

**CALIFORNIA STATE UNIVERSITY, SAN MARCOS
COLLEGE OF EDUCATION, HEALTH AND HUMAN SERVICES**



California State University
SAN MARCOS

**Introduction to Communication Disorders
EDSL 350
Spring 2013**

Time: 2:30 – 5:15

Location: UH 460

Instructor: Devina Acharya, MA, CCC/SLP

E-mail: dacharya@csusm.edu

Office Hours: by appointment

*School of Education
College of Education, Health, and Human Services*

Vision

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission

The mission of the School of Education community is to collaboratively transform education.
We:

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

COURSE DESCRIPTION

EDSL 350 serves as an orientation to a career in speech-language pathology. It provides the student with an overview of the numerous speech, language, cognitive, swallowing and hearing disorders that speech-language pathologists diagnose and treat. 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.

STUDENT LEARNING OUTCOMES

Upon completion of the course, students will demonstrate 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
- + Knowledge in the requirements for credentialing, licensure and certification
- + Initial problem solving of clinical cases

These Student Learning Outcomes correspond to the 2005 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology established by the American Speech-Language-Hearing Association (ASHA) http://www.asha.org/certification/slp_standards/ and are demonstrated by various methods:

Standard III-B: The applicant must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. [exams]

Standard III-C: The applicant must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including the etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates. [exams, written assignments, projects, presentations]

Standard III-D: The applicant must possess knowledge of the principles and methods 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 disorders. [exams, written assignments, projects, presentations]

Standard III-E: The applicant must demonstrate knowledge of standards of ethical conduct. [exams, written assignments, presentations]

Standard IV-C: The applicant for certification in speech-language pathology must complete a minimum for 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five hours must be spent in clinical observation, and 375 hours must be spent in direct client/patient contact. [observation]

In addition, these Student Learning Outcomes are aligned with the Standards set forth by the Commission on Teacher Credentialing (CTC) in conjunction with ASHA, including:

SLP Standard 1: Speech, Language, Hearing, and Swallowing Mechanisms

Each candidate demonstrates understanding of the anatomy, physiology, and neurology of the speech, language, hearing, and swallowing mechanisms. In addition, candidates exhibit knowledge of the physical bases and processes involved in the production and perception of speech, language, and hearing, and the production of swallowing. [exams, written assignments, projects, presentations]

SLP Standard 2: Child Development and Speech, Language, and Hearing Acquisition

Each candidate demonstrates knowledge of developmental milestones pertaining to typical and atypical human development and behavior, birth through twenty-two. Candidates exhibit understanding of the gender, linguistic, psycholinguistic, and cultural variables related to the normal development of speech, hearing, and language, including comprehension of first and second language and dialect acquisition. Additionally, each candidate demonstrates comprehension of cultural, socioeconomic, linguistic and dialectical differences and their role in assessment and instruction. Candidates also exhibit understanding of speech/language development across the range of disabilities. Each candidate demonstrates knowledge of the development of literacy, including phonological awareness, and an understanding of the relationship of speech and language skills to literacy, language arts, and access to the core curriculum. [exams, written assignments, projects, presentations]

SLP Standard 3: Speech, Language, Hearing, and Swallowing Disorders

Each candidate demonstrates understanding of speech, language, hearing, and swallowing disorders, including but not limited to disorders of language, articulation/phonology, fluency, voice, hearing, and swallowing. Candidates exhibit comprehension of speech, language, and hearing disorders associated with special populations, including but not limited to individuals on the autistic spectrum and/or with cerebral palsy, cleft palate, hearing impairment, developmental disabilities, learning disabilities, and traumatic brain injury. [exams, written assignments, projects, presentations]

RECOMMENDED TEXT

Justice, Laura M. (2010). Communication Sciences and Disorders: A Contemporary Perspective (2nd Edition). Boston, MA: Pearson Education, Inc.

COURSE REQUIREMENTS

1. Observation of Speech-Language Pathologist (SLP) – 20 points

Observe a licensed and certified SLP for a minimum of 5 hours. Obtain verification of the hours with the clinician's signature and identifying information using the form provided.

