



# California State University, Sacramento

## Department of Communication Sciences and Disorders

### UNDERGRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Spring 2026	Course: CSAD 127. Introduction to Medical Speech Pathology	Section: 01
Meeting Days: T TH	Meeting Times: 9:00-10:15	Location: FLS 1050
Instructor: Dr. Lisa D'Angelo	Email: <a href="mailto:dangelo@csus.edu">dangelo@csus.edu</a>	Phone: 530-400-1970 text is best
Office Location: Folsom Hall 2316	Office Hours/Appointments: Drop In and by Appointment Wednesday 2:30-3:30 Thursday 11:30-1:30	

#### Catalogue Course Description:

CSAD 127. Introduction to Medical Speech Pathology.

3 Units

**Prerequisite(s):** [CSAD 123](#), [CSAD 125](#), [CSAD 126](#), [CSAD 148](#), [PSYC 2](#), [STAT 1](#), [CHDV 30](#), and [DEAF 51](#).

Term Typically Offered: Fall, Spring; Overview and introduction to the Scope of Practice in Medical Speech-Language Pathology. Current concepts include settings, team collaboration, levels of care, anatomy and physiology, development, etiology, assessment, and treatment of speech and language, cognitive-communication, craniofacial disorders, laryngectomy, tracheostomy/ventilation, and dysphagia across the lifespan.

#### Place of Course in Program: undergraduate

Sacramento State Baccalaureate Learning Goals for the 21st Century (BLG)	Addressed by this course (Y/N)
<b>Competence in the Disciplines:</b> <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>	Y
<b>Knowledge of Human Cultures and the Physical and Natural World</b> <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>	Y
<b>Intellectual and Practical Skills, including:</b> <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>	Y
<b>Personal and Social Responsibility, including:</b> <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>	Y
<b>Integrative Learning**, Including:</b> <i>synthesis and advanced accomplishment across general and specialized studies</i>	Y

## 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. Describe the speech-language pathologist's role, responsibilities and scope of practice within the medical setting.
2. Define types of medical reporting, documentation, and terminology.
3. Identify health care personnel and roles specific to the medical setting.
4. Explain barriers and issues with access to medical care.
5. Identify ethical issues in relation to medical care and Speech-Language Pathology.
6. Describe the anatomical, physiological, social, cultural, and psychological correlates of neurologically-based communication disorders that impact language, speech, cognitive-communication, voice, and swallowing.
7. Explain the development of swallowing and feeding and related medical diagnoses that may impact development.
8. Describe assessment procedures (including imaging techniques, instrumentation, and formal/informal assessments) and treatment for patients with neurologically-based cognitive-communication disorders, speech and language disorders, dysphagia, feeding, head and neck cancer, and genetic syndromes.
9. Identify anatomical structures specific to patient populations post-laryngectomy, dysphagia, and within cleft lip and palate repair processes.
10. Differentiate treatment options in laryngeal and oral/pharyngeal cancer laryngectomy.
11. Interpret evidence-based practices specific to the assessment and management of patients in medical settings.
12. Discuss ethical concerns and processes in medical speech pathology and understand presented options.
13. Define surgical, prosthetic, and speech therapy options used to treat cleft lip and palate, and related craniofacial diagnoses.

Learning Outcomes	Components Indicating Competence	Grades Received
1,2,3, 8,9	Test 1, Article Review1, Reflection	

1,2,3,4,5,6 8	Test 1, Article Review2, in class activity x2, Reflection 2	
7, 8, 9, 10	Test 2, Article Review3, in class activity, Reflection 3	
6, 7, 9, 10	Test 2, Article Review 4	

### Textbooks and Materials:

--Johnson, A. F., & Jacobson, B. H. (2017). *Medical speech-language pathology: a practitioner's guide*. Thieme.

**(AVAILABLE FREE ONLINE @LIBRARY)**

--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.

--Aphasia Bank, RHDBank, TBIBank, and Articles/Chapters posted online

### Course Resources: CANVAS

### Course Requirements/Components:

1. Readings as assigned
2. In-class labs and case studies
3. Article reviews
4. 2 examinations
5. Graded Reflection/Discussion/Participation points

### Grading Policy:

Source	Points	% of Grade
Exam 1	100	
Exam 2	100	
Article reviews (4x25 each)	100	
Activities in class (3x50 each)	150	
Graded Discussions/Reflections 2 and introduction( 50 each)	150	
Total	600	

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:

**Incomplete grades:** An incomplete may be given only if a student has passed the first half of the course and provides evidence of a documented illness or family crisis, which the professor deems genuinely precludes successful completion of the course.

