorder, other summary information pertaining to the presentation, a bibliography (with key readings highlighted), and resources related to the disorder (e.g., support or advocacy groups, clinics specific to the disorder, videos, etc.)
5. Each student will contact the professional presenting on his/her topic to share information regarding what
the student presentation will cover, in order to reduce repetition and to take advantage of the more in-
depth knowledge and experience of the professional.

6. Each participant is expected to complete assigned readings and prepare to be an active learner during
each seminar presentation. In order for a seminar class to be successful, the active participation of all
members during class is important—students are encouraged and expected to share relevant clinical
experiences and ask questions of the instructors and student and guest presenters. Students will
participate in planning a means for evaluation of this requirement.

*Grading will be based on the following:*

- Presentation (see evaluation form) 25%
- Handout (see evaluation form) 25%
- Readings/class preparation (evaluation measure to be determined) 25%
- Class participation 25%

*There will be no final exam in this course.*