Written report should include the following:

- SLP's name
- SLP's ASHA and CA State licensure numbers
- Site (name of location) and setting (e.g. school, clinic, hospital)
- Time and date of observation
- Bulleted outline of what you observed during the day

- Details of one particular client:
 - Client's age and gender
 - Diagnosed problem/disorder
 - Goals
 - Procedures/treatment administered
 - How goals were targeted
 - Activities/materials used
 - How behavior was managed
 - Types of feedback and reinforcement given
 - Progress towards goals
 - Attitude of client towards therapist and therapy

- Overview of observation experience
- Comparison to your expectations/knowledge of therapy
- Impact on your learning and future practice
- Anything else that you found interesting or remarkable that you wish to share

[ASHA Standard IV-C; CTC Standards 1, 2, 3]

2. Celebrity report – 10 points

Choose a famous person with a publicized communication disorder. Submit a written report of 2-3 pages including the following:

- 1) cause and description of the disorder
- 2) how it was diagnosed
- 3) how it was treated
- 4) the impact on the individual's personal life and public career
- 5) an overview of the causes and prevalence of this disorder, existing treatment options and outcomes
- 6) impact of this individual's experiences on the public awareness of the disorder and our profession

Please note the deadline for submitting the name of the individual. This is to prevent repetition. Please email me if you need help selecting an appropriate celebrity.

or: Media review – 10 points

Select a book or film in which one of the characters exhibits a communication disorder. It may be fact- or fiction-based. Submit a written report of 2-3 pages discussing the following:

- 1) description of the individual's communication disorder
- 2) response of the individual and other characters to the disorder
- 3) impact of the disorder on the individual's life and decisions
- 4) treatment received (if any) and its result
- 5) an overview of the causes and prevalence of this disorder, existing treatment options and outcomes
- 6) your interpretation of how the individual's experiences might have varied with any different intervention

*Please note the deadline for submitting the book/movie title. This is to prevent repetition.
Please email me if you need help selecting an appropriate work.*

[ASHA Standard III-C, D, E; CTC Standards 1, 2, 3]

3. Class participation – 10 points

Consistent attendance, participation and professionalism are expected of all students. Points can be earned for classroom activities such as pop quizzes, class discussion and case studies. Unprofessional behaviors such as unexcused absences, poor attention in class, and use of cell phones will result in loss of points.

4. Public awareness project (Team activity) – 10 points

Select a communication disorder discussed in this course. With your team, produce a creative public service announcement describing the disorder, its impact on individuals and caregivers, importance of intervention and available treatment options. This could take the form of a brochure, poster, video, skit, song or comic strip; other ideas are welcome.

[ASHA Standard III-C, D, E; CTC Standards 1, 2, 3]

5. Midterm exams – 15 points each

There will be two take-home exams, each covering five lectures.

[ASHA Standard III-B, C, D, E; CTC Standards 1, 2, 3]

6. Final exam – 20 points

The final exam will be take-home, covering all course lectures.

[ASHA Standard III-B, C, D, E; CTC Standards 1, 2, 3]

TOTAL – 100 points

Grading Standards

Letter grade (percentage total points)

A = 93 and above	A- = 90.00-92.99	
B+ = 88.00-89.99	B = 83-87.99	B- = 80-82.99
C+ = 78.00-79.99	C = 73-77.99	C- = 70-72.99
D+ = 68.00-69.99	D = 63-67.99	D- = 60-62.99
F = 59.99 and below		

Students are expected to submit all work when due. Late work may receive reduced or no credit. Work will be graded on both content (detail, logic, synthesis of information, depth of analysis, etc) and mechanics (grammar, syntax, spelling, format, uniformity of citations, etc). Speech-language pathology is career that requires mastery of the written and oral language, as well as professionalism, dependability and attention to detail. Grading will reflect this broad scope.

All University Writing Requirement

Every course at the university must have a writing requirement of at least 2500 words. This requirement will be satisfied over multiple short writing assignments.