**Policy on making up exams:** No make-up exams are given unless there is a documented medical emergency with written proof. Any make up exams are scheduled during dead week in an essay format at the testing center.

Being late for an exam will not automatically entitle you to extra time. Please make sure you arrange your schedules to be here on time for the exams. If you miss a short quiz because you are late for class, or absent you will not be able to make it up, so try not to miss any quizzes.

**Drop/Add:** Students may drop classes according to University/Department Policy. You should speak to me if you would like to add the course before attempting to do so. Students must fill out appropriate forms and meet University deadlines to drop or add classes.

**Professional Conduct and Expectations:** It is expected students will attend all classes and be ready to begin instruction on time. Please silence cell phones and electronic devices, and hold personal conversations outside of class, including texting.

Notify the professor in advance via e-mail if you cannot attend an EXAM or IN-CLASS ACTIVITY. Students may make up one exam or activity with advance notification and a valid excuse (illness, family emergency, etc.). If you will miss a class when a homework assignment is due, you may: (a) e-mail it on day of class, (b) or turn it in prior to due date. No late assignments will be accepted unless prior approval has been granted.

**Attendance:** This course involves verbal interaction among the students and the instructor. You cannot really “get” what was covered in class via classmates’ notes. Class attendance is required. Report absences to the instructor in person or via voice mail or email *prior to class meeting*. Working as a Speech-Language Pathologist requires being present, on time, and prepared. Practicing those skills now will prepare you for what this career will be like. If you do need to miss a class, you are responsible for all materials covered in your absence.

**Class meetings and participation:** Lecture + discussion + observation+ participation format will be followed.

Active listening and problem solving is expected. In class polling will be utilized for integration of material. We will also employ a somewhat Socratic method to facilitate critical thinking, stimulate discussion, and illuminate ideas. In class activities/lab case studies are required attendance and participation.

**Readings:** You are responsible for all reading materials assigned. Not all assigned readings appear on this syllabus, as some short readings may be added during the course of the semester.

**Exams and Quizzes:** A total of two (2) exams will be given during the semester. You are responsible for materials covered in required readings, classroom discussions, and handouts. Exams may include multiple choice, true/false, short answer, fill-in, and/or essay. Exams will be in-person in a paper format. *No make-up examinations or quizzes are given unless there is a documented medical emergency for which you have written proof provided by a doctor. Any approved make-up exams will be scheduled in the Testing Center and may be administered in essay format. You will need to make the appointment to take the test at the Testing Center and there is a nominal cost to use that service (\$6.00).*

## TENTATIVE Course Schedule/Outline:

<i>Week</i>	<i>TOPIC</i>	<i>CHAPTER</i>	<i>ASSIGNMENT</i>
1/26	Intro to Medical Speech-Language Pathology	Johnson Text Ch 1 pp. 2-8 and article	read Medical SLP Intro article reflection discussion (graded)
2/2	Medical Settings	Ch 15 and 16	
2/9	Brain Imaging	Ch 3	Article due 2/6
2/16	Ethics and Collaboration, EBP	Ch 21 and 22	
2/23	Neuro in a Nutshell, Review Neuroplasticity, Theory and Practice	Ch 17 pp. 261-265, 273-283	Exam 1 2/19
3/2	Dysphagia	Ch 10	**Activity in class Bedside Swallow 2/27
3/9	Dysphagia CSHA week!!	Ch 11 Midterm	Article due 3/6 **Independent Lab/no class in person 3/12
3/16	Left CVA, Right CVA, neoplasms	Ch 4, 5, Posted article Right CVA	**Activity in class Language DX ***Case Study: RHD
3/23	Spring Break!	Ch 9	Eat, Sleep, Fun!!!
3/30	TBI and ABI	Ch 7 & 8	**Activity in class Cognitive-communication DX
4/6	Motor Speech Disorders		
4/13	Cardiac Patients, Dementias	Ch 19 & 20	Article due 4/10
4/20	Head and Neck Cancer, Laryngectomy	Ch 12 & 13	
4/27	Trachs and Vents	Ch 16	Article due 4/24 Possible guest lecture
4/28	Pediatric Feeding and Swallowing	Posted article	
5/4	Cleft Palate, craniofacial DX	Kummer chapter	Guest lecture 5/8
5/11	Finals Week	Final	TBD

## Hornet Honor Code

<https://www.csus.edu/student-affairs/internal/documents/hornet-honor-code.pdf>

As proud members and representatives of the Sacramento State Hornet community, we commit ourselves to actively promoting honesty, integrity, respect, and care for every person, ensuring a welcoming campus environment, and striving to help every member of our Hornet family feel a strong sense of belonging.

