

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

**EDUC 496: Special Topics: Introduction to Communication Disorders
Fall 2006
Section 1, CRN# 42401**

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Class Meeting times/Location: Tuesday, 5:30-8:15pm, UH 237**

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:

- Understanding of typical speech, language and hearing development
- Ability to differentiate between normal/pathological development
- 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 linguistic terminology
- Understanding of linguistic diversity as observed in bilingualism
- Awareness of the daily activities of the professional speech-language pathologist

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

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 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 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.** The degree of your engagement in these processes forms the basis for points assigned. Due to the fast paced and highly interactive nature of the course, regular attendance and full participation are expected: teaching and learning is difficult (if not impossible) if one is not present for and engaged in the process. Therefore, the above College Attendance Policy is amplified as follows: 1. Given that the typical 15 session schedule is being reduced to 13 sessions in order to allow students time to do outside work (e.g. observations and interviews), missing more than 1 class meeting will result in the reduction of one letter grade. 2. Arriving late or leaving early on more than two occasions will result in the reduction of one letter grade. 3. Illness and emergency circumstances will be considered/negotiated on a case-by-case basis. These measures should not be considered punitive, as students are expected to establish appropriate personal, academic and career-ladder priorities. Therefore these measures should be viewed as taking appropriate individual responsibility for one's own learning in a democratic, collaborative and reciprocal-learning environment. **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 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.

NOTE: Assigned texts and readings **MUST** be brought to **ALL** class sessions.

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. Participation	100 points
2. Response Papers	200 points
3. Field Work Papers	50 points
4. Clinician Interview	50 points
5. Topic Presentation	100 points
Total	500 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 them will have a significant adverse affect on your grade.

1. Participation. (100 points)

As noted above, your attendance is essential to your grade. Attendance is only half the battle, however, your participation is essential to the success of the course, to your own understanding of the material and to the development of positive working relationships with your colleagues. Therefore, you are expected to

take an active role in class and class activities. The quality of this course rests on the quality of YOUR participation. Preparation in advance is a key factor in how smoothly the course will run. You are expected to do all assigned readings and tasks prior to arriving to class, and to be prepared to discuss them and engage in learning experiences about them. Furthermore, you are expected to work professionally and collaboratively with your classmates to facilitate the process.

2. Response Papers (200 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.

3. Field Work (50 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: 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.

4. 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?

5. Topic Presentation (100 points)

You will be responsible for preparing and presenting one topic of interest for the class. You will be required to prepare a brief (to be determined by the second week of classes) presentation of either: 1) a careful review and presentation of a specific treatment program or diagnostic method for one of the disorders we discussed; 2) a more in-depth analysis and coverage of one of the disorders we discussed; 3) a developmental or genetic condition/disorder that results in a communication disorder (e.g. cerebral palsy) – carefully and in detail review the developmental/genetic condition and then talk about the communication difficulties. You must create a handout that the class can use to take notes. Please submit a copy of the handout one week prior to the presentation for professor approval. You will be graded on your ability to provide some additional insight to a topic covered in class that is pertinent to the practice of speech-language pathology. This is intended to be fun and interesting in addition to intellectually engaging, so feel free to make it interactive.

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	TOPIC/ACTIVITY	ASSIGNMENT
Session 1 8/29/06	<i>Welcome & Introductions, Course overview (review syllabus; assignment of core modules), What's communication; What's a disorder</i>	Chapter 1 - 2
Session 2 9/5/06	<i>Anatomy & Physiology, Typical Development;</i>	Chapter 3 Response Paper # 1
Session 3 9/12/06 – Guest Lecture: Ross Adams	<i>Hearing Disorders and Early Intervention</i>	Chapter 14 Response Paper #2
Session 4 9/19/06	<i>Debrief and Review; Assessment and Intervention; Disorders of articulation and phonology</i>	Chapters 4 & 10 Response Paper #3
Session 5 9/26/06	<i>Childhood language impairments</i>	Chapters 5 Response Paper #4
Session 6 10/3/06	<i>Developmental literacy impairments</i>	Chapter 6 Response Paper #5
Session 7 10/10/06 – Guest Lecture: Kathy Siegel	<i>Assessment and Intervention in Autism, Aspergers and Bilingual Individuals</i>	Response Paper #6
Session 8 10/17/06	Library: work on Interview and Observation hours	
Session 9 10/24/06	<i>Adult language impairments Neurogenic Speech Disorders</i>	Chapters 7 & 12 Response Paper #7
Session 10 10/31/06	<i>Fluency disorders The voice and voice disorders</i>	Chapter 8 & 9 Response Paper #8
Session 11 11/7/06	<i>Cleft lip and cleft palate Disorders of swallowing</i>	Chapter 11 & 13 Response Paper #9 Clinician Interview write-up due
Session 12 11/14/06	<i>Review; Debrief Augmentative and Alternative Communication</i>	Chapters 15 Response Paper #10
Session 13 11/21/06	Library: work on field work write-up	
Session 14 11/28/06	<i>Presentations</i>	Yippee!! Come with your handouts for the class
Session 15 12/5/06	<i>SLP Forum</i>	Come with questions for the professionals