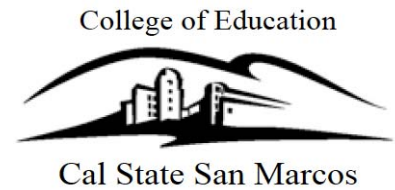


**CALIFORNIA STATE UNIVERSITY, SAN MARCOS
SCHOOL OF EDUCATION**



COURSE: Introduction to Communication Disorders

Summer 2012

Section 2, CRN# 30280

Mondays & Wednesdays 3:00 – 5:00

Fridays online

Location: Kellogg Library 1104

Instructor: Devina Acharya, MA, CCC/SLP

E-Mail: dacharya@csusm.edu

Office: UH 329

Office Hours: by appt

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 on-going 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

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.

COURSE OBJECTIVES & LEARNING OUTCOMES

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

REQUIRED TEXT

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

COURSE REQUIREMENTS

1. Observation of Speech-Language Pathologist (SLP) – 30 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 (ASHA and CA State licensure numbers) using the form provided. *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 type of facility (e.g. school, clinic, hospital), the time and date of observation, and the setting within the facility. Your paper should include 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; 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 were used, 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 this observation impacted your learning and future practice, and 4) anything else that you found interesting or remarkable that you wish to share.

2. Interview of SLP or client – 20 points

Speak with a practicing SLP (not the one you observed) in person or by phone and submit a written summary of your interview including the following information: 1) SLP's name and work setting; 2) his/her educational background; 3) the course of his/her career, including variety of work experiences; 4) how s/he entered the field of Communication Disorders; 5) perceived

advantages/disadvantages of this career and level of job satisfaction; 6) any particular populations or clients that have made an impact on him/her; 7) advice for a future SLP.

OR Speak with an individual of any age who has received services from an SLP (not the one you observed) and submit a written summary including the following information: 1) client's current age and age when services were received; 2) diagnosis; 3) description of treatment provided; 4) client's perception of problem prior to intervention and evaluation of benefits gained; 5) overall impact of disorder on the client's life; 6) client's personal opinion of interactions with SLPs.

3. Celebrity report OR Media review -- 20 points

Choose a famous person with a publicized communication disorder. Submit a written report 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; 4) an overview of the causes and prevalence of this disorder, existing treatment options and outcomes; 5) 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 Select a book or film in which one of the characters demonstrates a communication disorder. It may be fact- or fiction-based. Submit a written report discussing the following: 1) description of the 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) your interpretation of how the individual's experiences might have been different 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.*

4. Pop quizzes, groupwork (Team activity) – 10 points

The class will be divided into teams of approximately 5 students. Teams will complete various classroom activities such as pop quizzes and case studies together and report to the whole class. Points earned will be for all team members. All members are expected to participate and serve as spokespeople for their team throughout the semester.

5. Public awareness project (Team activity) – 20 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, or comic strip; other ideas are welcome.

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 turn all work in when it is due. Work submitted late, but within one week of the due date will be reduced by one letter grade. Work received over one week late receives no credit. Your 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). You are entering into a professional career that requires mastery of the written language. You will be graded on such.

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 your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

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.

Tentative Schedule/Course Outline

Date	Topic	Assignment Due
Session 1 July 9	Introduction, review of curriculum; anatomy and physiology; principles of assessment and treatment	Read Chapters 1-4
Session 2 July 11	Articulation and phonology, childhood speech development	Read Chapters 10 & 12
Session 3 July 13	Fluency (online) Slides by Suzanne Moineau, Ph.D., CCC-SLP	Read Chapter 8
Session 4 July 16	Autism and childhood language disorders Guest Speaker: Deanna Hughes, Ph.D., CCC-SLP	Read Chapter 5
Session 5 July 18	Voice	Read Chapter 9
Session 6 July 20	Counseling (online) Slides by Karyn Lewis-Searcy, MA CCC-SLP	Provide name of celebrity or title of book/movie
Session 7 July 23	Early intervention; bilingualism. Slides by Leslie Neilson, MA CCC-SLP & Maren Thacker, MA CCC-SLP	
Session 8 July 25	Swallowing impairments	
Session 9 July 27	No class; fieldwork	
Session 10 July 30	Adult neurogenic disorders	Observation due Read Chapter 7
Session 11 August 1	Traumatic brain injury Client videos	Interview of SLP or client due
Session 12 August 3	No class; project work	
Session 13 August 6	SLP panel, graduate student panel Multiple guests	Celebrity/media report due
Session 14 August 8	Class presentations (Team: Public awareness project. Individual: Celebrity <i>or</i> media report.)	Team project due
Session 15 August 10	No class	