

**California State University San Marcos
College of Education**

**EDSL 350: Special Topics: Introduction to
Speech and Language Services
Summer 2010
Section 1, CRN# 30018**

Instructor: Suzanne Moineau, Ph.D.

Office: University Hall, 323

Phone: (760) 750-8505 -- Not the best way to reach me!

Office Hours: by appt.

E-Mail: smoineau@csusm.edu

Class Meeting times/Location: Monday, Wednesday, Friday 12:00-3:00pm, UH 443

COLLEGE OF EDUCATION MISSION STATEMENT

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student centered education, diversity, collaboration, professionalism, and shared governance. *(adopted by COE Governance Community October, 1997)*

COURSE DESCRIPTION

This course serves as an orientation to a career in speech-language pathology, and provides the student with an overview of the numerous speech, language, cognitive, swallowing and hearing disorders that speech-language pathologists diagnose and treat. Upon completion of the course, students should acquire the following skills:

- + Knowledge of basic principles of assessment and treatment of communication disorders
- + Understanding of various types of communication and swallowing disorders, including their nature, etiology and characteristics
- + Understanding of evidence-based practice, including developing the skills to use empirical articles to inform practice in the field
- + Knowledge in the requirements for credentialing, licensure and certification
- + Initial problem solving of clinical cases

This course is required for all students prior to enrolling in graduate level courses for the MA in Education with an Option in Communicative Sciences and Disorders. All students must complete 5 hours of observation as a requirement of the course.

GENERAL CONSIDERATIONS

Writing: In keeping with the All-University Writing Requirement, all 3 unit courses must have a writing component of at least 2,500 words (approximately 10 pages) which can be administered in a variety of ways.

Appeals: Every student has the right to appeal grades, or appeal for redress of grievances incurred in the context of any course. Disputes may be resolved informally with the professor, or through the formal appeal process.

Ability: Every student has the right to equitable educational consideration and appropriate accommodation. Students having differing ability (mobility, sight, hearing, documented learning challenges, first language/English as a second language) are requested to contact the professor at the earliest opportunity. Every effort will be made to accommodate special needs. Students are reminded of the availability of Disabled Student Services, the Writing Center, technology assistance in the computer labs, and other student support services available as part of reasonable accommodation for special needs students.

Students with Disabilities Requiring Reasonable Accommodations. Students are approved for services through the Disabled Student Services Office (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

COLLEGE ATTENDANCE POLICY

Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he **may not receive a passing grade** for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. (Additionally, six points will be subtracted for every day of absence.) Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. (Adopted by the COE Governance Community on 12/19/97).

ATTENDANCE

Please note: The attendance requirements of this intensive summer course are more stringent than the above-noted College policy. Given that there are no examinations and that Fridays will be off-campus to complete work assigned, attendance at all sessions is mandatory. Students can miss one (1) class session without an impact on their course grade. For each additional absence, students will receive a reduction in an entire letter grade. Please be advised that the only 2 exceptions to this policy are: 1) death of a first-order family member, or 2) serious illness requiring hospitalization. No other exceptions will be made, PERIOD, so please note this up front. In addition, arriving more than 15 minutes late or leaving more than 15 minutes early on more than 1 occasion will also result in the reduction of a full letter grade.

Food for thought: These measures should not be considered as punitive. Tardiness and absenteeism are unacceptable in the workplace. Your actions in the classroom are the first reflection of what type of professional you will be, and your readiness to enter into a graduate program of study. Everything you do and do not do speaks – as such, it is recommended that you carefully check your actions and ensure they say what you really want them to say.

GRADING STANDARDS

Grading Scale: In percentage of final points

A = 90 -100 points

B = 80 - 89 points

C = 70 - 79 points

D = 60 - 69 points

Submission Schedule: Due to the fast-paced nature of the summer course, no late work will be accepted. NO EXCEPTIONS! If you have to miss class, you have until the start of that class session to get me an electronic copy of your assignment. That means, by 12pm on the due date, you need to have emailed me a copy of your work, if you will be unable to attend class.

Grading Emphasis: Each written assignment will be graded approximately 80% on content (detail, logic, synthesis of information, depth of analysis, etc.), and 20% on mechanics (grammar, syntax, spelling, format, uniformity of citation, etc.).

REQUIRED TEXT/READINGS

Owens, R., Metz, D. & Haas, A. (2007). *Introduction to Communication Disorders: A Lifespan Perspective* (4th Edition). Boston, MA: Pearson Education, Inc.

