

Last name of instructor (Semester Year)

California State University, Sacramento
SPEECH-LANGUAGE PATHOLOGY FOR AUDIOLOGISTS
CSAD683 - 1 unit
Spring 2022 (AUD-3)

COURSE FACULTY

Course Instructor:
Folsom Hall office #:
Office Phone:
Office Hours:
E-mail address:

REQUIRED CLASS MEETINGS TIMES

Days and times:
Building: Folsom Room #:

REQUIRED TEXTS

Anderson, N.B., & Shames, G.H. (2011). *Human communication disorders: An introduction*. (8th ed.). Pearson.

OPTIONAL TEXTS

COURSE WEBSITE

<https://sacct.csus.edu>

SacCT will be used as the learning management site for dissemination of course readings, handouts, slides, assignments, announcements, and tests/quizzes. The course faculty will have materials posted to SacCT at least 48 hours before class.

Instructor Communication and Response Time

Faculty strive to have open communication with students both within and outside of the classroom. Students are encouraged to contact faculty to discuss questions about the course. Responses to telephone or e-mail messages will usually be transmitted within 48 hours during regular working hours. If you do not have a response within this time period, please check your contact methods and resend the message. Faculty will generally respond to student questions received during evenings and weekends once they are back in the office during regular business hours.

***Please be aware that all content for this course is the property of the course faculty who have created it and can only be used for this course. Those wishing to use the materials outside of this course must receive written permission from the author/creator.**

GENERAL COURSE INFORMATION

PRE-REQUISITES

Admission to Doctor of Audiology program; CSAD611, CSAD612, CSAD613, CSAD614, CSAD621, CSAD622, CSAD622L, CSAD623, CSAD624, CSAD631, CSAD632, CSAD641, CSAD641L, CSAD642, CSAD643, CSAD651, CSAD652, CSAD653, CSAD661, CSAD662, CSAD671, CSAD672, CSAD673

COURSE DESCRIPTION

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Overview

This course is an overview of the field of speech-language pathology. The topics presented in this course are intended to expose students to other areas within the field of Communication Sciences and Disorders, normal and disordered communication, principles of assessment and intervention, and opportunities to collaborate with speech-language pathologists.

Approved Course Description (from CSUS Course Catalog)

Overview of speech and language development, including screening for speech and language disorders and risk factors for speech and language delay, from the perspective of audiology. Principles of auditory-verbal therapy.

WHY IS THIS COURSE IMPORTANT?

Communication disorders can impact aspects of a person’s life. Speech-language pathologists are involved with the prevention, assessment, identification and diagnosis, treatment, counseling, and follow-up of speech, language, swallowing, and cognitive disorders. Awareness of the anatomy and physiology of the speech and language mechanism, disorders, and fundamentals of intervention and treatment is important for audiologists when determining the impact of hearing impairment on a patient and referring patients.

UNIVERSITY LEARNING GOALS

	1 Disciplinary knowledge	2 Communication	3 Critical thinking/analysis	4 Information literacy	5 Professionalism	6 Intercultural/global perspectives	7 Research
Addressed by this course	X	X	X	X	X	X	X

GRADUATE LEARNER OUTCOMES

Mastery of each student learning outcome listed below is indicated by a grade of B or better on each component of the corresponding measures listed in the table. Students are required to track their progress towards meeting each learning outcome and must make an appointment with the instructor for any grade equal to or less than a B. The instructor will suggest strategies to help you establish competence and knowledge in these areas.

Students should track their progress towards meeting each learning outcome by listing their grades on the table below over the course of the semester.

Upon completion of this course, students will be able to:

1. Summarize the history, education and licensing/certification requirements, and scope of practice for speech-language pathologists
2. Contrast normal and disordered anatomy and physiology of the speech mechanism
3. Outline normal developmental milestones for speech and language
4. Explain commonly used assessment procedures for communicative disorders
5. Describe basic procedures and techniques for intervention and therapy of communicative disorders
6. Give examples of interprofessional collaborations between audiologists and speech-language pathologists

Graduate Learner Outcome	Component Indicating Competence	Grade(s) Received
1-6	Exam (100%)	

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1-6	Quiz (100%)	
5	Observation reflection (100%)	

COURSE/CLASS POLICIES

Course Format

Lecture

Class Preparation:

All required readings are for the date listed in the course schedule, not the following class period. Students are responsible for all assigned readings, whether discussed in class or not.

Class Participation:

Students are expected to actively participate in class discussions and are required to have read the assigned material prior to class meetings.

