



# California State University, Sacramento

## Department of Communication Sciences and Disorders

### UNDERGRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Fall 2023	Course: CSAD 127. Introduction to Medical Speech Pathology	Section: 50
Meeting Days: MW	Meeting Times: 11:00-12:15	Location: Napa Hall
Instructor: Dr. Lisa D'Angelo	Email: <a href="mailto:dangelo@csus.edu">dangelo@csus.edu</a>	Phone: 530-400-1970 text best
Office Location: Folsom Hall 2316	Office Hours/Appointments: Monday 12:30-1, Tuesday 9:30-11, Wednesday 9-10	

#### 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

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

#### Place of Course in Program

<b>Sacramento State Baccalaureate Learning Goals for the 21st Century (BLG)</b>	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. 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 cognitive-communication, speech and language 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.

<b>Learning Outcomes</b>	<b>Components Indicating Competence</b>	<b>Grades Received</b>
<b>1,2,3, 8,9</b>	<b>Test 1, Article Review1 Reflection 1</b>	
<b>1,2,3,4,5,6 8</b>	<b>Test 2, Article Review2, in class activity x2, Reflection 2</b>	
<b>7, 8, 9, 10</b>	<b>Test 3, Article Review3, in class activity, Reflection 3</b>	
<b>6, 7, 9, 10</b>	<b>Test 3, Article Review 4, 5</b>	

**Textbooks and Materials:**

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

**Course Resources: CANVAS**

**Course Requirements/Components:**

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

**\*\*In class polling questions: You cannot participate and get points unless you are in class.**

**Grading Policy:**

<u>Source</u>	<u>Points</u>	<u>% of Grade</u>
Exam 1	100	
Exam 2	100	
Exam 3	100	
Article reviews (4x25 each)	100	
Activities in class (3x20 each)	60	
Graded Discussions/Reflections (4x10)	40	
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:**

**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 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.

**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. You are expected to have completed the assigned readings *prior to class time* on topic discussion dates so that you are able to participate in discussion and ask questions.

**Exams and Quizzes:** A total of three (3) 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>
8/28	Intro to Medical Speech-Language Pathology	Johnson Text Ch 1 pp. 2-8	
9/4	Medical Settings	Ch 15 and 16	
9/11	Brain Imaging	Ch 3	Article due 9/13
9/18	Ethics and Collaboration, EBP	Ch 21 and 22	Exam 1
9/25	Neuro in a Nutshell Neuroplasticity, Theory and Practice	Ch 17 pp. 261-265, 273-283	Article due 9/27
10/2	Dysphagia	Ch 10	Activity
10/9	Dysphagia	Ch 11	Article due 10/11
10/16	Left CVA, Right CVA, neoplasms	Ch 4, 5 Article Right CVA	Activity 10/18
10/23	Motor Speech Disorders		Exam 2
10/30	TBI, Pediatric TBI, Concussion	Ch	Activity 11/1
11/6	Trachs and Vents	Ch	Article due 11/8
11/13	Cardiac Patients, Anoxia, Infections, Dementias	Ch	ASHA week! guest lecture TBA
11/20	Head and Neck Cancer, Laryngectomy	Ch	
11/27	Cleft Palate	Kummer chapter	Article due 11/29
12/4	Pediatric Feeding and Swallowing		
12/11	Finals Week		Exam 3 TBD

## Additional Information

### Health & Safety Information:

If you are sick, stay home and do not attend class. Notify your instructor. Please self-diagnose if you are experiencing any COVID- like symptoms (fever, cough, sore throat, muscle aches, loss of smell or taste, nausea, diarrhea, or headache) or have had exposure to someone who has tested positive for COVID contact Student Health & Counseling Services (SHCS) at 916-278-6461 to receive guidance and/or medical care. You are asked to report any possible COVID related illnesses/exposures to SHCS via this link COVID-19 Illness/Exposure Report Form: <https://sacstateshcs.wufoo.com/forms/covid19-illnessexposure-report/> Expect a call from SHCS within 24 hours. The CDC provides a good source of information regarding COVID-19 and a way to self-check symptoms: <https://www.cdc.gov/coronavirus/2019-ncov/index.html>.

### 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. Prefer 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 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 in class and 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. This text was adapted from CSU Chico and Winona State University's posts.

### **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/>

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

**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 and gaining accommodations (SSWD), 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.**

### Other Resources

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

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

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.