As Hornets, we will:

- Promote an inclusive campus and community
- Listen and respect each other's thoughts, interests, and views Value diversity and learn from one another
- Engage daily with mutual trust, care, and integrity
- Support a culture of honor and adhere to campus policies for honesty, ethics, and conduct
- Be proud to be Sac State Hornets.

**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/um anual/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.

Use of Artificial Intelligence in CSAD Classes

**Generative artificial intelligence tools**—software that creates new text, images, computer code, audio, video, and other content—have become widely available. Well-known examples include ChatGPT for text and DALL•E for images. This policy governs all such tools, including those released during our semester together. There are certain assignments where you may use generative AI tools on assignments in this course. The instructor will specify when AI is permitted on assignments. This will be included in the assignment instructions and/or rubric. If you do use generative AI tools on specified assignments in this course, you must properly document and credit the tools themselves; this requires a citation. Additionally, with the citation, please include a brief description of how you used the tool. If you choose to use generative AI tools, please remember that they are typically trained on limited datasets that may be out of date. Additionally, generative AI datasets are trained on pre-existing material, including copyrighted material; therefore, relying on a generative AI tool may result in plagiarism or copyright violations. Finally, keep in mind that the goal of generative AI tools is to produce content that seems to have been produced by a

human, not to produce accurate or reliable content; therefore, relying on a generative AI tool may result in your submission of inaccurate content. It is your responsibility—not the tool's—to assure the quality, integrity, and accuracy of work you submit in this course. If you use generative AI tools to complete assignments in this course, in ways that have not been explicitly authorized, the CSUS Academic Integrity Policy will be followed. Possible sanctions for Academic Honesty violations include failing the assignment, failing the course, dismissal from the program and/or suspension or expulsion from CSUS. Please be wary of unintentional plagiarism or fabrication of data and act with academic integrity. As of June 2023, APA style recommends citing the AI tool as the author, with in-text citations and references adapted from the reference template for software in Section 10.10 of the Publication Manual (American Psychological Association, 2020, Chapter 10).

Example: OpenAI. (2023). ChatGPT (Mar 14 version) [Large language model].

<https://chat.openai.com/chat>

- Parenthetical citation: (OpenAI, 2023)
- Narrative citation: OpenAI (2023)

### **Non-registered Persons in CSAD Classes**

The Department of Communication Sciences and Disorders and its faculty are supportive of student parents and families.

There are times when students may request that individuals who are not enrolled be permitted to attend Communication Sciences and Disorders (CSAD) classes. At this time, for the safety of our students and the confidentiality of students enrolled in the class (per FERPA guidelines), adults (individuals above the age of 17) are not permitted to attend CSAD classes.

In some situations that are due to unforeseen circumstances, students may request that minors (individuals aged 17 or below) be permitted to attend classes. At this time, students must request from their course instructor, in advance, if they can bring a minor individual to the class. It is up to the discretion of the individual instructor on whether or not they will permit a minor individual to attend the class. Faculty are not required to provide a reason to the student regarding why a minor may not attend. However, reasons may include client confidentiality, safety, risk, liability, or the nature of the class content.

### **C- Grades for Prerequisite Courses**

The Academic policy on prerequisite coursework posted in the Sac State Catalog Academic Policies ( <https://catalog.csus.edu/academic-policies/>) within the Grading System Policies states:

#### **C- Grades for Prerequisite Courses**

A grade of "C-" or better is required for prerequisite courses. If a department requires a "C" or better in a prerequisite course and will not accept a "C-" grade, then the department must specify so in the catalog course description. This policy applies to all undergraduate-level courses.

Students who receive a grade below a "C-" may petition to continue in the CSAD BS program without repeating a major pre-requisite course at the link posted on the CSAD Handbooks:

Resources, Forms and Information webpage: <https://www.csus.edu/college/health-human-services/communication-sciences-disorders/csad-handbooks.html>



**Please note:** filing a petition does not guarantee acceptance of prerequisite waiver. Each form will be reviewed on a case-by-case basis.

