



California State University, Sacramento  
 Department of Communication Sciences and Disorders  
 Bachelor of Science Degree Program

We are mindful in acknowledging that the land we stand on today, was and continues to be occupied by the indigenous people of this area, the Maidu, Miwok, and Nisenan.

Recognizing their culture that is rich in spiritual ties to the land and water with which their traditions resonate. We are humbled and take this opportunity to thank the Indigenous people of this area.

## SYLLABUS & COURSE OUTLINE

|                                                    |                                                                                                                                                                                                                                                                                                |                        |
|----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| Semester/Year:<br>Spring, 2025                     | Course:<br>CSAD 127 Introduction to Medical Speech Pathology                                                                                                                                                                                                                                   | Section: 02            |
| Meeting Days:<br>Tuesday/Thursday                  | Meeting Times:<br>3:00PM – 4:15PM                                                                                                                                                                                                                                                              | Location:<br>FLS 2604  |
| Instructor:<br>Dr. Aishah Y. Patterson,<br>CCC-SLP | Email:<br><a href="mailto:patterson@csus.edu">patterson@csus.edu</a>                                                                                                                                                                                                                           | Phone:<br>916-278-7341 |
| Campus Office Location:<br>Folsom Hall 2316        | Virtual Office Hours/Appointments:<br>Tues/Thurs 10:30AM – 11:30AM and Wednesdays 3:00PM – 4:00PM<br>Calendar: <a href="https://calendly.com/drpatersoncsad/officehrs">https://calendly.com/drpatersoncsad/officehrs</a><br>[Other hours by individual appointment. Please email to schedule.] |                        |

### 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:** Spring, Summer

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

| 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                              |

### Expected Learning Outcomes (ELO)

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 toward 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 students establish competence and knowledge in these areas. Students should track their progress toward meeting each learning outcome by listing their grades on the table below over the course of the semester.

| Course Learning Outcome                                                                                                                                                                                 | Components Indicating Competence                                     | Grades Received |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|-----------------|
| 1. Recognize the speech-language pathologist's roles, responsibilities and scope of practice within the medical setting.                                                                                | Exam 1; Assignments 1, 2, 3, and 4; Class participation              |                 |
| 2. Recognize and understand types of medical reporting, documentation and terminology.                                                                                                                  | Exam 1; Assignments 1, 2, 3, and 4; Class participation              |                 |
| 3. Identify health care personnel specific to the medical setting.                                                                                                                                      | Exam 1; Assignments 1, 2, 3, and 4; Class participation              |                 |
| 4. Identify the anatomical, physiological, social, cultural and psychological correlates of neurologically based communication disorders that impact language, speech, cognition, voice and swallowing. | Exams 1, 2, 3 and 4; Assignments 1, 2, 3, and 4; Class participation |                 |

|                                                                                                                                                                                                                                                                |                                                                          |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|--|
|                                                                                                                                                                                                                                                                |                                                                          |  |
| 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. | Exams 1, 2, 3 and 4;<br>Assignments 1, 2, 3, and 4; Class participation  |  |
| 6. Identify anatomical structures specific to patient populations post-laryngectomy and prior to cleft lip and palate repair.                                                                                                                                  | Exams 3 and 4; Assignment 4;<br>Class Participation                      |  |
| 7. Identify and differentiate various alaryngeal speech options post-laryngectomy.                                                                                                                                                                             | Exam 3; Assignment 4; Class participation                                |  |
| 8. Interpret evidence-based practices specific to the assessment and management of patients in medical settings.                                                                                                                                               | Exams 1, 2, 3, and 4;<br>Assignments 1, 2, 3, and 4; Class participation |  |
| 9. Recognize ethical violations in medical speech pathology and understand presented solutions.                                                                                                                                                                | Exam 4; Class participation                                              |  |
| 10. Discuss surgical, prosthetic and speech therapy options used to treat cleft lip and palate.                                                                                                                                                                | Exam 4; Class participation                                              |  |

### Textbooks and Materials:

Johnson, A. F. (2017). *Medical speech-language pathology: A practitioner's guide* (3<sup>rd</sup> ed.). New York, NY: Thieme Publishers ISBN: 9781604063967

The course textbook is available online through the CSUS Library (eBook Central Academic Complete): <https://ebookcentral.proquest.com/lib/csus/detail.action?docID=4718698>

## Supplemental Readings:

Supplemental readings and audio/video materials assigned or otherwise referred to during the course, are made available online via Canvas for student access.

