

**ORIGINATOR'S SECTION:**

1. College:

☐ CHABSS ☐ CoBA  
☒ CoEHHS ☐ CSM

Desired Term and Year of Implementation (e.g., Fall 2008):

Fall 2018

2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form\*) ☐ Yes ☒ No3. Course will be a variable-topics (generic) course? ☐ Yes ☒ No  
("generic" is a placeholder for topics)

4. Course abbreviation and Number:\* SLP 654L

5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)  
Grand Rounds Lab in Speech-Language Pathology6. Abbreviated Title for PeopleSoft:  
(no more than 25 characters, including spaces)

Grand Rounds Lab in SLP

7. Number of Units: 2

8. Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does not count toward the 80-word limit.)

Applies simulation methodology to the development of clinical skills and critical thinking in the field of speech-language pathology.

9. Why is this course being proposed?

Simulation-based education is a widely accepted instructional methodology in healthcare fields (Jansen, 2015). It is a technique that replicates aspects of professional practice in order to facilitate skill development in professionals without risk to patients (Lateef, 2010). It is critical for student practitioners to have exposure to live patients; however, this must be balanced with the obligation to *do no harm* by ensuring provision of the most efficacious treatment. The creation of realistic scenarios allows for repeated training and practice towards mastery. Such simulation allows for guided experiences that can enhance knowledge, skills, attitudes and problem solving. It is particularly useful when dealing with complex cases that include ethical dilemmas, varied approaches and opinions on treatment, and teaming to provide comprehensive care. As well, it is useful in training students to assess and treat disorders that are considered low incidence in the population, and difficult to obtain direct clinical contact hours while in graduate school. This lab would enable us to better prepare our students in a wide range of clinical tasks that cannot be achieved in standard academic lectures.

## 10. Mode of Instruction\*

For definitions of the Course Classification Numbers:

[http://www.csusm.edu/academic\\_programs/curriculumscheduling/catalogcurricula/DOCUMENTS/Curricular\\_Forms\\_Tab/Instructional%20Mode%20Conventions.pdf](http://www.csusm.edu/academic_programs/curriculumscheduling/catalogcurricula/DOCUMENTS/Curricular_Forms_Tab/Instructional%20Mode%20Conventions.pdf)

| Type of Instruction | Number of Credit Units | Instructional Mode (Course Classification Number) |
|---------------------|------------------------|---|
| Lecture             |                        |   |
| Activity            |                        |   |
| Lab                 | 2                      | C17   |

## 11. Grading Method:\*

- ☒ Normal (N) (Allows Letter Grade +/-, and Credit/No Credit)  
☐ Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)  
☐ Credit/No Credit Only (C)  
☐ Credit/No Credit or Report-in-Progress Only (CP)

12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.

13. Course Requires Consent for Enrollment? ☐ Yes ☒ No
☐ Faculty ☐ Credential Analyst ☐ Dean ☐ Program/Department - Director/Chair
14. Course Can be Taken for Credit More than Once? ☒ Yes ☐ No

If yes, how many times? 2 (including first offering)



15. Is Course Crosslisted: ☐ Yes ☒ No

If yes, indicate which course \_\_\_\_\_ and check "yes" in item #22 below.

16. Prerequisite(s): ☐ Yes ☒ No17. Corequisite(s): ☐ Yes ☒ No

18. Documentation attached:

☐ Syllabus ☒ Detailed Course Outline

19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix:\* N/A

20. How often will this course be offered once established?\* Every semester/Annually

**PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:***(Mandatory information – all items in this section must be completed.)*21. Does this course fulfill a requirement for any major (i.e., core course or elective for a major, majors in other departments, minors in other departments)? ☒ Yes ☐ No

If yes, please specify:

Master of Science in Speech-Language Pathology

22. Does this course impact other discipline(s)? *(If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)* ☐ Yes ☒ No

If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Discipline \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

\_\_\_\_\_ Support \_\_\_\_\_ Oppose

Discipline \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

\_\_\_\_\_ Support \_\_\_\_\_ Oppose

**SIGNATURES : (COLLEGE LEVEL) :**Suzanne Moineau 10/30/16

1. Originator (please print or type name) \_\_\_\_\_ Date \_\_\_\_\_

2. Program Director/Chair \_\_\_\_\_ Date \_\_\_\_\_

3. College Curriculum Committee \_\_\_\_\_ Date \_\_\_\_\_

4. College Dean (or Designee) \_\_\_\_\_ Date \_\_\_\_\_

**(UNIVERSITY LEVEL)**

5. UCC Committee Chair \_\_\_\_\_ Date \_\_\_\_\_

6. Vice President for Academic Affairs (or Designee) \_\_\_\_\_ Date \_\_\_\_\_

7. President (or Designee) \_\_\_\_\_ Date \_\_\_\_\_

See signatures on original C-2  
received on 4/15/16.

