

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

EDSL 350: Introduction to Speech and Language Services

Instructor: Suzanne Moineau, Ph.D.

Office: University Hall, 323

Phone: (760) 750-8505

Office Hours: Tuesday 10:30-11:30; Wednesday 1:30-2:30; Thursday 3-4 or by appt.

E-Mail: smoineau@csusm.edu

Class Meeting times/Location: Wednesday 2:30-5:15/UH 444

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 the field and career of 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.

Course Objectives:

Upon completion of the course, students should acquire the following skills:

- Understanding of speech, language and hearing processes, and how to differentiate between typical and atypical development and functioning
- Categorization of various communication disorders (hearing disorders, articulation and phonological disorders, language disorders in children, neuropathologies, voice and fluency disorders, and swallowing disorders)
- Facility with understanding and use of common terminology in the field
- Exposure to practice issues with linguistically and culturally diverse populations
- Awareness of the daily activities of the professional speech-language pathologist
- Ability to use evidence-based-practice to explore treatment models for use in intervention

Unique Course Requirements:

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 10 hours of observation as a requirement of the course, and an interview of a practicing Speech-Language Pathologist.

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. For the latter, consult Dr. P. Kelly, Associate Dean.

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 with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (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.

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.

Use of Technology: Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, WebCT6, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in

your teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

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 College 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.

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 AND PARTICIPATION

The course deals with complex material processed in a variety of ways. Structured interactions, group processes, oral presentations, guided discussion of readings, and self-disclosure exercises are the norm. **Students are expected to have read assigned materials by the date indicated in the syllabus, and should be prepared to discuss readings individually or in variously structured groups.** **Food for thought:** Keep in mind that your professionalism and hard work in this class not only affect your course grade, but also indicate your readiness for a Masters/Credential program. Everything you 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: 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.

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 TEXTS/READINGS

Owens, R., Metz, D. & Haas, A. (2007). *Introduction to Communication Disorders: A Lifespan Perspective* (3rd Edition). Boston, MA: Pearson Education, Inc.

Other research articles as assigned.

COURSE REQUIREMENTS

Assignments:

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

1. Response Papers	100 points
2. Field Work Papers	100 points
3. Clinician Interview	50 points
4. Treatment Presentations	50 points
Total	300 points

PLEASE BE ADVISED: Your grade will be reduced by one letter if you do not complete the ten (10) 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 them will have a significant adverse affect on your grade.

1. Response Papers (100 points)

You will be required to complete 10 response papers (most in class, some may be prepared at home) in which you will demonstrate your understanding about the readings and topics presented in class. The purpose of the response papers is to provide students with regular opportunities to demonstrate the knowledge they are acquiring. Response papers will require students to integrate information from a variety of domains and will reflect critical higher order thinking skills that go beyond reiteration of content.

2. Field Work (100 points)

Students will be required to complete at least two (2) different observations of a practicing Speech-Language Pathologist, and obtain a minimum of 10 total hours of observation by the end of the course. When you schedule an observation, please try to ensure you spend at least a 2 hour block of time with the therapist. You will be required to complete a written assignment associated with two (2) of your observation experiences. Students should observe a licensed and

certified speech-language pathologist as to ensure these hours will count towards your requirements for ASHA certification. **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 assignments 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: A chronological 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. 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.

3. Clinician Interview (50 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?

4. Treatment Presentations (50 points)

The bulk of the material that will be covered in lecture will pertain to the nature and characteristics of the disorders and populations that we work with in the field of speech-language pathology. You will also be exposed to how we differentiate disordered processes from typical processes. Covering all of the treatment approaches is beyond the scope of this course, however, it is important for you to begin to consider how we treat the disorders we encounter. The field of speech-language pathology is growing increasingly aware of the need to demonstrate efficacy in our treatment approaches and practices. Our standards of practice, thus, require that we seek out evidence-based models of practice. As an introduction to evidence-based-practice, you will be responsible for reviewing and presenting an article related to treatment practices. The general approach will be: 1) every week 2 students will present 1 article each (that is, they will each present 1 article of their own selection – make sure you do not pick the same article). The article you select will be related to the disorder area we are discussing at that time; 2) you will carefully

read the article/chapter/program material and present the methods and findings in class. You do not necessarily have to present an approach that worked, although this is most likely what you will find in your readings.

You should ensure that you include, at least, all of the following:

- 1) Disorder/population that the treatment was used on
- 2) What was the target behavior
- 3) How did they design the study: what was the activity, number of trials, time course of treatment, -- all things related to the treatment design
- 4) What did they find? What were the results?
- 5) Implications/conclusions: Was it efficacious? What are some of the limitations?
- 6) Any other pertinent comments – Here you should reflect on the article/treatment approach? For example: Would it be easy to implement? What kinds of patients could you or could you not use it with?

You MUST “send” me your article 1 week before you present so that I can read it before we get into discussion. You will be marked down 10 points if you do not send your article beforehand. You can either bring me a hard copy or send me an attachment, link or other reference where I can find the article.

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

We will have a number of guest lecturers visiting us. These individuals are seasoned clinicians and/or scientists in their fields of practice. They are “the experts” in their domain of theory, assessment and/or treatment of the disorders that they will be presenting to you. Please take this opportunity to learn from these very knowledgeable people in the field – as well, they come to us without compensation, solely to share their expertise, so respect this gesture and come having read the material and prepared thoughtful questions to ask them.

DATE	TOPIC/ACTIVITY	ASSIGNMENT
Week 1 Wednesday: 8/27/08	<i>Introductions/syllabus review/expectations Introduction to the field/What do we do? Treatment Presentations: How to do them?</i>	
Week 2 Wednesday: 9/3/08	<i>The practice: Typical vs. Atypical; A&P; Assessment/Treatment</i>	Chapters 2, 3, 4
Week 3 Wednesday: 9/10/08	<i>Cleft Lip/Palate*</i>	Chapter 11; Reading
Week 4 Wednesday: 9/17/08	<i>Specific Language Impairment*</i>	Chapter 5; Reading
Week 5 Wednesday: 9/24/08	<i>Aphasia Early Intervention*</i>	Chapter 7 Reading
Week 6 Wednesday: 10/1/08	<i>Bilingualism*</i>	Reading 1st Field Write-up Due
Week 7 Wednesday: 10/8/08	<i>Motor Speech Disorders*</i>	Chapter 12
Week 8 Wednesday: 10/15/08	<i>Fluency</i>	Chapter 8
Week 9 Wednesday: 10/22/08	<i>Practice with Adolescents*</i>	Reading

Week 10 Wednesday: 10/29/08	<i>Review Deaf/Hard of Hearing*</i>	Chapter 14
Week 11 Wednesday: 11/5/08	<i>Swallowing/Voice*</i>	Chapters 9 and 13
Week 12 Wednesday: 11/12/08	<i>Autism*</i>	Reading <u>2nd Field Write-up Due</u>
Week 13 Wednesday: 11/19/08	<i>Guest speaker panel</i>	<u>Interview write-up Due</u>
Week 14 Wednesday: 11/26/08	<i>TBA: Statement of Purpose</i>	
Week 15 Wednesday: 12/3/08	<i>Wrap-up</i>	