## Online Resources:

<http://canvas.csus.edu/>

This course is paired with Canvas, an online learning resource. Students are required to log onto <https://my.csus.edu/> (accessible from any computer with an internet connection and up-to-date web browser) **regularly** to access posted course materials, resources, announcements and grades. Virtual technical support is available through Information Resources & Technology (IRT) at: <https://www.csus.edu/information-resourcestechnology/get-support-consultation/>.

Remote Learning Resources for students, including laptop checkout, laptop discount program, drive-in Wi-Fi, and remote computer lab access, can be found at: <https://www.csus.edu/information-resourcestechnology/remote-learning/>.

## Course Requirements/Components:

Participation in this course will minimally require the completion of four (4) multiple-choice/short answer exams (worth 50 points each) and four (4) assignments (worth 20 points each). There will be 53 points distributed throughout the semester for participation. Participation will include classroom and online discussions, responses to assigned readings, and classroom break-out activities.

## Grading Policy:

There are 333 points available for the course. There is **no** extra credit anticipated for this course. An exception will be made in the event that a guest lecture or relevant learning experience **cannot** be scheduled during the regular class period. Under such circumstances, the extra credit option (paired with an alternative, asynchronous assignment) will become available, with additional credit **not** exceeding 5 extra credit points.

Students should secure a **Scantron 883-E/ES** for each exam. Please keep scantrons in good condition, otherwise the mechanical reader will be unable to score them (i.e., if previously wet, wrinkled, folded, tattered, etc.). Scantrons are available in the Hornet Bookstore or at The Store, inside of the Student Union.

| Source          | Points     | Percentage of Grade |
|-----------------|------------|---------------------|
| Exams (4)       | 200        | 60%                 |
| Assignments (4) | 80         | 24%                 |
| Participation   | 53         | 16%                 |
| <b>Total</b>    | <b>333</b> | <b>100%</b>         |

Letter grades are assigned according to the following points:

| Points    | Percent   | Letter |
|-----------|-----------|--------|
| 333 – 309 | 100 – 93% | A      |
| 308 – 299 | 92 – 90%  | A-     |
| 298 – 289 | 89 – 87%  | B+     |
| 288 – 275 | 86 – 83%  | B      |
| 274 – 265 | 82 – 80%  | B-     |
| 264 – 255 | 79 – 77%  | C+     |
| 254 – 242 | 76 – 73%  | C      |
| 241 – 232 | 72 – 70%  | C-     |
| 231 – 222 | 69 – 67%  | D+     |
| 221 – 209 | 66 – 63%  | D      |
| 208 – 199 | 62 – 60%  | D-     |
| ≤ 198     | ≤ 59%     | F      |

### Course Policies/Procedures:

CSAD 127 (Section 02) meets on Tuesdays and Thursdays from 3:00PM – 4:15PM in Folsom Hall, Room 2604. Meetings will consist of lectures, small and large group discussions, in and out of class assignments and invited speakers (to be arranged). Course lectures are not recorded.

If the instructor is not available during the semester, students will be contacted and advised how the course will proceed. This may include a change in instructor or change in modality.

### Virtual Office Hours:

Virtual office hours are established weekly on Tuesdays and Thursdays from 10:30am – 11:30am and Wednesdays 3:00pm – 4:00pm, beginning on the first day of classes (1/21/25) and running until the last day of classes (5/9/25). Students are requested to access the instructor's calendar via [Calendly](#) to schedule a virtual office hours appointment. If students are unable to attend regularly scheduled office hours, they are welcome to email the instructor to schedule a separate appointment time. If the student is unable to keep the scheduled appointment time, the student should cancel and/or reschedule the appointment.

### Student Responsibilities:

- Attendance is mandatory and necessary to do well in this course. Students are expected to arrive to class sessions on time and remain for the entire class period. Should events require an absence, it is the student's responsibility to acquire all materials and information covered during their absence from Canvas and notes from *peers*. Students should only attend the section of the course for which they are registered.
- Professionalism: Classroom participation during lectures and discussions should be conducted in a professional manner. At a minimum, students must maintain a level of respectful, courteous behavior expected of a professional in the field of speech-language pathology. Cell phone and electronic device use for non-academic purposes is not permitted during the class period.

