

# CMSD 220 Introduction to Communication Disorders

Communication Sciences and Disorders (CMSD) Program

CSU, Chico Course Syllabus

3 Units, Fall 2018

## COURSE CONTACT INFORMATION

Faculty: David McCoy, Ph.D., C.C.C., Assistant Professor and  
Speech-Language Pathologist (SLP)

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(behind Gateway Science Museum and near Bidwell  
Mansion)

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*Preferred Contact is via email*  
Please include the course number in the subject line for  
emails related to this course and *sign your name*.

Office Hours: Monday 2:15 p.m. – 4:15 p.m; Tuesday 12:30 – 2:30 p.m.  
Other times may be considered for an appointment.

Classroom & Time: ARTS 112; Monday, Wednesday, Friday, 1:00 – 1:50 p.m.

**Updates to the syllabus, schedule, & office hours will be posted and announced via Blackboard (Bb). The most current schedule is posted on Bb.**

## PREREQUISITE INFORMATION

This course is a prerequisite for other CMSD courses. You must receive a passing grade in this class in order to enroll in CMSD courses for the spring semester and other future CMSD courses. The CMSD Program faculty will review exceptional requests for consideration.

This course is best together with CMSD 290 Phonetics and CMSD 362 Anatomy & Physiology of Speech and Hearing Mechanisms. Students are strongly encouraged to take the course with the peer cohort with whom he or she will proceed through the upper-division major courses.

## COURSE DESCRIPTION

A survey of the normal processes of communication and of the disorders associated with parameters of communication (i.e., articulation, language, voice, fluency, and audition). The course will also include an overview of the professional aspects of speech-language pathology and audiology.

## COURSE MATERIAL

### Required Technology

- **Purchase** access to [www.masterclinician.org](http://www.masterclinician.org)
- A 2-year subscription is most cost effective.
  - Other courses using the online videos in the future: CMSD 431, CMSD 435, CMSD 451, CMSD 470, and possibly CMSD 441.
- Access to the internet via a browser.
- Use of PDF reader, Microsoft Word, Google Docs, Apple Pages, or equivalent and Microsoft PowerPoint, Google Slides, or Apple Keynote.
  - Note: assignments need to be submitted as .docx, .pdf, or .pptx files no matter the developer of the applications.

### No Required Textbook Access

No required textbook for purchase. Required readings and resources will be provided via Bb and the MLIB Course Reserves.

### Recommended Textbook Access

You can rent, purchase, borrow, or share the recommended textbook. It can be purchased at the Wildcat Bookstore on campus or from various online vendors: barnesandnoble.com, chegg.com, and amazon.com to name only a few, or from the publisher (Elsevier) directly as an ebook or hardcover.

Battle, D. E. (2012). *Communication Disorders in Multicultural and International Populations* (4<sup>th</sup> ed). St. Louis, MO; Elsevier.

### Additional Required or Recommended Resources

- [www.asha.org](http://www.asha.org) and [www.asha.org/students](http://www.asha.org/students) and [www.nsslha.org](http://www.nsslha.org)
- You can join the National Student Speech, Language, and Hearing Association's (NSSLHA) national chapter for expanded access to the ASHA website.
  - ASHA publications can also be accessed via the campus Meriam Library's (MLIB) website if you only join the local chapter of NSSLHA.
- The NSSLHA Chico State is a local chapter and is *not* the same as joining the NSSLHA national chapter. This is admittedly confusing.
  - NSSLHA Chico State is an excellent resource for special guest presentations on a variety of topics, leadership development, contributions to the community, peer networking, and affirmation of your interests in the practices of speech-language pathology, audiology, and communication disorders-related careers.
- Additional websites and resources are available within Bb.

## COURSE REQUIREMENTS

### In-Class Activities and Related Out-of-Class Homework

- **Do not come to class with contagious illness. Sick days are a common professional practice for speech-language pathologists, audiologists, SLP assistants, and other jobs. In order to protect patients/clients/students, stay away from class when contagious.**
  - Extended illness may involve the Accessibility Resource Center.

### Examinations

- 75 points
- 3 examinations, 25 points each
- Examinations will be administered throughout the semester and will include information from readings and other linked or provided resources, lecture lessons, discussions, and assignments.
- Exams will be announced as in-class or out-of-class.
- Exams may be provided in class, ScanTron exam forms will be provided when necessary, or via Blackboard online.

### Final Examination

- 50 points
- The official final examination day and time will be available at the end of the 4<sup>th</sup> week of the course and posted to your portal/schedule.
- The unofficial and estimated final examination day and time is: Wednesday 12/13/17 from 2:00 p.m. – 3:50 p.m.

### ASHA Observation Clock Hours

- The faculty of the CMSD Program will provide all necessary observation opportunities for clock hours during the courses in the CMSD major sequence.
- No additional voluntary or community observation experiences are required beyond those provided in each course.
- 4 hours will be completed in this course.
- Observations can be completed after the due date for ASHA Observation Hours credit but for 0 points towards the course total.
- *The master's program in speech-language pathology must provide the opportunity for students to complete a minimum of 400 supervised clinical practice hours, 25 of which may be in clinical observation; 325 of these hours must be attained at the graduate level.*

### Project Related to Communication Disorders

A complete description will be available on Bb.  
40 points

### Grading Summary of Requirements

will be assigned on the basis of the above listed course requirements.

- In-class and homework activities **120** points
- Exams **125** points

- Project **40** points
- Observations **40** points
- **Total course points possible: 325**

### Alternative Coursework

Students can propose alternative assignments/assessments for any course activity, learning lab, assignment, or project. Alternative assignments will be solely approved at the discretion of the faculty and considered when proposed with sufficient advance notice to the faculty. Alternative coursework cannot be in lieu of participating in regularly scheduled class attendance.

