

**Pediatric Neurogenic Disorders
Communicative Disorders 6140
Fall Semester, 2008**

Instructor: Prof. Vicki Simonsmeier Time: TBD
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COURSE DESCRIPTION

Review of normal infant gross/fine motor, respiratory, sensory, oral-motor, speech-language, and auditory development. Neurogenic and environmental insults to the infant/young child and resultant developmental problems will be discussed. Evaluation and treatment techniques for a variety of genetic syndromes and other neurological disabilities will be shared. Bioethics of working with multiply disabled clients and families will also be discussed. Emphasis will be placed on family centered, culturally competent, community based services. Students will participate in lecture, discussions, video presentations, and hands-on labs.

COURSE OBJECTIVES

1. The student will identify normal developmental milestones in gross/fine motor, respiratory, sensory, oral-motor, speech-language, and auditory development.
2. Students will be able to write oral-motor and feeding therapy goals when provided with diagnostic information.
3. Students will differentially diagnose children who have phonological/articulation/developmental apraxia and will be able to develop an appropriate plan of care.
4. Students will apply strategies for improving communication of dysarthric individuals, including need for and assessment of augmentative/assistive technologies.
5. Students will be able to develop a speech-language treatment program for children with autism spectrum disorders using evidenced based resources.

6. The student will be aware of culturally appropriate counseling skills for parents/caregivers of infants or children who have neurogenic speech-language or other developmental disabilities.
7. Students will understand the benefits of the Medical Home for all children, not just those with special health care needs.

Refer to the following pages for specific ASHA knowledge and skills which you will be responsible for in this class.

ASHA Knowledge and Skills Acquisition (KASA) Requirements for Certification in SLP

ASHA Standard	Student will demonstrate:	Class Assignment	Portfolio Evidence	Evaluation Criteria
III B	The (student) must demonstrate knowledge of basic human communication and <i>swallowing</i> processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases	Exams/lecture	Graded exams	Instructor grading
III C	The (student) must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates. Specific knowledge must be demonstrated in the following areas:			
	Etiology and characteristics of articulation	Exams, lecture participation, DAS project	Graded exams, graded project	Instructor grading
	Etiology and characteristics of voice and resonance, including respiration and phonation	Exams, lecture participation	Graded exam	Instructor grading
	Etiology and characteristics of swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction)	Exams, lecture participation, OM project	Graded exams, graded project	Instructor grading
	Etiology and characteristics of cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning)	Exams, lecture participation	Graded exams	Instructor grading
	Etiology and characteristics of social aspects of communication (challenging behavior, ineffective social skills, lack of communication opportunities)	Exams, lecture participation	Graded exams	Instructor grading

ASHA Knowledge and Skills Acquisition (KASA) Requirements for Certification in SLP

ASHA Standard	Student will demonstrate:	Class Assignment	Portfolio Evidence	Evaluation Criteria
IIID	The (student) must possess knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders			
	Assessment and intervention of voice and resonance	Exams, lecture participation	Graded exams	Instructor grading
	Prevention, assessment and intervention of swallowing	Exams, lecture participation, OM project	Graded exams and project	Instructor grading
	Prevention, assessment and intervention of cognitive aspects of communication	Exams, lecture participation	Graded exams	Instructor grading
	Prevention, assessment and intervention of social aspects of communication	Exams, lecture participation	Graded exams	Instructor grading
IV G	The (student) for certification must complete a program of study that includes supervised clinical experiences sufficient in breadth and depth to achieve the following skills outcomes (in addition to clinical experiences, skills may be demonstrated through successful performance on academic course work and examinations, independent projects, or other appropriate alternative methods):			
	a. Conduct screening and prevention procedures (including prevention activities)	Exams, lecture participation	Graded exams	Instructor grading
	b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals	Exams, lecture participation, DAS project, OM project	Graded exams and projects	Instructor grading

ASHA Knowledge and Skills Acquisition (KASA) Requirements for Certification in SLP

ASHA Standard	Student will demonstrate:	Class Assignment	Portfolio Evidence	Evaluation Criteria
	c. Select and administer appropriate evaluation procedures, such as behavioral observations non-standardized and standardized tests, and instrumental procedures	Exams, lecture participation, DAS evaluation, and OM project	Graded exams and projects	Instructor grading
	d. Adapt evaluation procedures to meet client/patient needs	Exams, lecture participation, DAS evaluation, and OM project	Graded exams and projects	Instructor grading
	e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention	Exams, lecture participation, DAS evaluation, and OM project	Graded exams and projects	Instructor grading
	f. Complete administrative and reporting functions necessary to support evaluation	Exams, lecture participation, DAS evaluation, and OM project	Graded exams and projects	Instructor grading
	2. Intervention (must include all skill outcomes listed in a-g below for each of the 9 major areas)			
	a. Develop setting appropriate intervention plans with measurable goals that meet clients/patients needs. Collaborate with clients and patients and relevant others in the planning process.	Exams, lecture participation, DAS project, OM project	Graded exams and projects	Instructor grading
	c. Select or develop and use appropriate materials & instrumentation for prevention and intervention	Exam, lecture participation and OM project	Graded exams and projects	Instructor grading
	f. Complete administrative and reporting functions necessary to support intervention	Exams and Projects	Graded exams and projects	Instructor grading