- Zoom Netiquette: During Zoom use, students are invited to post questions in the chat box. The Zoom chat box during lectures and discussions are intended to facilitate group understanding of course content and address requests for clarification during the lecture. **Students should refrain from using the Zoom chat box for side conversations that are disrespectful or distracting to the group.** Please keep microphones muted when not speaking to reduce background noise. Please see more about Videoconferencing Tips and Professionalism here: <https://www.maryville.edu/wp-content/uploads/2020/03/Zoom-etiquette-and-tips-for-students.pdf>

- Class participation is mandatory and necessary to do well in this course. Students are expected to actively participate in all small and large group discussions. These are designed to facilitate acquisition of course content. Students will practice diagnostic and therapeutic techniques, observe and analyze audio/video patient samples, and interact with guest speakers (speaker schedule to be arranged).

#### Health & Safety Information:

If you are sick, please stay home and do not attend class. Notify your instructor. Please self-diagnose if you are experiencing any COVID-like symptoms (e.g., 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.

#### Return to Campus & COVID-19 Information for Students

The CSU implemented a COVID-19 vaccination requirement in Fall, 2021. The CSU implemented a COVID-19 Booster shot by February 28, 2022 (or six months after receiving the final dose of the initial vaccination).

Vaccinations are available by appointment only (free of charge) at The WELL, Terrace Suite. Please see the links below for current vaccination and booster administration schedules. Students will need to certify their vaccine status. Students wishing to report medical or religious exemptions must submit to Student Health and Counseling Services and the Office of Equal Opportunity, respectively.

<https://www.csus.edu/student-affairs/emergency-student-information/> <https://www.csus.edu/student-affairs/emergency-student-information/covid-testing-vaccinations.html> <https://www.csus.edu/return-to-campus/vaccination-faq.html>

Campus health and safety protocols regarding COVID-19 will be updated to match county, state, or CSU system standards. Please comply with campus requirements/protocols for vaccine certification and testing, indoor masking, physical distancing, COVID-19 symptom screening, contact tracing, and other safety measures to minimize the spread of COVID-19.

#### Protocol for attending classes in-person:

- You must certify with the University that you are fully vaccinated or have an approved medical or religious exemption.
- Masks are required for everyone, including the instructor, unless the indoor mask mandate has been lifted. According to the university, refusal to wear a mask (when a mask mandate is in place) is disruptive to the learning environment, and the [Disruptive Student Behavior Policy](#) will apply.
- If you have any [COVID-19-related symptoms](#) or you are unvaccinated and have come into close contact with someone who has a confirmed positive COVID-19 test, please contact the Student Health

Center or your medical provider. If you have symptoms, do not come to class until you have tested negative or have received clearance from the Student Health Center.

- Illness due to COVID-19, or exposure to a confirmed positive individual that requires quarantine or isolation, is a qualifying emergency and late work, as well as make-up assignments and exams will be allowed in consultation with the instructor.
- Students should be familiar with all **current** university protocols regarding COVID-19 located here: <https://www.csus.edu/return-to-campus/vaccination-faq.html>

If students wish to confer privately with the instructor about their vaccination, exposure, or positive test status, students should first affirm that they are voluntarily disclosing their medical information. Any information shared with the instructor will be treated securely and only be shared with the Student Health Center to follow currently established safety protocols.

Students entering, working, or volunteering in the Maryjane Rees Language, Speech & Hearing Center may be required to adhere to **different** mask requirements as the Center is designated as a health care setting. Please follow updated mask procedures upon entry in the Center. Adhering to the Center's policies is a skill that students must develop and maintain.

#### Student Health and Counseling Services:

Students' physical and mental health are important to their success as a college student. Student Health and Counseling Services (SHCS) in The WELL offers medical, counseling, and wellness services to help students get and stay healthy during their time at Sacramento State University. The 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 prescription 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.**

#### Work Habits:

- Professional work habits begin today. The penalty for late assignments is a 1-point deduction per day. Assignments are supplied with a grading rubric. Assignments (worth 20 points each) that are submitted more than 20 days late will receive 0 points. It is the student's responsibility to double check their online submission of assignments. Uploads that are empty, the wrong document, or otherwise unretrievable, will receive 0 points.

- There are no planned make-up exams for this course. Legitimate, documented emergencies (e.g., medical emergency or family death) are acceptable exceptions. Exams must be made up within the time frame specified by the instructor. The student is responsible for arranging (with the instructor's approval of a date) a time to take the make-up exam.

