California State University, Sacramento  
Communication Sciences and Disorders  
Department  

Introduction to Medical Speech Pathology  
Spring Semester, 2018

CSAD 127        Lisa D’Angelo, Ph.D., CCC-SLP  
Office hours: Mon and Wed  
12:00-12:30  
Class: Mon Wed Fri  1:00-1:50 Mon and Wed 10-11 SHS 240  
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Cell (text only, emergency):  
530-400-1970  

TEXTS:

3) Articles posted online.

*The following learning objectives will be covered and assessed through lecture, discussion, recorded examples, homework assignments, in-class projects and examinations.  

**Upon completion of the course, students should be able to:**

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.

This course has been designed to be in direct support of the following American Speech-Language Hearing Association (ASHA) Knowledge and Skills Acquisition for certification in Speech-Language 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: 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: social aspects of communication (e.g., behavioral and social skills affecting communication), 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 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 prevention, assessment, and intervention regarding social aspects of communication (e.g., behavioral and social skills affecting communication).

**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 V-A: Oral and Written Communication**
- The student will demonstrate skill in oral and written or other forms of communication sufficient for entry into professional 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: 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.

**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.

**Standard V-B 1a. Conduct screening and prevention procedures (including prevention activities)**
- The student will demonstrate the ability to conduct screening and prevention procedures in the area of swallowing.

**Standard V-B 1b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals**
- The student will demonstrate the ability to collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals in the area of swallowing.

**Standard V-B 1c. Select and administer appropriate evaluation procedures, such as behavioral observations nonstandardized and standardized tests, and instrumental procedures**
- The student will demonstrate the ability to select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures in the area of swallowing.

**Standard V-B 1d. Adapt evaluation procedures to meet client/patient needs**
- The student will demonstrate the ability to adapt evaluation procedures to meet client/patient needs in the area of swallowing.

**Standard V-B 1e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention**
The student will demonstrate the ability to interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention in the area of swallowing.

**Standard V-B 1f.** Complete administrative and reporting functions necessary to support evaluation
- The student will demonstrate the ability to complete administrative and reporting functions necessary to support evaluation in the area of swallowing.

**Standard V-B 1g.** Refer clients/patients for appropriate services
- The student will demonstrate the ability to refer clients/patients for appropriate services in the area of swallowing.

**Standard V-B 3a.** Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.
- The student will demonstrate the ability to communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.

**Standard V-B 3b.** Collaborate with other professionals in case management.
- The student will demonstrate the ability to collaborate with other professionals in case management.

**Standard V-B 3c.** Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.
- The student will demonstrate the ability to provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.

**Standard V-B 3d.** Adhere to the ASHA Code of Ethics and behave professionally.
- The student will demonstrate the ability to adhere to the ASHA Code of Ethics and behave professionally.

**COURSE REQUIREMENTS:**

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

**EXPECTATIONS:**

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.

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<thead>
<tr>
<th>Learning Outcome</th>
<th>Assessment Measures</th>
<th>Grades Received</th>
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<tbody>
<tr>
<td>1,2,3, 8,9</td>
<td>Test 1, Article Review1</td>
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<tr>
<td>1,2,3,4,5,6,8</td>
<td>Test 2, Article Review2</td>
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<tr>
<td>7, 8, 9, 10</td>
<td>Test 3, Article Review3</td>
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<tr>
<td>6, 7, 9, 10</td>
<td>Test 4, Article Review 4, 5</td>
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EVALUATION:

4 examinations: 400 pts.
**Examinations may consist of short answers, matching, and multiple choice questions. Make-up exams can only be taken during the week of finals as scheduled with the professor (one slot), and in essay format. Exams may consist of a single essay question comprehensively covering the information on the exam you missed. If so, the question will be answered in essay format, no bullet points or abbreviations. If you miss an exam, you must make it up on this date, no exceptions. If you miss an exam and this make-up date, you lose the points for the exam.