Class Attendance:

Classroom attendance is necessary for this course. No more than three unexcused absences are allowed. Students are expected to arrive on time as class begins at X:XX am/pm.

Class Assignments

Course grades will be based on observation hours and reflections, weekly quizzes, and an exam.

Speech-language Pathology Observation Hours and Reflection

Students will complete five observation hours in speech-language pathology in at least three settings. Students should take notes before, during, and after the observation, paying attention to the strategies and methods of the clinician. Observation logs must be filled out for each session observed, including the date and time, setting, location, name and signature of clinician, and the clinician's ASHA number.

Students will choose three sessions about which to write a reflection. Reflection exercises can be found on SacCT. These exercises are intended to guide students in making connections between speech-language pathology and audiology.

Quizzes

A quiz will be used to assess understanding of topics covered weekly in class. Quizzes are administered in class and students will have the first 5 minutes of each class to take the quiz.

Class activities

Throughout the course, class activities will be used to allow students to improve their understanding of concepts, demonstrate knowledge and skills, and practice counseling techniques.

Exams

- **Exam absences:** No make-up examinations will be given unless there is a documented emergency for which you have written proof. Any approved make-up exams will be scheduled at the end of the semester (during finals week) and may be administered in a different format from the original exam.
- **Exam procedures:**

Test arrival/start

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Test duration and completion

Commitment to Integrity

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

Sac State's Academic Honesty Policy & Procedures

"The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento expects that both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades." Read more about Sac State's Academic Honesty Policy & Procedures at the following website: <http://www.csus.edu/umannual/AcademicHonestyPolicyandProcedures.htm>

Definitions: At Sac State, "cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means."

"Plagiarism is a form of cheating. At Sac State, "plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person's contribution." *Source:* Sacramento State University Library

Note: Any form of academic dishonesty, including cheating and plagiarism, shall be reported to the office of student affairs.

Understand When You May Drop This Course

It is the student's responsibility to understand when he/she need to consider disenrolling from a course. Refer to the Sac State Course Schedule for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons include: (a) documented and significant change in work hours, leaving student unable to attend class, or (b) documented and severe physical/mental illness/injury to the student or student's family. Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if there is a compelling extenuating circumstance. All incomplete course assignments must be completed in accordance with the department's policy.

Accommodations

Inform your instructor of any accommodations needed. If you have a documented disability and verification from the Office of Services to Students with Disabilities (SSWD), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to SSWD and meet with a SSWD counselor to request special accommodation before classes start. SSWD is located in Lassen Hall 1008 and can be contacted by phone at [\(916\) 278-6955](tel:9162786955) (Voice) or [\(916\) 278-7239](tel:9162787239) (TDD only) or via email at sswd@csus.edu

Course Requirement Grading

<u>Activity</u>	<u>Points Available</u>
Quizzes (5 points each x 10)	50
Observation hours	100
Observation hours reflection (50 points each x 3)	150
Exam	200
<u>TOTAL COURSE POINTS AVAILABLE</u>	500

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Overall Percentage Needed

Note: A grade of “B” or higher is required to count toward the minimum number of units needed to advance to candidacy.

Grade	Percentage
A	93-100%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D+	67-69%
D	63-66%
D-	60-62%
F	< 60%

COURSE SCHEDULE OF LECTURE TOPICS AND EXAMS

Date	Topic and Activity or Quiz and Exam	Readings/ Assignment
1/20	Professionals in CSD History of SLP	Duchan, J.F. (2002) “What do you know about your profession’s history?” ASHA “Scope of Practice in Speech-Language Pathology” Anderson & Shames- Ch. 1
1/22	Employment settings Education and certification	ASHA “Employment settings for SLPs” CA Speech-language pathology and audiology and hearing aid dispensers ASHA- CA Licensing requirements
1/29	Anatomy and physiology	Anderson & Shames- Ch. 2 and 3, 5
2/5	Assessment	Anderson & Shames- Ch. 4 Williams, C. J., & McLeod, S. (2012). Speech-language pathologists’ assessment and intervention practices with multilingual children. <i>International Journal of Speech-Language Pathology</i> , 14(3), 292-305.