The student is responsible for arranging (with the instructor's approval of a date) a time to take the make-up exam at the CSUS Testing Center. The Testing Center charges a \$6.00 fee to proctor make-up exams. For those students with the instructor's approval to schedule a make-up exam, additional information and online registration are available at the link below. **Students should not schedule a make-up exam with the Testing Center prior to receiving the instructor's approval.**

All accommodated and make-up exams will be proctored by the CSUS Testing Center.

<https://www.csus.edu/student-affairs/centers-programs/testing-center/services.html#make-up-exams>

### TENTATIVE Course Schedule/Outline:

#### CSAD 127 Introduction to Medical Speech Pathology (Section 02)

\*Note: the course schedule is subject to slight adjustments (e.g., to accommodate guest speaker availability, providing approved extra time for assignments, etc.) however **exam dates remain as posted** (except in the event of a university-wide change in instruction modality).

| Date             | Topic/Class Content                                                                                                                   | Readings                                                                                  | Assignments/Activities                                                                                               | Week |
|------------------|---------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|------|
| 1/21/25<br>Tues  | Introduction and Course Overview                                                                                                      | Please Review Course Syllabus                                                             | <i>Please ask if you have questions re: course policies and procedures, exam/assignment due dates, grading, etc.</i> | 1    |
| 1/23/25<br>Thurs | Medical Speech-Language Pathology Overview                                                                                            | Johnson – Chapter 1<br><br>ASHA Roles and Responsibilities<br><i>available via Canvas</i> | <b>Canvas: Participation #1<br/>3pts</b>                                                                             |      |
| 1/28/25<br>Tues  | Medical Speech Pathology<br><i>Scope of practice, health care personnel, settings, rounds, and states of illness</i>                  | Golper – Chapter 1<br><i>available via Canvas</i>                                         |                                                                                                                      | 2    |
| 1/30/25<br>Thurs | Brain Imaging of Communication Function:<br>Basic Clinician Guide<br><i>Angiography, CT, MRI, fMRI, PET, SPECT, NIRS, EEG and MEG</i> | Johnson – Chapter 3                                                                       | <b>Canvas: Participation #2<br/>10pts</b>                                                                            |      |



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|------------------|---------------------------------------------------|---------------------------------------------------------------------|------------------------------------------------------------------------------------------|---|
| 2/4/25<br>Tues   | Neuroanatomy Review<br>Cerebral Blood Supply      | compiled<br>neuroanatomy<br>readings<br><i>available via Canvas</i> |                                                                                          | 3 |
| 2/6/25<br>Thurs  | Intro to Aphasia<br><i>A&amp;P, causes, types</i> | compiled<br>aphasia readings<br><i>available via Canvas</i>         | <b>Assignment 1 - Neuroimaging<br/>Due 2/7/25</b><br><i>Online submission by 11:59pm</i> |   |
| 2/11/25<br>Tues  | Aphasia<br>Assessment and Management              | Johnson – Chapter 5                                                 |                                                                                          | 4 |
| 2/13/25<br>Thurs | Aphasia - Clinical Cases and<br>Video Samples     |                                                                     | <i>Activity: Communication<br/>Partner Training in Aphasia</i>                           |   |

|                  |                                                                                  |                                                             |                                                                    |   |
|------------------|----------------------------------------------------------------------------------|-------------------------------------------------------------|--------------------------------------------------------------------|---|
| 2/18/25<br>Tues  | <b>EXAM 1 – 2/18/25</b><br>Covers weeks 1 – 4                                    | <i>Topics covered:<br/>1/21/25 – 2/13/25</i>                | <b>Students will need:<br/>Scantron 883-E/ES and<br/>#2 pencil</b> | 5 |
| 2/20/25<br>Thurs | Intro to Dementia<br><i>A&amp;P, causes, types</i>                               | compiled<br>dementia reading<br><i>available via Canvas</i> |                                                                    |   |
| 2/25/25<br>Tues  | Dementia<br>Assessment and Management<br><br>Clinical Cases and Video<br>Samples | Johnson – Chapter 6                                         | <b>Canvas: Participation #3<br/>10pts</b>                          | 6 |
| 2/27/25<br>Thurs | Intro to Traumatic Brain<br>Injury<br><i>A&amp;P, causes, types</i>              | compiled TBI readings<br><i>available via Canvas</i>        |                                                                    |   |
| 3/4/25<br>Tues   | Traumatic Brain Injury<br>Assessment and Management                              | Johnson – Chapter 7                                         | <b>Canvas: Participation #4<br/>10pts</b>                          | 7 |
|                  |                                                                                  |                                                             |                                                                    |   |