CSUSM Academic Honesty Policy

“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

“Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor’s attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.”

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism

As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

Electronic Communication Protocol

Electronic correspondence is a part of professional interaction and e-mail is often the easiest way to contact a professor. However, students should be aware that professional and grammatical language is expected in all forms of communication, including e-mail.

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School 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. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300, 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.

Professional Classroom Etiquette

Attendance: Daily class attendance is expected. Poor attendance negatively reflects on professionalism. Absences should be communicated to the instructor prior to the beginning of class.

Tardiness/early exits: Students are expected to respect class start and finish times. Late arrivals and early exits in the case of extenuating circumstances should be communicated to the instructor ahead of time, and should be as quiet and unobtrusive as possible. Habitual tardiness will be noted and documented.

Breaks: The instructor will provide a break at least every two hours. It is not acceptable to enter or exit the classroom when guest lecturers or other students are presenting.

Cell phones and texting: Most students are conscientious and respectful about cell phone use in class. Phones should be turned off before class. Use of a cell phone for calls or texting will result in the student being asked to leave. In the case of a specific situation which necessitates the cell phone being visible (e.g. a sick child), the instructor should be notified before class.

Computers, laptops and tablets: Electronics can be used only for viewing slides and taking notes. Reading email, surfing the net and playing games are not class-related and will not be permitted. As a courtesy, electronics are not to be used when guest speakers are visiting. Hand-written notes can be taken. The only exception is if the student requires use of electronics as a pre-approved accommodation.

Attentiveness: Students often engage in multiple activities in class or clinic under the false assumption that they are multitasking. In fact, students are engaging in a behavior known as continuous partial attention. This means that only partial attention is given to any task and results in an overall lack of engagement. Students are expected to contribute and not detract from an atmosphere of learning in both the clinic and classroom. Attentiveness reflects on a student's social skills, sense of professionalism, and potential to be successful in employment positions. Guest speakers and faculty are members of the professional community, and as such, are potential employers or colleagues of potential employers. A lack of attentiveness and professionalism will negatively bias clinicians and professors when students apply to graduate school and seek post-graduation employment. Further, students will need faculty and supervisors to provide positive letters of recommendation, and it will be unlikely that they will do so if students fail to display professional behaviors.

Tentative Schedule (Subject to Change)

Date	Topic	Assignment Due
Session 1 Jan 23	Introduction, review of curriculum; anatomy and physiology; principles of assessment and treatment	Chapters 1 & 4
Session 2 Jan 30	Articulation/phonology; childhood language Guest lecture: Lori Heisler, Ph.D., CCC/SLP	Chapters 2, 6, 8, 9
Session 3 Feb 6	Early intervention; bilingualism	
Session 4 Feb 13	Autism Guest lecture: Jodi Robledo, Ph.D.	Chapter 5
Session 5 Feb 20	Fluency; voice Guest lecture: Suzanne Moineau, Ph.D., CCC/SLP	Chapters 10 & 11
Session 6 Feb 27	Counseling Guest lecture: Karyn Lewis-Searcy, M.A., CCC/SLP	Midterm 1 (covers lectures 1-5) Celebrity/media <i>topic/title</i> due
Session 7 March 6	Adult neurogenic disorders	Chapters 2 & 7
Session 8 March 13	Alternative and augmentative communication Guest lecture: K.D. Skirvin	Chapter 5
Session 9 March 20	Observations, groupwork; no class	
Session 10 March 27	Swallowing; Hearing impairments Guest lecture: Cathy Constantine, Audiologist	Celebrity/media report due Chapters 13, 14 & 15
Session 11 April 3	Spring Break; no class	Midterm 2 (covers lectures 6-10)
Session 12 April 10	Traumatic brain injury Special guest	Chapters 5 & 7
Session 13 April 17	Observations, groupwork; no class	
Session 14 April 24	Graduate student panel Multiple guests	Observation report due
Session 15 May 1	SLP panel Multiple guests	
Session 16 May 8	Team presentations: Public awareness project Individual presentations: Celebrity/media report	Final exam (covers all lectures) Public awareness project due