

CSDS 210: Seminar in Communicative Disorders with Orofacial Anomalies

Semester	
Course Information	This course covers the etiology and symptomatology of cleft lip/palate and other orofacial anomalies in children.
Instructor	
Office	
E-mail	
Office Phone	
Class Location	
Class Sessions	
Office Hours	

Prerequisites:

Refer to the current CSUF General Catalog or consult with your academic advisor to identify prerequisites. Enrollment is limited to those who have met graduate program admissions requirements. Students will need a thorough understanding of undergraduate coursework in speech-language pathology in order to be successful in this course. There may be some review of basic areas, but students are expected to have already learned this information. Undergraduate areas of particular application in CSDS 210 are: anatomy and physiology, diagnostic procedures, and articulation/phonology.

Required Textbook:

Kummer, Ann W. (2014). *Cleft Palate and Craniofacial Conditions: A Comprehensive Guide to Clinical Management, 4th edition*. Jones and Bartlett Learning, Burlington, MA.

Immediate Access: Strongly recommend "opt in" – before midnight 9/4/19

Additional Readings: As assigned.

Required Computer Software: The latest version of Adobe Acrobat Reader. The software is free from the Adobe website at <http://www.adobe.com/products/acrobat/readstep2.html>

Examinations and Major Assignments:

This course consists of a combination of lectures, group discussions, assigned readings, and written assignments. Students will complete one research paper followed by an oral presentation on the topic.

Examinations: Students will complete three examinations consisting of short-answer, sentence completion, matching, true/false, or multiple choice. The dates for these examinations are listed on the course schedule. Students must attend all examinations as scheduled. (See comments below about penalties for late submissions for examinations.).

Make-up examinations will be allowed due to emergencies, and scheduled at the discretion of the instructor and no exceptions will be permitted.

- EXAM #1:
 - Clefts of Lip/Palate (ch 3)
 - Developmental Aspects (ch 8)
 - Genetics & Patterns of Inheritance (ch 2)
 - Facial, Oral & Pharyngeal Anomalies (ch 5)
 - Orofacial Examination (ch 12)

- EXAM #2:
 - Feeding (ch 7)
 - Resonance/VPD (ch 10)
 - Psychosocial Aspects (ch 9)
 - Surgical & Prosthetic Management (ch 17 & 18)

- FINAL EXAM:
 - Dental Anomalies (ch 6)
 - Speech/Resonance Assessment (ch 11)
 - Overview of Instrumental Assessment (ch 13)
 - Speech Therapy (ch 19)

Research Paper/Presentation (CTC Speech-Language Pathology Services Credential Standard 3): Students will complete research on a genetic syndrome that has associated speech, language, and hearing problems. The paper is to be in outline format and is to include (See Canvas for Scoring Matrix):

- Description of the syndrome
 - Method of genetic transmission
 - Physical characteristics
 - Behavioral characteristics
 - Developmental characteristics
- Major systems affected
- Communication issues

- Speech: articulation, resonance, voice, fluency
- Language/Cognitive: learning problems, language delay/disorder
- Educational: planning and interventions
- Audiologic concerns
- Oral motor/Feeding issues
- Psychosocial/Vocational issues
- Informational resources (print and electronic)

Written work must be submitted in Microsoft Word (12-point font, with 1-inch margins). The paper should be in outline format. There is to be a minimum of two references, three preferred (at least one reference text). **Late submissions will not be accepted except for a documented emergency. (See penalties for late submissions below.)**

Class Preparation Assignments: Students are to complete 4 assignments, each worth 50 points. These will consist of several questions requiring multiple sentence answers, fill-in worksheets, clinical problem-solving, and/or diagrams to label. Written assignments must be submitted in Microsoft Word (12-point font, with 1-inch margins). These assignments will be graded (see Grading below). Content may also be used for class discussions, activities, or exams. Students may be asked to share their answers with a small group or the entire class.