|                  |                                                                                                               |                                                                                                                       |                                                                                         |   |
|------------------|---------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|---|
| 3/6/25<br>Thurs  | TBI - Clinical Cases and<br>Video Samples                                                                     |                                                                                                                       | <b>Assignment 2 – TBI Case Hx<br/>Due 3/7/25</b><br><i>Online submission by 11:59pm</i> |   |
| 3/11/25<br>Tues  | Intro to Motor Speech<br>Disorders<br><i>A&amp;P, causes, types</i>                                           | compiled motor<br>speech reading<br><i>available via Canvas</i>                                                       |                                                                                         | 8 |
| 3/13/25<br>Thurs | Motor Speech Disorders<br>Assessment and Management<br><br>Motor Speech - Clinical Cases<br>and Video Samples | Johnson – Chapter 9<br><br><i>Reading: Differential<br/>Diagnosis of the<br/>Dysarthrias available<br/>via Canvas</i> | <b>CSHA Conference</b><br><br>3/13/25 – 3/16/25<br><br><b>*Asynchronous class*</b>      |   |

|                  |                                                                                                     |                                                                                          |                                                                                                               |    |
|------------------|-----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|----|
| 3/18/25<br>Tues  | <b>EXAM 2 – 3/18/25</b><br><b>Covers weeks 5 – 8</b>                                                | <i>Topics covered:<br/>2/20/25 – 3/13/25</i>                                             | <b>Students will need:<br/>Scantron 883-E/ES and<br/>#2 pencil</b>                                            |    |
| 3/20/25<br>Thurs | Intro to Dysphagia<br><i>A&amp;P, causes, types</i><br><br>Assessment and Management                | compiled dysphagia<br>reading<br><i>available via Canvas</i><br><br>Johnson – Chapter 10 |                                                                                                               | 9  |
| 3/25/25<br>Tue   | Dysphagia - Clinical Cases and<br>Video Samples                                                     | Johnson – Chapter 10<br>cont.                                                            | <i>Activity: Tx of Dysphagia in<br/>Adults</i><br><br><i>Resource: Pediatric Feeding &amp;<br/>Swallowing</i> | 10 |
| 3/27/25<br>Thurs | MBS (Videofluoroscopy) vs<br>Fiberoptic Endoscopic Eval of<br>Swallowing – FEES<br>(Videoendoscopy) | Johnson – Chapter 11                                                                     | <b>Canvas: Participation #5<br/>10pts</b>                                                                     |    |

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|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|----|
| 4/1/25<br>Tue    | Cesar Chavez + Spring Recess<br>3/31/25 – 4/4/25                                                                                                                                     | No classes - Break                                                                       |                                                                                                                 | 11 |
| 4/3/25<br>Thurs  |                                                                                                                                                                                      |                                                                                          |                                                                                                                 |    |
| 4/8/25<br>Tue    | Neurogenic Voice Disorders<br><i>Spasmodic Dysphonia (laryngeal dystonia), Myasthenia Gravis and Paradoxical VF Motion</i>                                                           | Johnson – Chapter 12                                                                     | <b>Assignment 3 – Pediatric Feeding/Swallowing</b><br><b>Due 4/11/25</b><br><i>Online submission by 11:59pm</i> | 12 |
| 4/10/25<br>Thurs | Neurogenic Voice - Clinical Cases and Video Samples                                                                                                                                  |                                                                                          |                                                                                                                 |    |
| 4/15/25<br>Tue   | Introduction to Head and Neck Cancer (HNC)                                                                                                                                           | compiled oncology reading<br><i>available via Canvas</i>                                 |                                                                                                                 | 13 |
| 4/17/25<br>Thurs | <i>Laryngectomy and Alaryngeal Speech (artificial larynx, esophageal speech and tracheoesophageal voice prosthesis – TEP)</i><br><br>Laryngectomy - Clinical Cases and Video Samples | Johnson – Chapter 13                                                                     | <b>Assignment 4 - HNC</b><br><b>Due 4/18/25</b><br><i>Online submission by 11:59pm</i>                          |    |
| 4/22/25<br>Tue   | <b>EXAM 3 – 4/22/25</b><br>Covers weeks 9 – 13                                                                                                                                       | <i>Topics Covered:</i><br>3/20/25 – 4/17/25                                              | <b>Students will need:</b><br><b>Scantron 883-E/ES and #2 pencil</b>                                            | 14 |
| 4/24/25<br>Thurs | A&P: Facial, Oral and Velopharyngeal Structures                                                                                                                                      | Kumer – Chapter 1 pp. 2 – 27<br><i>available via Canvas</i>                              |                                                                                                                 |    |
| 4/29/25<br>Tue   | Clefts of the Lip and Palate                                                                                                                                                         | Kumer – Chapter 2 pp. 39 – 63<br><i>available via Canvas</i><br><br>Johnson – Chapter 14 | <b>Canvas: Participation #6</b><br><b>10pts</b>                                                                 |    |