### Course Objectives

<b>Implementation</b> of all course objectives within class activities, exams, and assignments. Students are required to have a course grade equivalent of 70% or higher for accreditation standards and 60% or higher for program outcomes.				
<i>Variables such as age, ethnicity, cultural background, linguistic background, national origin, race, speech, religion/faith, gender, education, medical history and status, sexual orientation and identity, cognitive, physical, emotional, and sensory abilities.</i>				
Course Objective	Program SLO <sup>a</sup>	Accreditation Standards		
		CAA <sup>b</sup>	CFC <sup>c</sup>	CCTC <sup>d</sup>
1. Students with a survey of the normal processes of communication and of the impairments/ disorders associated with parameters of communication and swallowing (i.e., articulation, language, speech, audition, dysphagia, and cognition). a. The applicant must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences. b. Identify and describe in general terms the anatomy and physiology of communication disorders and differences. c. The applicant must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, psychological, developmental, linguistic, and cultural bases	2	3.1.2B	IV-B	SLP1
2. Understands what diversity means within specific disciplinary contexts: biological (anatomical & sensory) diversity, racial/ethnic diversity, religious diversity, gender/sexual diversity, and ability diversity. a. To become knowledgeable about the components of culture and ways in which cultures differ. b. Describe the basics of the social construction of disability, class, race, ethnicity, or gender in the context of communication diversity and disorder.	2, 3	3.4B		SLP1 SLP2 PS3
3. Demonstrates an understanding of and facility with different intellectual viewpoints as well as the unique perspectives of others based on varied experiences, identities and social attributes.	1	3.1.6B		
4. Understands the internal diversity of groups a) Understand the characteristics of the individuals served and how these characteristics relate to clinical services.	2, 3	3.4B		PS3
5. To compare and contrast an understanding of the characteristics of at least four cultural groups in the United States and internationally a. Acquire and explain knowledge of relationships and interactions among	1, 3	3.4B		PS3

<p>different ethnic or cultural group's values and characteristics distinct from the traditionally dominant U.S. and European cultures. I think this was a GE item somewhere</p> <p>b. To recall examples of the cultural and linguistic diversity (CLD) within the United States and globally related to communication disorders.</p>				
<p>6. Understands his or her own cultural values and biases and can articulate awareness of the self as part of larger systems</p> <p>a. Understand the impact of his or her own set of cultural and linguistic variables on delivery of effective care.</p>	3	3.1.1B 3.1.6B		PS3
<p>7. The impact of cultures on each other, including the intersection of differing value systems related to developmental and communication differences, and the perception of disability</p> <p>a. Understand the impact of the cultural and linguistic variables of the individuals served on delivery of care.</p>	3	3.4B		PS3
<p>8. Willingly and curiously initiates meaningful interaction with those who are different</p> <p>a. To understand the role of empathy, non-judgment, and other cultural competency skills in interaction with those who are different</p> <p>b. To develop strong intercultural communication techniques and skills for working in a culturally diverse workplace.</p>	1	3.1.1B	V-B V-C	
<p>9. Develop collegial relationships. Some relationships may develop further into friendships. Being a friendly, kind, and respectful colleague is not the same as being a friend.</p>	1, 4, 5	3.1.1B	V-A V-B	
<p>10. Negotiate shared understanding with those who are different through verbal and non-verbal communication</p> <p>a. To understand the effects of culture and gender on verbal and nonverbal communication.</p>	4, 5	3.1.1B	V-A V-B	
<p>11. Describes informed and responsible action to address diversity-related challenges</p>	3	3.1.1B		
<p>12. Describe the fields of speech pathology and audiology</p> <p>a. Describe and identify important concepts to the professional practice of speech-language pathology or audiology (settings, ethics, scope of practice, trends, etc.)</p> <p>b. This course also includes an overview of the professional aspects of speech-language pathology and audiology.</p> <p>c. Become familiar with the real-life work and</p>	3		IV-H	

personalities of speech-language pathologists, audiologists, and CSD scientists.				
13. Identify and describe in general terms various types of communication disorders. a. Examples, but not limited to nor necessarily exhaustive of: i. Communication mode ii. Motor and speech sound disorders iii. Language disorders (spoke, written, developmental, acquired) iv. Lifespan or aging-related considerations v. Fluency disorder vi. Voice disorders vii. Social interaction or autism spectrum disorders viii. Bilingualism, language differences, variations, and disorders ix. Swallowing x. Cognition		3.1.2B	IV-C	SLP3

•Program Student Learning Outcomes (SLO)

1. Demonstrate ability to think critically, flexibly, and creatively, analyze and integrate learning, reason, express informed opinions, information literacy, and utilize judgment across diverse concepts and problems.
2. Demonstrate knowledge of normal aspects of communication and culturally linguistic differences across the lifespan.
3. Demonstrate knowledge and communication disorders and culturally linguistic differences across the lifespan including etiology, symptomology, prevention, diagnosis and treatment.
4. Demonstrate ability to utilize professional oral and written communication skills.
5. Demonstrate effective interpersonal and team communication skills.

•CAA - Council on Academic Accreditation in Audiology and Speech-Language Pathology. <https://caa.asha.org/wp-content/uploads/Accreditation-Standards-for-Graduate-Programs.pdf>

•CFCC - Council for Clinical Certification in Audiology and Speech-Language Pathology <https://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/>

•CTCC - California Commission on Teaching Credentialing [https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/special-education-standards-2013.pdf?sfvrsn=9c98fd69\\_0](https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/special-education-standards-2013.pdf?sfvrsn=9c98fd69_0)