- #1: Anatomy & Physiology (chapter 1)
- #2: Genetics & Patterns of Inheritance/Dysmorphology (chapter 3&4)
- #3: Resonance/VPD (chapter 10)
- #4: Speech Therapy (chapter 19)

Grading:

Grades for students will be based on the activities below. Material used for evaluation and assignment development will be collected from assigned textbook readings, supplemental readings, lecture material, and material from guest lecturers. Scores for these elements of the course will be weighted as follows for deciding final grades.

EVALUATION ACTIVITY	PERCENT OF TOTAL POINTS	TOTAL POSSIBLE POINTS
Classroom Preparation Assignments	20%	200
Research Paper	15%	150
Examination #1	20%	200
Examination #2	20%	200
Examination #3	25%	250
Total	100%	1000

There will be a **limited opportunity** for extra credit. Arrangements must be made in advance with the professional to be observed.

EXTRA CREDIT EVENT	POSSIBLE POINTS	# ALLOWABLE
Craniofacial Anomalies Clinic Observation (only one student per clinic)	25	1
Therapy observation at Valley Children's Hospital (speech/resonance)	25	1
Instrumental and/or perceptual assessment for speech/resonance disorder at Valley Children's Hospital (not during CFAC)	25	1

Write ups **must** contain the following:

- Name and title of professional(s) observed
- Name of facility where observation occurred
- Date and duration of observation
- Procedure or activity observed
- How the procedure or activity observed assisted the patient
- List three aspects you learned about craniofacial anomalies
- References to patient should only contain their initials and age

TO RECEIVE A GRADE OF...	PERCENT OF POINTS EARNED
A	90% or more
B	80% or more
C	70% or more
D	60% or more
F	59% or less

Course Goals and Primary Learning Outcomes:

Course Goals: Instructor's intention is to impart upon students the principles and methods of prevention, assessment, and intervention, for people with communicative disorders and swallowing disorders across the life span, including consideration of anatomical/physiological, psychological, developmental, linguistic, and cultural correlates of the disorders. The essential role of the speech-language pathologist in both

the medical and educational settings, and the role of the interdisciplinary team, will also be covered.

Primary Learning Outcomes: Successful students should be able to:

1. Describe craniofacial development, oral-motor development, anatomy and physiology of the velopharyngeal mechanism
2. Identify anatomical aspects, etiologies, and characteristics of voice, articulation, resonance, and feeding/swallowing disorders associated with cleft palate, craniofacial anomalies, and related syndromes (CTC Speech-Language Pathology Services Credential Standards 2, 3)
3. Apply evidence-based principles and procedures for the assessment of craniofacial anomalies, cleft palate, and velopharyngeal insufficiency (CTC Program Standard 2, CTC Speech-Language Pathology Services Credential Standard 4)
4. Demonstrate knowledge of characteristics of selected genetic syndromes (CTC Speech-Language Pathology Services Credential Standard 2)
5. Identify, and describe examination of, and treatment options appropriate for, speech/resonance disorders and velopharyngeal dysfunction specific to individuals with cleft lip/palate and selected craniofacial syndromes (CTC Program Standard 3, CTC Speech-Language Pathology Services Credential Standard 5)
6. Describe the best practice collaborative team approach used for intervention and management of craniofacial anomalies with specific emphasis on the role of the speech-language pathologist
7. Describe current research in the area of craniofacial anomalies and clinical application
8. Describe professional issues and current trends in assessment and treatment of speech/language disorders secondary to craniofacial anomalies

Class Schedule

DATE	TOPIC	READINGS
August 22nd	Class Orientation/Syllabus Class Prep #1 assigned	
August 29th	Anatomy & Physiology Clefts of the Lip/Palate	Chapter 1 Chapter 3
September 5th	Facial, Oral, and Pharyngeal Anomalies Orofacial Examination	Chapter 5 Chapter 12