ASHA Knowledge and Skills Acquisition (KASA) Requirements for Certification in SLP

ASHA Standard	Student will demonstrate:	Class Assignment	Portfolio Evidence	Evaluation Criteria
	g. Identify and refer articulation, voice/resonance, swallowing, social aspects and cognitive clients/patients for services as appropriate	Exams and lecture participation	Exams and lecture participation	Instructor grading
	3. Interaction and Personal Qualities			
	a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.	Lecture participation	Graded exams and projects	Instructor grading
	b. Collaborate with other professionals in case management	Exams, lecture participation and projects	Graded exams and projects	Instructor grading
	c. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers and relevant others.	Exams, lecture participation and projects	Graded exams and projects	Instructor grading

EVALUATION PROCEDURES / GRADING / REQUIREMENTS

KNOWLEDGE AND SKILLS ASSESSMENT (KASA)

In this course, each student will be provided with an opportunity to demonstrate required knowledge and/or skill development. These knowledge and skills will be assessed as delineated in the syllabus (by examination, paper, presentation, project, etc.). ASHA has specified that in order to be competent, you must achieve a level of 80% or better on each KASA item. If the student does not attain this level in this course, he/she will be provided with ONE additional opportunity (in the current class) to demonstrate this knowledge or skill. If the student does not pass the competency a second time, no action will be taken if another opportunity (course or clinic) remains available in which the skill can be acquired. However, if no such opportunity is available, the student will be asked to complete an exam/demonstration of the knowledge and/or skill as defined by the department. For students failing to attain the set criteria on a required competency assessment, the department head is not able to sign the KASA form required for ASHA certification, even though the student may receive an acceptable course/clinic grade or exceed the minimum GPA.

REQUIRED TEXT AND READINGS

You must also purchase a Custom Publishing Course Reader for this class. You will find it in the Bookstore in the textbook section. This reader includes class note handouts and additional course readings.

Morris, S.E., & Klein, M.D. (2000). Pre-feeding skills: A comprehensive resource for mealtime development (2nd edition). San Antonio: Therapy Skill Builders.

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PERFORMANCE COMPETENCIES

Students will demonstrate knowledge of material by successful completion of evaluations and thoughtful class participation. Additionally, students will perform differential developmental motor speech diagnostic evaluation; write a comprehensive report with appropriate caregiver counseling and treatment suggestions. Students will develop an oral feeding treatment plan based on diagnostic information provided, and develop a counseling plan on feeding suggestions for potential caregivers.

PARTICIPATION

Students are required to be **active** participants in all class discussions, lectures, and presentations, and to dress appropriately for lab experiences. Each unexcused, missed class will drop the student's final grade by 5%. Please be on time and prepared to participate. Please set your cell phone ringer to vibrate mode or turn it off while in class.

Because of the online nature of the teaching paradigm this semester, ComD Outreach students who live within 40 miles of campus MUST attend classes on campus. The course schedule has been set to allow for class attendance following your school workday.

PROJECTS

Two projects are assigned in this class. Details will be provided during the class. Each project is worth 100 points. Projects will be closely related to discussions and lectures and will be practical, hands-on demonstration of how well each student is integrating the material presented in class.

LABS

Students will participate in hands-on demonstrations with other class participants and/or clients. Students will be expected to conduct themselves in a professional manner throughout the lab times.

Again, as this is a synchronous, on-line course, those students who do not live within 40 miles of campus will need to partner with another class member on those days designated as lab-learning experiences. Please plan accordingly.

PROFESSIONALISM

Speech-Language Pathology is a professional course of study and students are therefore expected to conduct themselves accordingly. (See attached statement on professionalism.) Additionally, professionalism is required on ASHA's KASA for completion of this course of study.

EXAMS

There will be a 2 tests and a final **comprehensive** exam. Comprehensive in this course is necessitated in that new material builds on previously presented information. Exams will be a combination of objective, application/synthesis (short answer/essay) and will be worth 100 points each. All students must take exams during the assigned class times. Arrangements for taking an exam late, due to emergency only, must be made **PRIOR** to the scheduled *time* of the exam. ***All late exams will be docked 5% of the total points possible for each day late.***

Note: I do not accept assignments turned in late. A zero (0) will be awarded if any assignment/presentation is not turned in on time. Plus/minus grading is used in this class:

A	93 - 100%
A-	90 - 92%
B+	87 - 89%
B	83 - 86%
B-	80 - 82%
C+	77 - 79%
C	73 - 76%
C-	70 - 72%
D	60 - 69%
F	59% and below

TENTATIVE COURSE SCHEDULE / READING ASSIGNMENTS (ATTACHED)

Reading assignments will be a combination of chapters from the required textbook and seminal, primary research articles that will be available on electronic reserve through the SciTech library (COMD 6140; Password: SIM6140). It is critical that you keep up with the reading so that you may be a vital participant in class discussions. ***Please come to lectures with reading assignment completed for***

that day. Dates for individual topics and exams are tentative and may be altered based on class progress at the discretion of the professor.