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2/12	Intervention and therapy	<p>Anderson & Shames-Ch. 2</p> <p>Baranek, G. T. (2002). Efficacy of sensory and motor interventions for children with autism. <i>Journal of Autism and Developmental Disorders</i>, 32(5), 397-422.</p>
2/26	Language impairments, children	<p>Anderson & Shames- Ch. 11 and 12</p> <p>Pimperton, H., & Kennedy, C. R. (2012). The impact of early identification of permanent childhood hearing impairment on speech and language outcomes. <i>Archives of disease in childhood</i>, 97(7), 648-653.</p> <p>Lederberg, A. R., Schick, B., & Spencer, P. E. (2013). Language and literacy development of deaf and hard-of-hearing children: successes and challenges. <i>Developmental psychology</i>, 49(1), 15.</p>
3/2	Education and schools	<p>Anderson & Shames-Ch. 12</p> <p>Hétu, R., Truchon-Gagnon, C., & Bilodeau, S. A. (1990). Problems of noise in school settings: A review of literature and the results of an exploratory study. <i>Journal of Speech-Language Pathology and Audiology</i>.</p> <p>Lieu, J. E., Tye-Murray, N., Karzon, R. K., & Piccirillo, J. F. (2010). Unilateral hearing loss is associated with worse speech-language scores in children. <i>Pediatrics</i>, 125(6), e1348-e1355.</p> <p>Stevenson, J., McCann, D., Watkin, P., Worsfold, S., & Kennedy, C. (2010). The relationship between language development and behaviour problems in children with</p>

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		<p>hearing loss. <i>Journal of Child Psychology and Psychiatry</i>, 51(1), 77-83.</p> <p>American Speech-Language-Hearing Association. (2010). Roles and responsibilities of speech-language pathologists in schools.</p>
3/9	No class-spring break	
3/16	Literacy	<p>Anderson & Shames-Ch. 13</p> <p>Moeller, M. P., Tomblin, J. B., Yoshinaga-Itano, C., Connor, C. M., & Jerger, S. (2007). Current state of knowledge: Language and literacy of children with hearing impairment. <i>Ear and Hearing</i>, 28(6), 740-753.</p>
3/23	Articulation, phonological disorders	<p>Anderson & Shames-Ch. 6</p> <p>Ching, T. Y., & Cupples, L. (2015). Phonological Awareness at 5 years of age in Children who use Hearing Aids or Cochlear Implants. <i>SIG 9 Perspectives on Hearing and Hearing Disorders in Childhood</i>, 25(2), 48-59.</p>
3/30	Cleft palate	<p>Anderson & Shames-Ch. 9</p> <p>Flynn, T., Persson, C., Moller, C., Lohmander, A., & Magnusson, L. (2014). A longitudinal study of hearing and middle ear status of</p>

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		<p>individuals with cleft palate with and without additional malformations/syndromes. <i>The Cleft Palate-Craniofacial Journal</i>, 51(5), e94-e101.</p> <p>Skuladottir, H., Sivertsen, A., Assmus, J., Remme, A. R., Dahlen, M., & Vindenes, H. (2015). Hearing outcomes in patients with cleft lip/palate. <i>The Cleft Palate-Craniofacial Journal</i>, 52(2), e23-e31.</p> <p>Imbery, T. E., Sobin, L. B., Comesso, E., Koester, L., Tatum, S. A., Huang, D., ... & Nicholas, B. D. (2017). Long-Term Otologic and Audiometric Outcomes in Patients with Cleft Palate. <i>Otolaryngology-Head and Neck Surgery</i>, 157(4), 676-682.</p>
4/8	Language impairments, adult Neurogenic speech disorders	Anderson & Shames-Ch. 10 and 14
4/15	Voice and fluency AAC	Anderson & Shames-Ch. 8, 15 Lincoln, M., Packman, A., & Onslow, M. (2006). Altered auditory feedback and the treatment of stuttering: A review. <i>Journal of Fluency Disorders</i> , 31(2), 71-89.
4/22	Swallowing	Anderson & Shames-Ch. 16
4/29	Auditory-verbal therapy	<p>Dora Wu, C. J., & Brown, P. M. (2004). Parents' and Teachers' Expectations of Auditory-Verbal Therapy. <i>Volta Review</i>, 104(1).</p> <p>Easterbrooks, S. R., O'rourke, C. M., & Todd, N. W. (2000). Child and family factors associated with deaf children's success in auditory-verbal therapy. <i>Otology & Neurotology</i>, 21(3), 341-344.</p> <p>Kaipa, R., & Danser, M. L. (2016). Efficacy of auditory-</p>

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		verbal therapy in children with hearing impairment: A systematic review from 1993 to 2015. <i>International Journal of Pediatric Otorhinolaryngology</i> , 86, 124-134.
5/11	Exam	

Please note that dates, topics, and assignments are subject to change. In the event of a change, you will be given ample notification of the change.

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