|                                              |                                                                                                                                              |                                                    |                                                                                |    |
|----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|--------------------------------------------------------------------------------|----|
| 5/1/25<br>Thurs                              | Cleft Lip/Palate<br>Clinical Cases and Video<br>Samples                                                                                      |                                                    |                                                                                | 15 |
| 5/6/25<br>Tue                                | Ethics in the Medical Setting                                                                                                                | Johnson – Chapter 21                               |                                                                                | 16 |
| 5/8/25<br>Thurs                              | Ethics continued                                                                                                                             |                                                    | Activity: Ethical Case Studies<br>in Medical Settings                          |    |
| <b>FINAL<br/>EXAM</b><br><br>5/13/25<br>Tues | <b>Final Exam (Exam 4)</b><br><i>*per <a href="#">university exam schedule</a></i><br><br>Covers weeks 14 – 16<br>(topics: 4/24/25 – 5/8/25) | <b>Tuesday – 5/13/25</b><br><b>3:00pm – 5:00pm</b> | <b>Students will need:</b><br><b>Scantron 883-E/ES and</b><br><b>#2 pencil</b> |    |

#### Course Resources:

Bayles, K. and Tomoeda, C. (2013). *Cognitive-communication disorders of dementia* (2<sup>nd</sup> ed.). San Diego, CA: Plural Publishing, Inc

Chapey, R. (2008). *Language intervention strategies in aphasia and related neurogenic communication disorders* (5<sup>th</sup> ed.). Philadelphia, PA: Lippincott Williams & Wilkins

Duffy, J. R. (2013). *Motor speech disorders: Substrates, differential diagnosis, and management* (3<sup>rd</sup> ed.). St. Louis, MO: Elsevier Mosby

Freed, D. (2000). *Motor speech disorders: Diagnosis and treatment*. San Diego, CA: Singular Publishing Group  
Golper, L. A. C., Klaben, B. K., and Miller, C. K. (2018). *Medical speech-language pathology: A desk reference* (4<sup>th</sup> ed.). San Diego, CA: Plural Publishing

Hartley, L. L. (1995). *Cognitive-communicative abilities following brain injury: A functional approach*. San Diego, CA: Singular Publishing Group

Helm-Estabrooks, N., Albert, M. L., and Nicholas, M. (2013). *Manual of Aphasia and Aphasia Therapy* (3<sup>rd</sup> ed.). Austin, TX: PRO-ED, Inc

Hux, K. (2003). *Assisting survivors of traumatic brain injury: The role of speech-language pathologists*. Austin, TX: PRO-ED, Inc

Kummer, A. (2014). *Cleft palate and craniofacial anomalies: Effects on speech and resonance* (3<sup>rd</sup> ed.). Clifton Park, NY: Cengage Learning

Logemann, J. A. (1986). *Manual for the videofluorographic study of swallowing* (2<sup>nd</sup> ed.). San Diego, CA: College-Hill Press

Logemann, J. A. (1998). *Evaluation and treatment of swallowing disorders* (2<sup>nd</sup> ed.). Austin, TX: PRO- ED, Inc

Myers, P. S. (1999). *Right hemisphere damage: Disorders of communication and cognition*. San Diego, CA: Delmar. Singular. Publishing Group

Shipley, K.G. & McAfee, J.G. (2019). *Assessment in speech-language pathology: A resource manual* (6<sup>th</sup> ed.). Boston, MA: Cengage Learning ISBN: 978-1635502046

Sohlberg, M. M. and Mateer, C. A. (2001). *Cognitive rehabilitation: An integrative neuropsychological approach*. New York, New York: The Guilford Press

## Online Learning

For additional information, please review the [CSAD Handbooks](https://www.csus.edu/college/health-human-services/communication-sciences-disorders/csad-handbooks.html) website

<https://www.csus.edu/college/health-human-services/communication-sciences-disorders/csad-handbooks.html>

### Zoom/Online Instruction: Privacy, Relevant Rights & Responsibilities:

Any time that a class session is recorded during a Remote Instruction Period (e.g., COVID-19), students will be notified. If students do not want their likeness during class participation included in the recorded class session, they may elect to not participate via video recordings. Recordings will be available for viewing during the Remote

Instruction Period subject to the following:

Only students enrolled in the subject class during the Remote Instruction Period may view the recording.

