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CSD 365.50: Acquired Communication and Swallowing Disorders

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Course Syllabus for CSD 365: Acquired Communication and Swallowing Disorders

Spring 2023 | 3 credits | Online |

Contact Information

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Course Catalogue Description

CSD 365 – Offered spring. Prereq., CSD 210. Identification, assessment, and intervention for a variety of acquired communication and swallowing disorders. Other topics include secondary conditions, potential psychosocial, vocational, and educational concerns, multicultural considerations, and family roles.

Course Format

This eight-week intensive course is offered entirely online, via the Moodle platform. **Please note: this course is asynchronous, but it is not a self-paced course. There will be assignments, quizzes, exams and/or discussion posts due every week at the same time (Sunday night).** Since the course is asynchronous, students may log in to Moodle to complete their coursework at any time during the week. In other words, it is not necessary for students to be online at a designated time, so long as the required work is submitted by each weekly deadline.

Course Objectives

The course objectives are consistent with ASHA’s Standard III-C: “The applicant must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including the etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.” The student will:

- Understand the etiologies and neuroanatomical basis of acquired communication and swallowing disorders.
- Define the following disorders, as covered in this class: the aphasias, apraxia, the dysarthrias, right hemisphere disorders, traumatic brain injury, dysphagia, and dementia.
- Apply knowledge of cultural diversity and evidence-based practice to critically evaluate videos of real-world clinical treatment sessions
- Identify the main symptoms associated with each disorder
- Develop a foundational knowledge of the range of evidence-based assessment and treatment techniques associated with each disorder, including AAC options
- Describe a variety of strategies and considerations relevant to the prevention of acquired communication and swallowing disorders
- Explain the benefits of involving caregivers and other key family members in the therapy process.
- Articulate the value of providing communication-related counseling to clients and family members.

Purpose

The purpose of this three-credit course is to provide students with an introductory understanding of neurogenic speech and language disorders, including etiologies, assessment, and treatment options. Additional topics covered in this course will include basic brain anatomy, cultural diversity, evidence-based practice, prevention of neurogenic communication disorders, and counseling related to neurogenic communication disorders. This course fulfills the Acquired Disorders course requirement for a major in Communicative Sciences and Disorders.

Conceptual Framework

This course provides a learning community that a) integrates ideas, b) encourages cooperative endeavors, and c) respects diversity and individual worth. These concepts are illustrated through the following activities: a) reviewing concepts and policies from other fields of study (education and psychology, in particular) on the field of speech-language pathology, b) discussing various alterations and adaptations to diagnosis and intervention based on cultural diversity.

Departmental Mission Statement:

The mission of the department of Speech, Language, and Hearing Sciences is to prepare students for progressive, collaborative, and research-minded careers in speech-language pathology, audiology, and related fields through rigorous academic and clinical training. We strive to be innovative in the use of technology and program delivery to provide services to traditionally underserved regions and populations. Through our emphasis on typical and atypical speech, language, cognition, swallowing, and hearing function, students gain knowledge and skills along with ethical and culturally competent values that foster a commitment to lifelong learning and civic engagement.

Course Guidelines and Policies

Required Textbook/ Course Materials

- 1) The following textbook is required for this course:

Manasco, M.H. *Introduction to Neurogenic Communication Disorders*, second edition (2017). Jones & Bartlett Learning.

OR

Manasco, M.H. *Introduction to Neurogenic Communication Disorders*, third edition (2021). Jones & Bartlett Learning.

Additional readings and audiovisual materials will be posted throughout the course on the course website (Moodle). In addition, several sessions will involve interaction with media. Please follow the detailed instructions that will be released each week on Moodle.

Exam Scheduling

As a general rule, extensions cannot be granted on the midterm and final exam, since this would invalidate the exam. In cases of true emergency, students must notify the professor in order to be considered for exam rescheduling. Should an unforeseen event such as hospitalization result in missing an exam, students must consult with Professor Fitz Gale at the earliest opportunity regarding possible accommodations to be determined at the discretion of the instructor. Students may be asked to provide written verification of the emergency circumstances.

Late assignments or discussion posts

Work submitted late will result in the reduction of 4 points *per day* the assignment is late. Students should plan to submit all course work by the specified deadlines.

