



California State University, Sacramento

Department of Communication Sciences and Disorders

UNDERGRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Spring 2025	Course: CSAD 127. Introduction to Medical Speech Pathology	Section: 50
Meeting Days: T TH	Meeting Times: 10:30-11:45	Location: FLS 2204
Instructor: Dr. Lisa D'Angelo	Email: dangelo@csus.edu	Phone: 530-400-1970 text is best
Office Location: Folsom Hall 2316	Office Hours/Appointments: Drop In and by Appointment Monday 2:15-3:00 Tuesday 12:00-1:00 Wednesday 2:15-3:00 Thursday 3:00-3:30 Friday by appointment	

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

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

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

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) + 50 introduction	90	
Total	550	

Letter grades are assigned according to the following scores

94.5 - 100	A
89.5 - 94.4	A-
86.5 - 89.4	B+
83.5 - 86.4	B
79.5 - 83.4	B-
76.5 - 79.4	C+
73.5 - 76.4	C
69.5 - 73.4	C-
66.5 - 69.4	D+
63.5 - 66.4	D
59.5 - 63.4	D-
Below 59.5	F

Course Policies/Procedures:

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

Policy on making up exams: No make-up exams are given unless there is a documented medical emergency with written proof. Any make up exams are scheduled during dead week in an essay format at the testing center. Being late for an exam will not automatically entitle you to extra time. Please make sure you arrange your schedules to be here on time for the exams. If you miss a short quiz because you are late for class, or absent you will not be able to make it up, so try not to miss any quizzes.

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

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

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

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

Class meetings and participation: Lecture + discussion + observation+ participation format will be followed. Active listening and problem solving is expected. In class polling will be utilized for integration of material. We will also employ a somewhat Socratic method to facilitate critical thinking, stimulate discussion, and illuminate ideas.

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>
1/20	Intro to Medical Speech-Language Pathology	Johnson Text Ch 1 pp. 2-8 and article	read Medical SLP Intro article reflection discussion (graded)
1/27	Medical Settings	Ch 15 and 16	
2/3	Brain Imaging	Ch 3	Article due 2/6
2/10	Ethics and Collaboration, EBP	Ch 21 and 22	
2/17	Neuro in a Nutshell, Review Neuroplasticity, Theory and Practice	Ch 17 pp. 261-265, 273-283	Exam 1 2/19
2/24	Dysphagia	Ch 10	**Activity in class Bedside Swallow 2/27
3/3	Dysphagia	Ch 11	Article due 3/6
3/10	CSHA week!!! Left CVA, Right CVA, neoplasms	Ch 4, 5, Posted article Right CVA	Activity Language DX **Independent Lab/no class in person 3/13 Article due 3/13
3/17	Motor Speech Disorders		**Activity in class Cognitive-communication DX
3/24	Spring Break!	Ch 9	Eat, Sleep, Fun!!!
3/31	TBI and ABI	Ch 7 & 8	Exam 2 4/3
4/7	Cardiac Patients, Dementias	Ch 19 & 20	Article due 4/10
4/14	Head and Neck Cancer, Laryngectomy	Ch 12 & 13	
4/21	Trachs and Vents	Ch 16	Article due 4/24 Possible guest lecture
4/28	Pediatric Feeding and Swallowing	Posted article	
5/5	Cleft Palate, craniofacial DX	Kummer chapter	Guest lecture 5/8
5/12	Finals Week		Exam 3 TBD

Hornet Honor Code

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

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

As Hornets, we will:

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

Commitment to Integrity

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

Sac State's Academic Honesty Policy & Procedures

“The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento expects that both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades.” Read more about Sac State's Academic Honesty Policy & Procedures at the following website:

<https://sacramentostatetate.policystat.com/policy/11300038/latest>

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.

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. 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.

C- Grades for Prerequisite Courses

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

C- Grades for Prerequisite Courses

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

Students who receive a grade below a "C-" may petition to continue in the CSAD BS program without repeating a major pre-requisite course at the link posted on the CSAD Handbooks: Resources, Forms and Information webpage: <https://www.csus.edu/college/health-human-services/communication-sciences-disorders/csad-handbooks.html>

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

Equal Access

California State University-Sacramento, Department of Communication Sciences and Disorders, seeks to provide equal access to its programs, services, and activities for people with disabilities. If you have a documented disability and verification from the Disability Access Center (DAC), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to SSWD and meet with a SSWD counselor to request special accommodation before classes start. **Sacramento State Disability Access Center (DAC)** 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 Additional information can be found on the DAC website: <https://www.csus.edu/student-affairs/centers-programs/disability-access-center/>

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.

Crisis Assistance & Resource Education Support (CARES) 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 Crisis Assistance & Resource Education Support (CARES) website to learn more about your options and resources available. <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 me or the Title IX Coordinator may speak to someone confidentially by contacting Student Health and Counseling Services.

Sac 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. Sac State's Title IX Coordinator is Mary Lee Vance. Please email 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: <https://www.csus.edu/student-life/health-counseling/counseling/>

Campus Confidential Advocate Email: weave@csus.edu

On Campus Phone Number: 916-278-5850 (during business hours)

WEAVE 24/7 Hotline: 916-920-2952

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/testing/>

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

Student Health and Counseling Services at The WELL: <https://www.csus.edu/shcs/>

Sacramento State Disability Access Center (DAC): <https://www.csus.edu/student-affairs/centers-programs/disability-access-center/>

Peer & Academic Resource Center: <https://www.csus.edu/parc/>

Student Academic Success and Education Equity Programs: <https://www.csus.edu/saseep/>

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/reading-writing-center.html>

SMART Thinking (tutoring resource): <https://www.csus.edu/student-affairs/centers-programs/degrees-project/internal/documents/smarthinking.pdf>

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.