- Students may not post or use the recordings in any other setting (e.g., social media) for any purpose. Students who violate this will be subject to student discipline, up to and including expulsion.
- Federal and California law as well as University policies protecting intellectual property rights and use of instructional materials (including any recordings of class sessions) remain in effect during the Remote Instruction Period.
- If faculty have any plan to use the recording for a different class in the future, the faculty member will need written FERPA consent from those students in the current class who are identifiable in any of the recordings. A FERPA consent form signed by all students in the course will also be needed if the recordings are made available to others beyond the classroom on a nonsecure digital platform.

## Attitudes & Technical Skills Required

You will find that the following attitude will significantly contribute to your success in this online class: •

A positive attitude towards technology

- An open mind towards online education
- Willingness to share your experiences with others
- Strong analytical and critical thinking skills for when you "get stuck"
- Resourcefulness - don't be afraid to click on links and explore and ask questions
- Time management

Online learning requires only basic technical skills:

- Be competent with file management (for example, creating a folder on your desktop, moving files from one location to another, finding a saved file)
- Possess internet navigation skills
- Update your Internet browser
- Send and receive email
- Create and save documents (Word, PowerPoint, Excel or HTML)
- Toggle between two open software applications on your computer
- Copy text from a word processing program and paste them into another program

## Technical Assistance

Seek help when you can't access Canvas or class materials.

- For technical assistance, contact the IRT Help Desk. Visit AIRC 2005 during [open hours](#) to speak with the IRT Service Desk Team, or call (916)278-7337. [IRT website](#).
- For assistance with course materials, contact your instructor

## Spam and Phishing Scams

- Learn how to stay safe and protect yourself from hackers who may try to access your personal information: [Don't Fall for a Phishing Scam](#)
- Use anti-virus, anti-spyware, and anti-malware software. [Sac State's Software and Tools](#) available for download.
- Use pins and passwords to secure your computer and devices- don't share your password with anyone. Use strong passwords that include a combination of letters and numbers that no one can guess.

## Canvas Student App

Canvas is fully functional on many types of smartphones and tablets. Compatible devices include platforms such as iPhone/iPad/iPod Touch, and Android. However, it is recommended that you do not solely rely on one of these devices to complete your online course work. Access to a computer is still needed for many online activities.

Visit the [Mobile section](#) of the [Canvas Guides](#) website for more information.

# Additional Information

## Hornet Honor Code:

[https://www.csus.edu/student-affairs/\\_internal/\\_documents/hornet-honor-code.pdf](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, as well as integrity in your behavior in and out of the classroom.

## Sacramento 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 Sacramento State's Academic Honesty Policy & Procedures at the following website:

<https://www.csus.edu/umanual/student/stu100.htm>

Definitions: At Sacramento 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 Sacramento 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, shall be reported to the Office of Student Conduct, Division of Student Affairs.

## Department Policy on Use of APA format

The Department of Communication Sciences and Disorders requires the use of the APA format and style. All students are required to reference the APA manual. All assignments are to be composed using APA format and style unless otherwise noted.

## 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 Sacramento 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.

### Inclusivity:

Students in this class are encouraged to be active participants in all aspects of the course, including but not limited to lectures, synchronous and asynchronous activities, discussion posts, etc. Each of us must show respect for each other, as our class represents a diversity of beliefs, backgrounds, and experiences. This enriches all of our learning experiences together. Our individual differences 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 the instructor early in the semester. Your instructor will work with you to ensure that you become an active and engaged member of our class and community.

### 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.

Sacramento State is committed to ensuring an accessible learning environment where course or instructional content are usable by all students and faculty. If you believe that you require disability-related academic adjustments for this class, please immediately contact Services for Students with Disabilities (SSWD) to discuss eligibility. A current accommodation letter from SSWD is required before any modifications, above and beyond what is otherwise available for all other students in this class will be provided.

SSWD is located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) or (916) 2787239 (TDD only) or via email at [sswd@csus.edu](mailto:sswd@csus.edu).