Weekly topic-related journal articles of your choosing.

COURSE REQUIREMENTS

Assignments:

All assignments are due on the dates indicated. Assignments must be typewritten/word processed, double-spaced and with standard margins. Writing is a critical skill of the speech-language pathologist. It is expected that all assignments will reflect university-level composition and exposition. Use of electronic spelling and grammar checking are encouraged.

| | |
|---------------------------|-------------------|
| 1. Case Studies | 40 points |
| 2. Journal Article Review | 40 points |
| 3. Field Work Papers | 5 points |
| 4. Clinician Interview | 5 points |
| 5. Disorder Chart | 10 point |
| Total | 100 points |

PLEASE BE ADVISED: Your grade will be reduced by one letter if you do not complete the five (5) hours of observation *or* the clinician interview. If you miss both, your grade will be reduced by two letters. The points above are for the written work associated with these requirements, not for the actual completion of the visits. These elements are essential components to understanding and learning about the field and practice of Speech-Language Pathology, and thus not completing both will have a significantly adverse effect on your grade.

1. Case Studies. (40 points)

At the beginning of each chapter in the textbook, there is a presentation of a Case Study with points to consider. You will be expected to read the chapter and prepare a well thought out response to each of the points the author has asked you to think about. It is not enough to

search the chapter for the specific answers. Your write-up should reflect a synthesis of the information in the entire chapter. Your product should demonstrate reflection and consideration at a deeper level than just a regurgitation of information, suggestions or content that the authors have written themselves. You will complete 8 cases – each worth 5 points. Please refer to the class schedule for the chapters and due dates.

2. Journal Article Review: (40 points)

Along with the case studies, you will be required to find an EMPIRICALLY based journal article on the disorder covered in that chapter. An empirically based journal article is an article that reflects data driven research. You should see a methods and results section that discusses the individuals tested and what they found. The article can be on the diagnosis or treatment of the disorder. You will review 8 articles – each worth 5 points. They will be due at the same time as the case studies. You should include the following in your article write-ups:

Citation of the article in proper APA format

Pertinent previous literature as it informs your understanding of the work done thus far

Purpose of the study

Methods: subjects, stimuli, design, measures – the relevant facts on the experiment

Results: what did they find

Conclusions: what they make of the findings

Interpretation: This is where I want you to discuss HOW you would use this information in your clinical practice. What did reading this do for your knowledge? Would you use this same type of 'method' in your assessment/treatment? Why/Why not and under what conditions?

This chart is NOT meant to be busy work. It is meant to be a useful guide to you as you begin your

3. Field Work (10 points)

Students will be required to complete 5 hours of observation for the course, and complete a written assignment associated with the observation experience. Students should observe a licensed and certified speech-language pathologist for a minimum of 5 hours. Students are to obtain verification of the hours with the clinician's signature and identifying information (ASHA and CA State licensure numbers) [*you will have to provide this information to the State and ASHA when you apply for licensure and CCCs – so make sure you get it*]. Written assignment should include the name of the clinician, site of observation and what type of facility it is (e.g. school), the time and date of observation, and the setting within the facility. Your paper should include the following: An outline of what you saw during the day. Following the outline, please write-up an observation on one particular client that you observed. Note the following information: 1) age and gender of client; 2) diagnosed problem/disorder; 3) goals; and 4) procedures/treatment administered. Then, describe the session that you saw with this client, including: goals worked on, how they were targeted, what activities/materials, how behavior was managed, types of feedback and reinforcement given, progress towards goals, attitude of client towards therapist and therapy. Finally, come back to a global view of your time in observation and do the following: 1) Describe 1-2 significant events that struck you, and explain why they were of interest and how they impacted you; 2) Describe the situation that surrounded the event(s) and what occurred between clinician/client; 3) How did this observation impact your learning and what will you do with the information, and 4) anything else that you found interesting or remarkable that you wish to share.