	<p>Class Prep #1 due Class Prep #2 assigned</p>	
September 12 th	<p>Developmental Aspects: Speech, Language, Cognition</p> <p>Psychosocial Issues</p> <p>Overview for Exam #1</p>	<p>Chapter 8</p> <p>Chapter 9</p>
September 19 th	<p>GUEST SPEAKERS: Valley Children's Hospital Genetic Counselors</p> <p>Genetics and Patterns of Inheritance</p> <p>Research Paper Overview and Assignments</p> <p>Class Prep #2 due</p>	
September 26 th	<p>Exam #1</p>	
October 3 rd	<p>Review of Exam #1</p> <p>GUEST SPEAKER: Maria Provencio-Arambula Early Feeding Problems</p>	<p>Chapter 7</p>
October 10 th	<p>GUEST SPEAKER: Matthew Hiersche, MD</p> <p>Overview of Cleft Team Care & Surgical Management</p> <p>Prosthetic Management</p>	<p>Chapter 17</p> <p>Chapter 18</p>
October 17 th	<p>Speech/Resonance Disorders and Velopharyngeal Dysfunction</p> <p>Class Prep #3 assigned</p> <p>Overview for Exam #2</p>	<p>Chapter 10</p>
October 24 th	<p>Speech & Resonance Assessment</p> <p>Overview of Instrumental Procedures</p>	<p>Chapter 11</p> <p>Chapter 13</p>
October 31st		

November 7 th	Class Prep #3 due Exam #2	
November 14 th	Class Prep #4 assigned Review of Exam #2 Speech Therapy Study Guide for Final Exam	Chapter 19
November 21 st	GUEST SPEAKER: Greg Nalchajian, DDS Dental Anomalies	Chapter 6
November 28 th		
December 5 th	Class Prep #4 due Research Papers Craniofacial Jeopardy Pot Luck	
December 12 th		
December 19 th 800pm	Final Exam	

NO CLASS 10/31/19, 11/28/19, 12/12/19

Syllabus Subject to Change: This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

Course Policies & Safety Issues:

Attendance: Regular attendance to class is required. Students are responsible for all course content, including those sessions they have missed. Students are expected to be in class at the beginning of each scheduled session. Repeated tardiness may be considered disruptive behavior and handled accordingly. (See section on disruptive behavior below.)

Readings: Students are to complete all reading assignments.

Class Participation: Students are expected to participate in class discussions and activities.

Electronic Recording of Class Sessions: No student may electronically record any class session without the *prior* permission of the instructor. The instructor reserves the right to deny or rescind permission to record class sessions at any time and for any reason. All or any electronic recordings of class sessions *must* be erased or destroyed before completion of the current semester.

Penalties for Late Submission of Assignments or Examinations: Any assignment submitted* or examinations taken after the due date and time without instructor approval will be penalized. Such approval is provided only for documented emergencies. Students are required to provide documentation in support of their request. Students must receive approval personally from the instructor (leaving a message for the instructor does not constitute having received personal approval from the instructor). No requests for late submission will be accepted after the due date and time. Each day an assignment is late will cost 5% of the grade. Assignments will not be accepted after five business days from when due. Instructor will establish date & time for make up exams as needed. *An *assignment* is any work due from a student at a particular date and time. *Submission* means that the instructor has personally received the assignment or examination.

University Policies

Students with Disabilities:

Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the Henry Madden Library, Room 1202 (278-2811).

Honor Code:

“Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities.”

You should:

- a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Cheating and Plagiarism:

"Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Computers:

"At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from [Information Technology Services](http://www.fresnostate.edu/adminserv/technology/) (<http://www.fresnostate.edu/adminserv/technology/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

Disruptive Classroom Behavior:

"The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

Copyright Policy:

Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or

research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its [Copyright Web Page](http://libguides.csufresno.edu/copyright) (<http://libguides.csufresno.edu/copyright>).

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