Academic Honesty

Students are expected to adhere to academic conduct policies of the University of Montana as explained in Section V of your [University of Montana Student Conduct Code](#): “Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. Academic misconduct is defined as all forms of academic dishonesty, including but not limited to: (1) plagiarism, (2) misconduct during an examination or academic exercise, (3) unauthorized possession of examination or other course materials, (4) tampering with course materials, (5) submitting false information, (6) submitting work previously presented in another course, (7) improperly influencing conduct, (8) substituting, or arranging substitution, for another student during an examination or other academic exercise, (9) facilitating academic dishonesty, and (10) Altering transcripts, grades, examinations, or other academically related documents.”

Plagiarism

Plagiarism is further defined in the University of Montana’s Student Conduct Code as “Representing another person’s words, ideas, data, or materials as one’s own.” Students must acknowledge the work of others using appropriate referencing procedures as described in the APA Manual. Students may be penalized for plagiarism under academic misconduct policies, which may include disciplinary sanctions, suspension, or expulsion.

Grades

Examinations

Understanding of the course material will be assessed via ten short open-book chapter quizzes, worth 5 points each, and two examinations worth 50 and 100 points, respectively. The mid-term and final exams will both be administered electronically (via Moodle). They will be open-book and timed. The exams may include questions in the following format: multiple-choice, matching, fill-in the blank, short answer, short essay, and true/false. Exam questions will be taken from the lectures, course materials, websites, readings, and assignments.

Assignments

In addition to the chapter quizzes and exams, students will complete additional assignments, as listed below:

- 1) Discussion Forums (4) –40 points total
- 2) Film Review –25 points

Grading Criteria

Students may earn a total of 265 points from exams, quizzes, discussion forums, clinical observations, and a final project. The point breakdown is as follows:

Chapter Quizzes (10 total)	50 points
Discussion Forums (4 total)	40 points
Film Review	25 points
Midterm Exam	50 points
Final Exam	100 points

The grading scale is as follows:

- A 93% or higher
- A- 90-92%
- B+ 87-89%
- B 83-86%
- B- 80-82%
- C+ 77-79%
- C 73-76%
- C- 70-72%
- D+ 67-69%
- D 63-66%
- D- 60-62%
- F 59% or lower

Course Calendar

Please see the following table for an overview of course sessions, topics, and deadlines.

CSD 365 Spring 2023: Tentative Class Calendar is subject to change as needed.

Week	Dates	Topic and Readings	Due
01	03/13-3/19	Introduction. Read Manasco, ch. 1 and additional materials on Moodle.	Ch. 1 quiz Post introduction in forum
--	3/20-3/26	UM SPRING BREAK. Nothing is due this week. See you next week!	--
02	3/27-4/2	Brain Anatomy and Etiologies. Read Manasco, ch. 2 and 3, and additional materials on Moodle.	Ch. 2 and 3 quizzes Discussion forum #1 due
03	4/3-4/9	The Aphasias. Read Manasco, ch. 4 and additional materials on Moodle.	Ch. 4 quiz Discussion forum #2 due
04	4/10-4/16	Right Hemisphere Disorders and Dysphagia. Read Manasco, ch 5 and additional Owens chapter posted on Moodle.	Ch. 5 quiz Choose film to review (list to be provided)
05	4/17-4/23	Apraxia. Read Manasco, ch. 6 and additional materials posted on Moodle.	Ch. 6 quiz Midterm exam
06	4/24-4/30	The Dysarthrias and AAC. Read Manasco, ch. 7 and additional Owens chapter posted on Moodle.	Ch. 7 quiz Discussion post #3 due Film review due
07	5/1-5/7	Traumatic Brain Injury. Read Manasco, ch. 8 and additional materials on Moodle.	Ch. 8 quiz Review study guide for final exam.
08	5/8-5/14	Dementia and Counseling. Read Manasco, ch. 9 and 10 and additional materials on Moodle. FINAL EXAM	Ch. 9 and 10 quizzes. Discussion post #4 due Final exam due 5/15

Student Resources

Please see the course Moodle shell for a comprehensive list of campus resources available to help students be successful across UM courses. UM provides a wide range of supports for tutoring, writing and study skills, mental health, financial wellbeing, and personal development.