



California State University, Sacramento

Department of Communication Sciences and Disorders

UNDERGRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Spring 2020	Course: CSAD 127. Introduction to Medical Speech Pathology	Section: 01
Meeting Days: TR	Meeting Times: 12:00 PM-1:15 PM	Location: Folsom Hall 2604
Instructor: Dr. Lisa D'Angelo	Email: dangelo@csus.edu	Phone: 530-400-1970 Text is best, use for urgent matters
Office Location: Folsom Hall 2316	Office Hours/Appointments: 10-12 on Tuesdays, 10-11 Thursdays and by appointment	

Catalogue Course Description:

CSAD 127. Introduction to Medical Speech Pathology.
3 Units

Prerequisite(s): [CSAD 123](#), [CSAD 125](#), [CSAD 126](#), [PSYC 2](#), [STAT 1](#), [CHDV 30](#), and [DEAF 51](#).

Term Typically Offered: Fall, Spring

Current concepts regarding anatomy and physiology, etiology, assessment, and treatment of craniofacial disorders, laryngectomy, tracheostomy and dysphagia.

Place of Course in Program

Sacramento State Baccalaureate Learning Goals for the 21st Century (BLG)	Addressed by this course (Y/N)
Competence in the Disciplines: <i>The ability to demonstrate the competencies and values listed below in at least one major field of study and to demonstrate informed understandings of other fields, drawing on the knowledge and skills of disciplines outside the major.</i>	
Knowledge of Human Cultures and the Physical and Natural World <i>through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts. Focused by engagement with big questions, contemporary and enduring.</i>	
Intellectual and Practical Skills, Including: <i>inquiry and analysis, critical, philosophical, and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving, practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.</i>	
Personal and Social Responsibility, Including: <i>civic knowledge and engagement—local and global, intercultural knowledge and competence*, ethical reasoning and action, foundations and skills for lifelong learning anchored through active involvement with diverse communities and real-world challenges</i>	
Integrative Learning**, Including: <i>synthesis and advanced accomplishment across general and specialized studies</i>	

Course Learning Outcomes:

UNDERGRADUATE

Mastery of each student-learning outcome listed below is indicated by a grade of C 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 C. 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.

CSAD 127 SPECIFIC STUDENT LEARNING OUTCOMES:

1. recognize the speech-language pathologist's role, responsibilities and scope of practice within the medical setting.
2. recognize and understand types of medical reporting, documentation, and terminology.
3. identify health care personnel specific to the medical setting.
4. identify the anatomical, physiological, social, cultural, and psychological correlates of neurologically-based communication disorders that impact language, speech, cognition, voice, and swallowing.
5. explain assessment procedures (including imaging techniques, instrumentation, and formal/informal assessments) and management options for patients with neurologically-based communication disorders, dysphagia, head and neck cancer, and genetic syndromes.
6. identify anatomical structures specific to patient populations post-laryngectomy and prior to cleft lip and palate repair.
7. identify and differentiate various alaryngeal speech options post-laryngectomy.
8. interpret evidence-based practices specific to the assessment and management of patients in medical settings.
9. recognize ethical violations in medical speech pathology and understand presented solutions.
10. discuss surgical, prosthetic, and speech therapy options used to treat cleft lip and palate.

Learning Outcomes	Components Indicating Competence	Grades Received
1,2,3, 8,9	Test 1, Article Review1 Reflection 1	
1,2,3,4,5,6 8	Test 2, Article Review2	
7, 8, 9, 10	Test 3, Article Review3 Reflection 2,	
6, 7, 9, 10	Test 4, Article Review 4, 5	

Textbooks and Materials:

- 1) **Johnson, A. F., & Jacobson, B. H. (2007). *Medical speech-language pathology: a practitioner's guide*. Thieme. (AVAILABLE FREE ONLINE VIA LIBRARY)**
- 2) Portions of this text will be posted : Kummer, A.W. (2013). *Cleft palate & craniofacial anomalies: Effects on speech and resonance*, 3rd ed. Singular Publishing, CA: Thomson Learning.
- 3) Articles/Chapters posted online.

Online Resources:

CANVAS

TOPHAT

Course Requirements/Components:

1. Readings as assigned in texts
2. In-class and homework assignments, article reviews
3. 4 examinations
4. Reflection/Discussion/Participation TopHat points

TopHat (50 points): This is a participation app that allows for real time questions and answers in class using your phone or computer. It works with all phones including flip versions. There is a cost for the semester or the entire school year. Several professors in our department use this platform. I use the points **based on your participation** not accuracy. You cannot participate and get points unless you are in class.

Grading Policy:

EXAMPLE

Source	Points	% of Grade
Exam 1	100	
Exam 2	100	
Exam 3	100	
Exam 4	100	
Article reviews (10 each)	50	
TopHat	50	
Total	500	

Letter grades are assigned according to the following scores

94.5 - 100	A
89.5 - 94.4	A-
86.5 - 89.4	B+
83.5 - 86.4	B
79.5 - 83.4	B-
76.5 - 79.4	C+
73.5 - 76.4	C
69.5 - 73.4	C-
66.5 - 69.4	D+
63.5 - 66.4	D
59.5 - 63.4	D-
Below 59.5	F

Course Policies/Procedures:

Students are expected to attend class regularly and to be prepared to participate in class discussions. There is no specific attendance requirement, however exams are based primarily on lecture, and TopHat points are only given in class as participation. Assignments and exams **must** be turned in or taken on the scheduled dates and times. **No** special circumstances will be allowed for rescheduling or make-ups. If you are absent from class, you are responsible for all material covered.