### **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 Disability Access Center (DAC), 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 DAC and meet with a DAC counselor to request special accommodation before classes start. Sacramento State Disability Access Center 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, DAC provides consultation and serves as the information resource on disability related issues to the campus community. DAC 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 [dac@csus.edu](mailto:dac@csus.edu)

**Inclusivity:** Students in this class are encouraged to speak up and participate through in-person, online, or discussion posts. Each of us must show respect for each other because our class represents a diversity of beliefs, backgrounds, and experiences. I believe that this is what will enrich all of our experiences together. I recognize that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from our classroom community or if you have a specific need, please contact me early in the semester so that we can work together to help you become an active and engaged member of our class and community.

**Accessibility/Equity:** The goal for all of our students is for access to all information and remove as many barriers as possible to learning. If you feel that you have difficulty accessing the information for WHATEVER reason, please talk to me. We have ways of lending technology (through IRT), helping with disabilities/learning differences and gaining accommodations (DAC), and emergency needs for housing, food, etc.. If it doesn't fall into those categories, please talk to me anyways: we can figure it out.

**Basic Needs Support:** If you are experiencing challenges with food, housing, financial, or other unique circumstances that are impacting your education, help is just a phone call or email away! The CARES office provides case management support for any enrolled student. Email the CARES office at [cares@csus.edu](mailto:cares@csus.edu) to speak with a case manager about the resources available to you. Check out the [CARES web page](#)

### **Student Health and Counseling Services**

Your physical and mental health are important to your success as a college student. Student Health and Counseling Services (SHCS) in The WELL offers medical, counseling, and wellness services to



help you get and stay healthy during your time at Sac State. SHCS offers: Primary Care medical services, including sexual and reproductive healthcare, transgender care, and immunizations; urgent care for acute illness, injuries, and urgent counseling needs; pharmacy for prescriptions and over-the-counter products; mental health counseling, including individual sessions, group counseling, support groups, mindfulness training, and peer counseling; athletic training for sports injury rehabilitation; wellness services, including nutrition counseling, peer led health education and wellness workshops, and free safer sex supplies; violence and sexual assault support services. Most services are covered by the Health Services fee and available at no additional cost.

## **Title IX**

Students and faculty each have responsibility for maintaining a safe and respectful space to express their reasoned opinions. Professional courtesy and consideration for our classroom community are especially important with respect to topics dealing with differences in race, color, gender and gender identity/expression, sexual orientation, national origin, religion, disability, and age.

While making personal connections with the topics studied in any course can be a meaningful and important endeavor, please be aware of the following policy regarding confidentiality and disclosures of incidents of sexual misconduct/sexual violence. As your instructor, one of my responsibilities is to help maintain a safe learning environment on our campus. In the event that you choose to write, speak or otherwise disclose information about having experienced sexual misconduct/sexual violence, including rape, sexual assault, sexual battery, dating violence, domestic violence, or stalking and specify that this violence occurred while you or the perpetrator were a Sac State student, federal and state laws require that I, in my capacity as a “responsible employee,” must notify Sac State’s Title IX Coordinator. The Title IX Coordinator will contact you to inform you of your rights and options and connect you with support resources, including possibilities for holding accountable the person who harmed you. Please be advised that you will not be forced to share information and your level of involvement will be your choice.

Sac State's Title IX Coordinator: Skip Bishop Director of Equal Opportunity Del Norte Hall 2005  
william.bishop@csus.edu 916-278-5770

If you do not want the Title IX Coordinator notified, instead of disclosing the experience to me, you can speak confidentially by contacting the following confidential resources:

\* Campus Confidential Advocate – Laura Swartzen Email: [weave@csus.edu](mailto:weave@csus.edu)

or phone Number: 916-278-5850 (during business hours) WEAVE 24/7 Hotline: 916-920-2952

## **Other Resources**

Testing Center: <https://www.csus.edu/student-affairs/centers-programs/testing-center/>

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

Student Health and Counseling Services at the WELL: <https://www.csus.edu/student-life/health-counseling/>

Peer & Academic Resource Center: <https://www.csus.edu/student-affairs/centers-programs/peer-academic-resource/>

Student Academic Success and Education Equity Programs: <https://www.csus.edu/student-affairs/retention-academic-success/>

Crisis Assistance and Resource Education Support (CARES): <https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/>

# 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.