UNIVERSITY REGULATIONS

<http://www.usu.edu/aia/academic/index.cfm>

Academic Integrity - "The Honor System"

Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to establish the higher level of conduct expected and required of all Utah State University students.

The Honor Pledge: To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity." A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University.

Grievance Process (Student Code)

Students who feel they have been unfairly treated [in matters other than (i) discipline or (ii) admission, residency, employment, traffic, and parking - which are addressed by procedures separate and independent from the Student Code] may file a grievance through the channels and procedures described in the Student Code: http://studentlife.tsc.usu.edu/stuserv/pdf/student_code.pdf (Article VII. Grievances, pages 25-30).

Plagiarism

Plagiarism includes knowingly "representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes the

unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials." The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, and referral to psychological counseling.

Sexual Harassment

Sexual harassment is defined by the Affirmative Action/Equal Employment Opportunity Commission as any "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature." If you feel you are a victim of sexual harassment, you may talk to or file a complaint with the Affirmative Action/Equal Employment Opportunity Office located in Old Main, Room 161, or call the AA/EEO Office at 797-1266.

Students with Disabilities

The Americans with Disabilities Act states: "Reasonable accommodation will be provided for all persons with disabilities in order to ensure equal participation within the program. If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center (797-2444), preferably during the first week of the course. Any request for special consideration relating to attendance, pedagogy, taking of examinations, etc., must be discussed with and approved by the instructor. In cooperation with the Disability Resource Center, course materials can be provided in alternative format, large print, audio, diskette, or Braille."

PROFESSIONALISM

Chial, M. (1998). Conveying expectations about professional behavior. Audiology Today, 10 (4), p.25.

Speech-language pathology is a professional discipline. Professions require certain behaviors of their practitioners. Professional behaviors (which may or may not directly involve other people) have to do with professional tasks and responsibilities, with the individuals served by the profession and with relations with other professionals. Included among professional tasks are education and training. The following conveys expectations about the behaviors of those who seek to join this profession.

1. You show up.
2. You show up on time.
3. You show up prepared.
4. You show up in a frame of mind appropriate to the professional task.
5. You show up properly attired.
6. You accept the idea that "on time," "prepared," "appropriate," and "properly" are defined by the situations, by the nature of the task, or by another person.
7. You accept that your first duty is to the ultimate welfare of the persons served by your profession, and that "ultimate welfare" is a complex mix of desires, wants, needs, abilities and capacities.
8. You recognize that professional duties and situations are about completing tasks and about solving problems in ways that benefit others, either immediately or in the long term. They are not about you. When you are called upon to behave as a professional, you are not the patient, the customer, the star, or the victim.
9. You place the importance of professional duties, tasks and problem solving above your own convenience.
10. You strive to work effectively with others for the benefit of the person served. This means you pursue professional duties, tasks and problem solving in ways that make it easier (not harder) for others to accomplish their work.
11. You properly credit others for their work.
12. You sign your work.

13. You take responsibility for your actions, your reactions, and your inaction. This means you do not avoid responsibility by offering excuses, by blaming others, by emotional displays, or by helplessness.
14. You do not accept professional duties or tasks for which you are personally or professionally unprepared.
15. You do what you say you will do. By the time you said you would do it. To the extent you said you would do it. And to the degree of quality you said you would do it.
16. You take active responsibility for expanding the limits of your knowledge, understanding, and skill.
17. You vigorously seek and tell the truth, including those truths that may be less than flattering to you.
18. You accept direction (including correction) from those who are more knowledgeable or more experienced. You provide direction (including correction) to those who are less knowledgeable or less experienced.
19. You value the resources required to perform professional duties, tasks, and problem solving, including your time and that of others.
20. You accord respect to the values, interests, and opinions of others that may differ from your own, as long as they are not objectively harmful to the persons served.
21. You accept the fact that others may establish objectives for you. While you may not always agree with those goals, or may not fully understand them, you will pursue them as long as they are not objectively harmful to the persons served.
22. When you attempt a task for the second time, you seek to do it better than you did it the first time. You revise the ways you approach professional duties, tasks, and problem solving in consideration of peer judgments of best practices.
23. You accept the imperfections of the world in ways that do not compromise the interests of those you serve, or your own pursuit of excellence.
24. You base your opinions, actions, and relations with others upon sound empirical evidence, and upon examined personal values consistent with the above.