Students are expected to conduct themselves in a manner that demonstrates respect for others, democratic values, understanding of an appropriate social contract, and respect for diversity. Academic dishonesty of any kind will not be tolerated and will be dealt with under established University policy. If you are caught cheating on an exam, university policy will be enforced.

It is recommended that students:

- 1) Retrieve the slides from SacCT when posted.
- 2) Read the text ahead of class to correlate readings with information that will be presented in lecture to reinforce learning.
- 3) Take notes in class and later rewrite and organize them using the outline as a guide or rewrite and reorganize them as personally needed for understanding. Be sure that all information can be related to all other relevant information.
- 4) The brain is a *pattern seeker*, thus repetition is a great learning tool. Rewriting and reorganizing your notes and outlines aids in learning with every re-reading of the material.
- 5) Study in a focused and quiet environment. **TURN OFF YOUR ELECTRONICS!!!** Recent neurological research strongly supports the theory that multi-tasking is a myth and results in 'inferior' learning, relying on the corpus striatum (habitual learning) rather than the hippocampus (declarative learning). Declarative learning means that what you learn can be manipulated, organized, and applied to unfamiliar situations, not just doing something that you can do without thinking like riding a bike or brushing teeth.

TENTATIVE Course Schedule/Outline:

<i>Week</i>	<i>TOPIC</i>	<i>CHAPTER</i>	<i>ASSIGNMENT</i>
1/21	Intro to Medical Speech- Language Pathology	Johnson Text Ch 1 pgs 2-8	
1/28	Medical Settings	Ch 15 and 16	
2/4	Brain Imaging	Ch 3	<i>Article due 2/6</i>
2/11	Ethics and Collaboration, EBP Exam 1: 2/13/20	Ch 21 and 22	
2/18	Neuro in a Nutshell	Ch 17 pp. 261-265, 273- 283	<i>Article due 2/20</i>
2/25	Dysphagia 2/27/20 Guest Lecture	Ch 10 Logemann Article/Chap	
3/3	Dysphagia Pediatric Swallowing	Ch 11	<i>Article due 3/5</i>
3/10	Left CVA	Ch 4, 5	
3/17	Right CVA, neoplasms Exam 2: 3/19/20	online	
3/24	TBI	Ch online	
3/31	Spring Break!!! ☺		
4/7	TBI continued, Motor Speech Disorders	Ch 7, 8 Ch 9	<i>Article due 4/9</i>
4/14	Head/Neck Cancer Laryngectomy	Ch 12, 13	

4/21	Trachs and Vents Exam 3: 4/23/20	Posted article
4/28	Cleft Palate	Kummer Chapters posted <i>Article due 4/30</i>
5/5	Cardiac Patients, Anoxia, Infections, Dementias	Ch 7, 8 Posted article
5/11	Finals Week: TBD Exam 4	

Additional Information

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/student/stu-0100.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, may 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 by the department's policy.

Equal Access:

California State University-Sacramento, Department of Communication Sciences and Disorders, seeks to provide equal access to its programs, services, and activities for people with disabilities. 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. **Sacramento State Services to Students with Disabilities (SSWD)** offers a wide range of support services and accommodations for students in order to ensure students with disabilities have equal access and opportunity to pursue their educational goals. Working collaboratively with students, faculty, staff and administrators, SSWD provides consultation and serves as the information resource on disability related issues to the campus community. SSWD is located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) or (916) 278-7239 (TDD only) or via email at sswd@csus.edu.

Basic Needs Support

If you are experiencing challenges in the area of food and/or stable housing, help is just a click, email or phone call away! Sacramento State offers basic needs support for students who are experiencing challenges in these areas. Please visit our Basic Needs website to learn more about your options and resources available.

<https://www.csus.edu/basicneeds/>

Other Resources

Testing Center: <https://www.csus.edu/testing/>

Library: <https://library.csus.edu/>

Services to Students with Disabilities: <https://www.csus.edu/sswd/>

Student Health and Counseling Services at The WELL: <https://www.csus.edu/shcs/>

Peer & Academic Resource Center: <https://www.csus.edu/parc/>

Student Academic Success and Education Equity Programs: <https://www.csus.edu/saseep/>

Case Manager, Office of Student Affairs: <https://www.csus.edu/student/casemanager/>

Knowledge And Skills Acquisition (KASA) For Certification in Speech-Language Pathology

CSAD 127 Introduction to Medical Speech Pathology

Standard IV-C: Speech, Language, Hearing, Communication, and Swallowing Disorders and Differences

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: phonology, articulation disorders (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: voice and resonance disorders (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: swallowing disorders (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction,) including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, and executive functioning), including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: communication modalities, including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.

Standard IV-D: Prevention, Assessment, and Intervention

- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding articulation.
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding voice and resonance.
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction).
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, and executive functioning).
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of assessment and intervention regarding communication modalities.

Standard IV-E, IV-G, IV-H: Contemporary Professional Issues

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: standards of ethical conduct.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: contemporary professional issues and advocacy.

Standard IV-F: Research

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: processes used in research and integration of research principles into evidence-based clinical practice.

Standard IV-B: Basic Human Communication Processes

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: biological bases of human communication.

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: neurological bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: acoustic bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: psychological bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: developmental/lifespan bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: linguistic bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: cultural bases of human communication differences.

Standard IV-B: Swallowing Processes

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: biological bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: neurological bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: psychological bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: developmental/lifespan bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: cultural bases of human communication differences.