Assignments - 5 Article Reviews 50 pts.
**Article reviews and reflections must be turned in during class. E-mailed or late assignments will receive no credit. If you’re going to miss a class, be sure your assignment is given to someone else to turn in on time.

In class participation-TopHat 50 pts.

STUDENT PERFORMANCE CRITERIA:

EXAMS - There will be 4 in-class exams, each worth 125 points. The final will not be cumulative. Exams will cover recent reading material and information presented in class.

ASSIGNMENTS - All assignments must be completed and turned in during by class time in the correct form, on Sac CT. Late assignments or e-mailed assignments will receive no credit, unless you have a documented written medical or significant conflict excuse. Those in an incorrect form will receive no credit.
Final grades will be based on a 500-point total and will be distributed as follows:
The Final Grade will be computed as a % of points earned out of a total of 500 points and will be assigned as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>94.5 – 100</td>
<td>A</td>
<td>89.5 – 94.4</td>
<td>A –</td>
<td>86.5 – 89.4</td>
<td>B+</td>
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<tr>
<td>79.5 – 83.4</td>
<td>B –</td>
<td>76.5 – 79.4</td>
<td>C+</td>
<td>73.5 – 76.4</td>
<td>C</td>
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<td>66.5 – 69.4</td>
<td>D+</td>
<td>63.5 – 66.4</td>
<td>D</td>
<td>59.5 – 63.4</td>
<td>D –</td>
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<td>below 59.5</td>
<td>F</td>
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A minimum GPA of 2.5 for major classes is necessary to graduate with a Bachelor’s Degree in Communication Sciences and Disorders.

The syllabus, assignments and class topics will be posted on Blackboard/SacCT in Course Content.

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. Outline readings.
4. 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.
5. 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.
6. 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.
<table>
<thead>
<tr>
<th>Week</th>
<th>TOPIC</th>
<th>CHAPTER</th>
<th>ASSIGNMENT</th>
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<tr>
<td>1/22</td>
<td>Intro to Medical Speech-Language Pathology</td>
<td>Johnson</td>
<td>Text Ch 1</td>
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<tr>
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<td>pgs 2-8</td>
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<tr>
<td>1/29</td>
<td>Medical Settings</td>
<td>Ch 15 and 16</td>
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<td>Golper Ch 1</td>
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<tr>
<td>2/5</td>
<td>Brain Imaging</td>
<td>Ch 3</td>
<td>Article due</td>
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<td>2/12</td>
<td>Ethics and Collaboration, EBP</td>
<td>Ch 21 and 22</td>
<td>Exam 1</td>
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<td>2/19</td>
<td>Neuro in a Nutshell</td>
<td>Ch 17 pp.</td>
<td>Article due</td>
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<td>261-265, 273-283</td>
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<tr>
<td>2/26</td>
<td>Dysphagia</td>
<td>Ch 10</td>
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<td>Logemann Article/Chap</td>
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<td>3/5</td>
<td>Dysphagia</td>
<td>Ch 11</td>
<td>Article due</td>
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<tr>
<td>3/12</td>
<td>Left CVA</td>
<td>Ch 4, 5</td>
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<td>3/19</td>
<td>Spring Break !!!</td>
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<tr>
<td>3/26</td>
<td>Right CVA, neoplasms, start TBI</td>
<td>Ch online</td>
<td>Exam 2</td>
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<tr>
<td>4/2</td>
<td>TBI</td>
<td>Ch 7, 8</td>
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<td>4/9</td>
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<td>Head/Neck Cancer</td>
<td>Ch 12, 13</td>
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<td>Date</td>
<td>Topic</td>
<td>Notes</td>
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<td>4/23</td>
<td>Trachs and Vents</td>
<td>Posted article</td>
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<td>4/30</td>
<td>Cleft Palate</td>
<td>Kummer Chapters posted</td>
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<tr>
<td>5/7</td>
<td>Cardiac Patients, Anoxia, Infections, Dementias</td>
<td>Ch 7, 8 Posted article</td>
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<tr>
<td>5/14</td>
<td>Finals Week</td>
<td>FINAL</td>
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