4. Clinician Interview (10 points)

Students will be required to interview a clinician as part of the requirements for the course, and complete a short paper (3-4 page summary) of what was learned from the experience. Use the following guidelines:

Interview a practicing or retired SLP (speech-language pathologist) who has had at least one (1) year of experience. The following questions may be helpful as a start:

- 1) Why did the clinician choose the field of SLP? How long have they been practicing? In what settings have they practice and what types of clients have they primarily serviced?
- 2) How well did their education prepare them for the actual practice of SLP? What was most helpful, and what would have prepared them more? At what point did they really feel comfortable in their role as an SLP?
- 3) How do they feel the profession has changed since the time they began to practice and has it improved or worsened? Can they give you an idea of what is better/worse?
- 4) What do they see as their most important role in their work – what is their greatest skill? What is their personal philosophy on treatment?
- 5) What are their greatest joys and frustrations in the field/practice of SLP?
- 6) What is one of the clinician's greatest memories about practicing?
- 7) If they could give you any words of wisdom or tidbits of advice as you embark on this career path, what would they be?

5. Disorders Chart (10 points)

At the end of the course, you will be expected to turn in a self-generated chart that outlines each of the 8 disorder areas you were responsible for in the book (if the chapter covers multiple disorders, you should outline ALL of them), and the 2 additional areas of Bilingual Language and Early Intervention that will be presented in class. Your chart should include ALL of the following as you understand from your reading and listening in class: 1) a description of the disorder with the nature of the presenting behavioral profiles/deficits; 2) etiology of the disorder; 3) assessment measures or practices we use (formal and informal) to diagnose the disorders; and 4) treatment approaches, techniques or procedures used by clinicians for each disorder. This chart is meant to serve as a beginning guide/reference to you as you embark on your first clinical experiences.

These assignments are meant to be useful to you – not busy work. I suggest you consider carefully what you are getting out of doing them, and put the appropriate time and energy into them so that they are useful to you. The case studies are meant to help you begin to think about cases critically and to incorporate and synthesize knowledge from a number of sources to generate a picture of how you would assess and/or treat the disorders you will encounter. The journal article reviews are getting you in the mindset of using evidence-based practice to inform your art. You need to be a critical consumer of current research-based practice and should begin that process early on in your career. The disorders chart will help you organize your knowledge and understanding of the various disorders we are covering and should serve as a cheat sheet for you when you begin to interact with new disorders. Finally, the observations and interview help you gain a better understanding of what we do and how we feel about our jobs. I want you to consider these exercises as adding, in a variety of ways, to your overall understanding of our profession, and assisting you in developing the skills you will need over time to practice as a competent clinician. I have carefully arranged for you to have guest lecturers who are expert researchers and/or clinicians in the domains of practice that they will come and talk to you about. You are learning it from the folks who live it on a daily basis! These people are volunteering their time to come and share their expertise with you. Please ensure you are thoughtful, respectful and engaged. They are doing this not only as a professional courtesy to me but as an opportunity for you to learn from a variety of sources and from individuals with the skills and knowledge to help you expand your understanding.

TENTATIVE COURSE SCHEDULE

(This schedule is tentative subject to negotiated changes in response to class demands)

ASSIGNMENTS ARE TO BE COMPLETED FOR THE DATE SPECIFIED

| DATE | DISORDER/SPEAKER | ASSIGNMENT |
|-------------------------|--|--|
| W: June 2 | Introduction | Read: Chapters 1-4 Read: Apraxia article & WU |
| M: June 7 | Fluency/Voice | Read: Chapters 8 & 9 Case Studies (p. 236 & 260) Journal Articles: Fluency/Voice |
| W: June 9 | Childhood Language Amy Pace Darin Woolpert | Read: Chapters 5 & 6 Case Study (p. 104) Journal Article: Child Language |
| M: June 14 | Dysphagia Maren Thacker | Read: Chapter 13 Case Study (p. 378) Journal Article: Swallowing |
| W: June 16 | Deaf/Hard of Hearing Ross Adams | Read: Chapter 14 Case Study: (p. 406) Journal Article: DHH |
| M: June 21 | Bilingual Language Barbara Conboy | Read 2 articles on Bilinguals Cast Study (p. 156) Journal Article: Literacy |
| W: June 23 | Articulation/Phonology Lori Heisler | Read: Chapter 10 Case Study: (p. 283) Journal Article: Artic/Phono |
| M: June 28 | Adult Neurogenics Devina Acharya | Read: Chapter 7 Case Study: (p.192) Journal Article: aphasia or TBI |
| W: June 30 | Early Intervention Donna Swanson-Perrelet | No assignment |
| M: July 5 | No class – Holiday | |
| W: July 7 th | Karyn Searcy | Parent counseling Interviews/Observations Due |