California State University (CSU) policy prohibits discrimination on the basis of age, disability (physical and mental), gender (or sex), gender identity (including transgender), gender expression, genetic information, marital status, medical condition, nationality, race or ethnicity (including color or ancestry), religion (or religious creed), sexual orientation, sex stereotype, and veteran or military status. California State University prohibits all



forms of discrimination, harassment (including harassment, sexual misconduct, dating and domestic violence, and stalking) and retaliation. The University Policy Manual is available at <http://csus.edu/umannual/>.

### Crisis Assistance & Resource Education Support (CARES) Support:

If you are experiencing challenges in the area of food, stable housing, or other unique circumstances that are impacting your education, help is just a phone call or email away! The CARES office at Sacramento State offers basic needs support for students experiencing challenges in these areas. Please 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 website](#) to learn more. <https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/>

### Title IX:

The University requires faculty and staff to report any personal disclosures of sexual misconduct including rape, dating/domestic violence and stalking to the Title IX Coordinator. Students who do not wish to report their experience to their professor or the Title IX Coordinator may speak to someone confidentially by contacting Student Health and Counseling Services.

Sacramento State is committed to supporting students and fostering a campus environment free of sexual misconduct and gender-based discrimination. If a student chooses to disclose to a faculty or staff member an experience related to sexual misconduct which includes rape, relationship violence, or stalking, all faculty and staff are obligated to report this disclosure to the university's Title IX Coordinator. Sacramento State's Title IX Coordinator is William "Skip" Bishop.

Please email [equalopportunity@csus.edu](mailto:equalopportunity@csus.edu) or (916) 278-5770. Upon receipt of the report, the Title IX Coordinator will contact you to inform you of your rights and options as a survivor and connect you with support resources, including resolution options for holding accountable the person who harmed you. Students who elect not to discuss their experience with the Title IX Coordinator can speak confidentially to the following confidential resources:

Student Health & Counseling Services at The WELL On Campus  
Phone Number: 916-278-6461 Website: [www.csus.edu/shcs](http://www.csus.edu/shcs)  
Campus Confidential Advocate – Laura Swartzen Email: [weave@csus.edu](mailto:weave@csus.edu)  
On Campus Phone Number: 916-278-5850 (during business hours)  
WEAVE 24/7 Hotline: 916-920-2952

### CSUS Grading Policy:

Information for students regarding grading is provided here:  
<https://www.csus.edu/umannual/acad/umg05150.htm>

### Other Resources:

- The Office of Student Affairs maintains a list of campus resources/centers: <https://www.csus.edu/center/>
- Testing Center: <https://www.csus.edu/student-affairs/centers-programs/testing-center/>
- Library: <https://library.csus.edu/> for consultation: Rachel Stark, MS, AHIP, [stark@csus.edu](mailto:stark@csus.edu)
- Services to Students with Disabilities (SSWD): <https://www.csus.edu/student-affairs/centersprograms/services-students-disabilities/>

- Student Health and Counseling Services at The WELL: <https://www.csus.edu/student-life/healthcounseling/>
- Student Academic Success and Education Equity Programs: <https://www.csus.edu/studentaffairs/retention-academic-success/>
- Crisis Assistance and Resource Education Support (CARES): <https://www.csus.edu/studentaffairs/crisis-assistance-resource-education-support/>
- CHHS Student Success Center: <https://www.csus.edu/college/health-human-services/student-success/>
- Reading & Writing Center: <https://www.csus.edu/undergraduate-studies/writing-program/readingwriting-center.html>
- Peer & Academic Resource Center: <https://www.csus.edu/student-affairs/centers-programs/peeracademic-resource/>
- SMART Thinking (tutoring resource): [https://www.csus.edu/student-affairs/centers-programs/degreesproject/\\_internal/\\_documents/smarthinking.pdf](https://www.csus.edu/student-affairs/centers-programs/degreesproject/_internal/_documents/smarthinking.pdf)
- COVID-19 (Coronavirus) Related Resources: <https://www.csus.edu/student-affairs/crisis-assistanceresource-education-support/resources.html>
- COVID-19 Resource Sheet: [https://www.csus.edu/student-affairs/crisis-assistance-resource-educationsupport/\\_internal/\\_documents/covid-19-resource-sheet.pdf](https://www.csus.edu/student-affairs/crisis-assistance-resource-educationsupport/_internal/_documents/covid-19-resource-sheet.pdf)
- Virtual Calming Room: <https://www.csus.edu/administration-business-affairs/emergency-employeeinformation/virtual-calming-room.html>

# 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.