1. **Catalog Course Description**

   Current concepts regarding anatomy and physiology, etiology, assessment, and treatment of cleft lip and palate, laryngectomy, tracheotomy/tracheostomy, and swallowing.


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

**KASA (Knowledge And Skills Acquisition) Standards addressed:**

**III-A: Demonstrate knowledge of the principles of:**

- **Biological sciences**

  Students will demonstrate knowledge of:
  1. Embryological and fetal development.
  2. Cellular processes of merging and fusion in embryological development.
  3. Genetic factors in normal and abnormal prenatal development.

**III-B: Demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.**

Students will demonstrate knowledge of:
  1. Normal and disordered anatomy, physiology, and neurology of swallowing, respiration, phonation, and resonance.
  2. Origin and insertion of muscles that affect swallowing, respiration, phonation, and resonance.
3. Swallowing difficulties in the cleft and laryngectomee populations: etiologies, psychological effects on patient and family, necessity of normal feeding and swallowing for oral-motor and sensorineural development in neonates.
4. Long-term implications of swallowing disorders in the cleft and laryngectomy populations.

III-C: Demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.

Students will demonstrate knowledge of:
1. Hearing and its impact on speech and language for cleft and laryngectomee patients.
2. Importance of impounding oral pressure for consonant articulation and compensatory strategies used by children with velopharyngeal deficits.
3. Dentition and normal articulation for cleft and cancer patients.
4. Cultural implications of cleft in different populations.
5. Psychological implications of laryngectomy and visible cleft defects.
6. Social aspects of communication with clefting and laryngectomy.
7. Cleft lip and/or palate and co-occurring phonological and language disorders.
8. Current findings in the cleft and laryngectomy literatures.
9. Research principles and evidence-based practice for cleft speech and language.

III-D: Possess knowledge of the principles and methods of prevention, assessment and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders.

Students will demonstrate knowledge of:
1. Diagnostic processes using instrumentation and other procedures for assessment of resonance disorders.
2. Assessment and intervention for laryngectomee speech.
3. Ethical considerations for treatment of cleft disorders.
4. Collaboration with family and other professionals in delivery of service.
5. Understanding patient and clinician factors in treatment for cleft and laryngectomy populations.

IV-G: Complete a program of study that includes supervised clinical experiences sufficient in breadth and depth to achieve the following skills outcomes (in addition to clinical experiences, skills may be demonstrated through successful performance on academic course work and examinations, independent projects, or other appropriate alternative methods):

Evaluation: Standards 1a-1g
Intervention: Standards 2a-2g
Interaction and Personal Qualities: Standards 3a-3d

Students will demonstrate knowledge of:
1. Team approach to treatment where the team is comprised of other medical professionals, including dentists, orthodontists, plastic surgeons, otolaryngologists and cranio-facial surgeons, who assess and treat patients with cleft disorders or head and neck cancer.
2. Accomplished through opportunities for outside visits to cleft palate/craniofacial teams, ENTs, head and neck tumor boards, voice clinics, and 49er’s Lost Cords Club.
COURSE REQUIREMENTS:

1. Readings as assigned in texts
2. In-class and homework assignments
3. 4 written examinations
4. Reflections

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. 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.

Cell phones are to be turned off throughout the class period. 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.

Carry extra batteries for your clicker.

EVALUATION:

1. 4 written examinations 500 pts.
   a. Examinations may consist of short answers, fill-in-the-blank, brief description, matching, multiple choice questions, and essays. Make-up exams can only be taken on 05/10/17 from 5-6:30. 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.

2. Assignments - 5 Article Reviews 50 pts.
   2 Reflections 20 pts.
   a. 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.

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 class on time in the correct form. Late assignments or e-mailed assignments will receive no credit. Those in an incorrect form will receive no credit.
Final grades will be based on a 570-point total and will be distributed as follows:

- **A** = 530-570
- **A-** = 513-529
- **B+** = 495-512
- **B** = 473-494
- **B-** = 456-472
- **C+** = 438-455
- **C** = 416-454
- **C-** = 399-415
- **D+** = 376-398
- **D** = 359-375
- **D-** = 342-358
- **F** = 341-

*A teacher does not give you a grade, you earn your grade.*

A minimum GPA of 2.5 for major classes is necessary to graduate with a Bachelor’s Degree in Speech Pathology and Audiology.

There will be 5 pts. extra credit available through Observation Opportunities posted on SacCT or mentioned in class. Only 5 pts.

The syllabus, Observation Opportunities, and outlines of class topics will be posted on SacCT in Course Content.

