



## 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.*

### Communicative Sciences & Disorders

#### EDSL 350

#### Introduction to Speech-Language Services Spring 2011

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#### I. COURSE DESCRIPTION

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#### II. COURSE OBJECTIVES FOR STUDENT KNOWLEDGE AND SKILLS ACQUISITION

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. Successful completion will result in the following objectives being met:

1. Students will demonstrate knowledge of basic principles of assessment and treatment of communicative disorders.
2. Students will demonstrate knowledge and understanding of various types of communicative and swallowing disorders, including their nature, etiology, and characteristics..
3. Students will demonstrate knowledge in the requirements for credentialing, licensure, and certification.
4. Students will demonstrate knowledge and initial skills problems solving solves related to clinical cases.

#### The California State University

## V. COURSE ASSIGNMENTS USED TO EVALUATE THE ABOVE OBJECTIVES:

### 1. Study Guide Questions (5 points/session x 10 = 50 points)

Student will work in groups to process through the information covered during each instructor- or guest-speaker-facilitated class meeting then develop at least five (5) multiple-choice study guide questions and submit those questions at the end of each session. Questions should contain primary points covered during the presentation, and answers should reflect responses that might be readily confused. Please do not use "both A & B" type responses. An example of an appropriate question would be as follows:

The cochlea is divided into three (3) separate chambers; the chamber that houses the Organ of Corti is:

- a. scala media
- b. scala tympani
- c. scala vestibuli
- d. scala nebuli

### 2. Group Project (50 points)

Students will work in groups to present a well-researched, 30-minute presentation on one of the following populations/domains, assigned during the first week of class, which should serve as an EXTENSION of what was covered in the text and/or by the instructor/guest speaker: (25 points)

- a. Speech-sound and/or motor-speech disorders
- b. Childhood language disorders
- c. Autistic spectrum disorders
- d. Hearing loss
- e. Fluency
- f. Voice disorders
- g. Adult language disorders and/or traumatic brain injury
- h. Swallowing
- i. Literacy

Ideas for extending previously presented information might be to discuss (1) demographics of the population and how they have changed over time, (2) controversies in providing services to the population or in the give domain, (3) pioneering scholars past and present in a given area, (4) multilingual/multicultural issues related to specific disorders or domains, etc.

The 30-minute presentation must be accompanied by a five (5) page paper with a minimum of three (3) references per group member. References must be from scholarly, peer-refereed journals unless previously approved by the instructor. The following journals are a good place to start:

- American Journal of Audiology
- American Journal of Speech-Language Pathology
- Journal of Speech, Language, and Hearing Research
- Language, Speech, and Hearing Services in Schools
- Contemporary Issues in Communication Science and Disorders

3. Observation and Reflection (25 points)

Each student will complete five (5) observation hours of a state-licensed/ASHA-certified speech-language pathologist providing direct services and write a reflective paper about the experience. Students must obtain verification of the hours with the clinician's signature and identifying info (i.e., ASHA and CA State licensure numbers). A form will be provided by the instructor for this purpose.

Your paper should include the following information:

- a. Name of the clinician
- b. Site of the observation and type of facility it is (e.g., school, hospital)
- c. Date and time of the observation
- d. Age and gender of client
- e. Diagnosed problem/disorder
- f. Treatment goals (specifically those targeted while you observed)
- g. Procedures/treatment administered
- h. Activities used
- i. Materials used
- j. Behavior management strategies used
- k. Types of cues, feedback, and reinforcement used
- l. Progress towards goals observed
- m. Attitude of client toward therapist (and therapy in general)
- n. Significant events that struck you and why they were of interest/how they impacted you (Note: You may elaborate on this point by describing the situation that surrounded the event(s) and what occurred between clinician/client)
- o. How the overall observation augmented your learning this semester and what you will do with the information

4. Clinician Interview and Reflection (25 points)

Each student will interview a practicing (or recently retired) speech-language pathologist who has had at least one (1) year of experience and write a reflective paper on the the interaction. The following questions may be helpful as a start:

- a. 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?
- b. 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?
- c. 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?
- d. What do they see as their most important role in their work? What is their greatest skill? What is their personal philosophy on treatment?
- e. What are their greatest joys and frustrations in the field/practice of SLP?
- f. What is one of the clinician's greatest memories about practicing?
- g. 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. Comprehensive final examination (50 points)

#### IV. COURSE GRADING:

A	190-200	46.5-50	23.5 - 25
A-	180-1894	45	22.5
B+	174-179	43.5	22
B	166-173	41.5	21
B-	160-165	40	20
C+	154-159	38.5	19.5
C	146-153	36.5	18.5
C-	140-145	35	17.5
D+	134-139	34	17
D	126-133	32	16
D-	120-125	30	15

**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.).

#### V. REQUIRED TEXT(S):

Haynes, William, Moran, Michael, & Pindzola, Rebekah (2012). *Communication Disorders in Educational and Medical Settings: An Introduction for Speech-Language Pathologists, Educators, and Health Professionals*. Sudbury, MA: Jones & Bartlett Learning.

#### VI. RECOMMENDED TEXT(S):

N/A

#### VII. COURSE OUTLINE:

As a number of guest speakers are being invited to present to the class, the outline is dynamic and subject to change due to speaker availability. See the Cougar Course container for the course for the most up-to-date information regarding week-to-week topics and reading assignments.

#### VIII. PROFESSIONAL AND ADMINISTRATIVE REQUIREMENTS

1. "Person-first" language (e.g., "student with specific language impairment" rather than "language-impaired student"; "Johnny who presents with Down syndrome" rather

than “my Down syndrome student”) must be used throughout all written and oral assignments and discussions.

2. Word process all written documents. Keep an electronic copy of all of your work. You will want these for your records and for potential future use as professional portfolio entries.
3. Complete and hand in all assignments on the due dates for full credit. If you have extraordinary circumstances that impact completion of your assignments, please inform the instructor(s). Any time that you have questions or concerns, please contact the instructor(s) immediately.
4. Participate actively in class discussions and group activities and demonstrate positive interpersonal skills with classmates, the instructors, and guests.
5. Collaborative teams of four (4) will be assigned by the instructor from among the members of the class. Document the members of your team below and enlist their support to ensure you receive handouts and information if you miss class.

Name		Email	
Phone		Other	
Name		Email	
Phone		Other	
Name		Email	
Phone		Other	

## IX. COLLEGE of EDUCATION ATTENDANCE POLICY

Due to the dynamic and interactive nature of courses in this field, 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).*

### Attendance and Participation for this course:

The course deals with complex material processed in a variety of ways. Structured interactions, group processes, oral presentations, guided discussion of readings, and development of assessment and treatment skills 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. Missing more than two (2) class meetings will result in

the reduction of one letter grade. 2. Arriving late or leaving early on more than two (2) 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.

## X. **GENERAL CONSIDERATIONS**

### **Ability**

Every student has the right to equitable educational consideration and appropriate accommodation. Students having differing ability (e.g., mobility, sight, hearing, documented learning challenges, first language/English as a second language) are requested to contact the instructor 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 students with special needs.

### **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 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.”

### **Appeals**

Every student has the right to appeal grades, or appeal for redress of grievances incurred in the context of any class. Disputes may be resolved informally with the instructor, or through the formal grades appeal process. For the latter, consult the Associate Dean.

### **Students with Disabilities Requiring Reasonable Accommodations**

Students are approved for services through the Disabled Student Services Office (DSS). The DSS 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.