It is recommended that students:

1. Retrieve the outline from SacCT when it is 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. Habitual learning, like learning to stir a pot, helps you with stirring other pots but not with critical thinking.
7. E-mail me directly at blantona@csus.edu. *I Do Not Use SacCT for communication* other than postings in Course Content. I do not receive messages on my office phone. That’s why my office number is not listed with other course information.
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<thead>
<tr>
<th>Week</th>
<th>TOPIC</th>
<th>CHAPTER</th>
<th>ASSIGNMENT</th>
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<tbody>
<tr>
<td>1/23</td>
<td>Cleft palate-Craniofacial anomalies Embryological development</td>
<td>Kummer Text Ch 1  pgs 3-17</td>
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<td>1/30</td>
<td>Genetics Syndromes</td>
<td>Ch 4</td>
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<td>2/6</td>
<td>VPI/VPD etc., Hypernasality Hearing issues</td>
<td>Ch 7</td>
<td>Cleft palate article due</td>
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<td>2/13</td>
<td>Dentition Surgical intervention/Team care</td>
<td>Ch 18</td>
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<td>2/20</td>
<td>Assessment Language Articulation</td>
<td>Ch 6</td>
<td>1st Exam</td>
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<td>2/27</td>
<td>Treatment</td>
<td>Ch 21  581-595  599!</td>
<td>Reflection 1</td>
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<td>3/6</td>
<td>Treatment cont. Culture and communication</td>
<td>Ch 10</td>
<td>Cleft palate speech therapy article due</td>
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<td>3/13</td>
<td>Laryngectomy, Laryngectomees Cancer</td>
<td>Andrews Text Ch 7  Pgs 422-426</td>
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<td>3/20</td>
<td>SPRING BREAK</td>
<td>Ch 1  Review</td>
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<td>3/27</td>
<td>Holiday Tuesday Team care Pre- and post-surgical counseling</td>
<td>Ch 7  427-435</td>
<td>2nd exam</td>
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<td>Laryngectomy surgeries Team care Pre- and post-surgical counseling Types of speech Electrolarynx</td>
<td>Ch 7  452-458</td>
<td>Lary article</td>
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<td>4/10</td>
<td>Esophageal function/speech TEP surgery/speech</td>
<td>Ch 7  435-452</td>
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<td>Topic</td>
<td>Chapter</td>
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<td>4/17</td>
<td>Pulmonary function, Culture and communication, Eating</td>
<td>Ch 7</td>
<td>Exam</td>
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<td>458-460</td>
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<td>4/24</td>
<td>Tracheotomy/Tracheostomy, Patient care</td>
<td>Ch 7</td>
<td>Trach Article</td>
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<td>463-484</td>
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<td>5/01</td>
<td>Swallowing Mechanism</td>
<td>Posted</td>
<td>Reflection 2</td>
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<td>5/08</td>
<td>Patient care, Therapy, Make-up exams 5/10, 5-6:30</td>
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<td>5/15</td>
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Medical Speech Pathology Learning Outcomes and Reflections

Learning Outcomes
Students will demonstrate knowledge of:

1. Embryological and fetal development, genetic factors in normal and abnormal prenatal development, cellular processes of cancer.
2. Swallowing difficulties in the cleft and laryngectomee populations: etiologies, psychological effects on patient and family, necessity of normal feeding and swallowing for oral-motor and sensorineural development in neonates.
3. Hearing and its impact on speech and language for cleft and laryngectomee patients.
4. Importance of impounding oral pressure for consonant articulation and compensatory strategies used by children with velopharyngeal deficits and laryngectomees.
5. Dentition and normal articulation for cleft and cancer patients.
6. Cultural implications of cleft in different populations.
7. Psychological and social implications of laryngectomy and visible cleft defects.
8. Current findings in the cleft and laryngectomy literatures, research principles and evidence-based practice for cleft speech and language.
10. Assessment and intervention for cleft and laryngectomee speech.
11. Collaboration with family and other professionals in delivery of service.
12. Understanding patient and clinician factors in treatment for cleft and laryngectomy populations.
14. The student will be able to accurately describe and explain how a speech-language pathologist works on a team comprised of other professionals, including singing teachers, athletic coaches, theatrical directors, otolaryngologists and other physicians, who assess and treat patients with voice and resonance disorders.

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<tr>
<th>Learning Outcomes</th>
<th>Assessment Measures (Tentative content arrangements)</th>
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<tr>
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<td>Test 1, Article Review, Reflection 1</td>
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<td>2,5,13,14</td>
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<td>3,6,12</td>
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<td>8</td>
<td>Test 3 Reflection 2</td>
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<td>10,11,14</td>
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<tr>
<td>8,9,10,11,</td>
<td>Test 4, Article Review, Reflection 2,</td>
<td></td>
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Reflection 1: 10 points, due 2/27
Reflection 2: 10 points, due 5/01

Reflections – In one paragraph of at least 4 long sentences, comment on the above. In which areas do you feel especially competent? In which areas do you not feel comfortable and what can you do to improve your knowledge of those areas? Remember, your analysis of your competencies should reflect the grades you’re receiving.

Example: Reflection 1 - I did pretty well on the first exam but the questions on the readings were hard because I didn’t study enough to remember what the book said. I started to work with a study group so I spend more time learning class content and going over my notes on lectures and texts. I think I’m going to do really well on the next exams because I’m spending more time studying for this class instead of waiting until the night before a test.