SLP 654

|  |   |  |
|--|---|--|
| <b>ORIGINATOR'S SECTION:</b>   |   |  |
| 1. College:<br><input type="checkbox"/> CHABSS <input type="checkbox"/> CoBA<br><input checked="" type="checkbox"/> CoEIHHS <input type="checkbox"/> CSM | Desired Term and Year of Implementation (e.g., Fall 2008):<br>Fall 2016 |  |
| 2. Current Course abbreviation and Number:<br>SLP 654  |   |  |

TYPE OF CHANGE(S). Check ☒ all that apply.

|                      |                                     |                               |                          |  |                                     |
|----------------------|-------------------------------------|-------------------------------|--------------------------|--|-------------------------------------|
| Course Number Change | <input checked="" type="checkbox"/> | Delete Prerequisite           | <input type="checkbox"/> | Other Prerequisite Change                                    | <input type="checkbox"/>            |
| Course Title Change  | <input type="checkbox"/>            | Add Corequisite               | <input type="checkbox"/> | Grading Method Change  | <input type="checkbox"/>            |
| Unit Value Change    | <input type="checkbox"/>            | Delete Corequisite            | <input type="checkbox"/> | Mode of Instruction Change (C/S Number)                      | <input checked="" type="checkbox"/> |
| Description Change   | <input type="checkbox"/>            | Add Consent for Enrollment    | <input type="checkbox"/> | Consider for G.E. If yes, also fill out appropriate GE form. | <input type="checkbox"/>            |
| Add Prerequisite     | <input type="checkbox"/>            | Delete Consent for Enrollment | <input type="checkbox"/> | Cross-list   | <input type="checkbox"/>            |

Information in this section– both current and new – is required only for items checked (☒) above.

## NEW INFORMATION:

## CURRENT INFORMATION:

|  |   |   |
|--|---|---|
| Course abbreviation and Number:<br>SLP 654a and SLP 654b   |   |   |
| 3. Title:  | Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)  |   |
| 4. Abbreviated Title for Banner<br>(no more than 25 characters):   | Abbreviated Title for PeopleSoft:<br>(no more than 25 characters, including spaces)   |   |
| 5. Number of Units:  | Number of Units:  |   |
| 6. Catalog Description:  | Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does <u>not</u> count toward the 80-word limit.) |   |
| 7. Mode of Instruction* (See pages 17-23 at <a href="http://www.calstate.edu/cim/data-elem-dic/APDB-Transaction-DED-SectionV.pdf">http://www.calstate.edu/cim/data-elem-dic/APDB-Transaction-DED-SectionV.pdf</a> for definitions of the Course Classification Numbers)  |   |   |
| Type of Instruction  | Number of Credit Units  | Instructional Mode (Course Classification Number) |
| Lecture  | 2   | C2  |
| Activity   |   |   |
| Lab  |   |   |
| Type of Instruction  | Number of Credit Units  | Instructional Mode (Course Classification Number) |
| Lecture  | 2   | C2 – SLP 654a                                     |
| Activity   | 2   | C17-SLP 654b                                      |
| Lab  |   |   |
| 8. Grading Method:*  |   |   |
| <input type="checkbox"/> Normal (N) (Allows Letter Grade +/-, and Credit/No Credit)<br><input type="checkbox"/> Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)<br><input type="checkbox"/> Credit/No Credit Only (C)<br><input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP) |   |   |
| <input type="checkbox"/> Normal (N) (Allows Letter Grade +/-, and Credit/No Credit)<br><input type="checkbox"/> Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)<br><input type="checkbox"/> Credit/No Credit Only (C)<br><input type="checkbox"/> Credit/No Credit or Report-in Progress Only (CP) |   |   |
| 9. If the NP or CP grading system was selected, please explain the need for this grade option.   |   |   |

\*If Originator is uncertain of this entry, please consult with Program Director/Chair



Department of Speech-Language Pathology

California State University San Marcos 333 S. Twin Oaks Valley Road San Marcos, CA 92096-0001

Tel: 760.750.7374 Fax: 760.750.3353

**EDSL 654- Grand Rounds in Speech Language Pathology**  
**Department of Speech-Language Pathology**  
**Fall 2015**  
**Mondays 11:00-12:50 August 31, 2015-December 12, 2015**  
**The Quad Classroom 101**

*Current*

**Professor: Suzanne Moineau, PhD. CCC-SLP and Laura Coca MA/CCC SLP**

**Office: UH 317**

**Phone:**

**E-Mail: [smoineau@csusm.edu](mailto:smoineau@csusm.edu) or [lcoca@csusm.edu](mailto:lcoca@csusm.edu)**

**Office Hours: By appointment**

**Department of Speech-Language Pathology Mission Statement**

The mission of the Department of Speech Language Pathology is to train graduate students in the knowledge and skills in prevention, assessment, and intervention of communication and swallowing disorders across the lifespan through academic and clinical experiences. The goal of our program is to prepare ethically responsible clinicians to make evidence-based clinical decisions. Our aim is to provide clinical services that promote wellness in culturally and linguistically diverse populations within our community.

**Program Student Learning Outcomes:**

Upon completion of this degree, students will be able to:

1. Describe the nature of typical and disordered communication and swallowing across the lifespan.
2. Integrate theory, research and Evidence-Based Practice principles into prevention, assessment and intervention practices.
3. Interact and communicate in ways that promote wellness and reflect respect for diversity, collaboration and ethics.
4. Demonstrate summative knowledge and skills necessary for entry-level practice within the field of speech-language pathology through defense of a culminating experience.

**COURSE DESCRIPTION:** Exposes students to reflective practice and problem solving in client case management. Students will present client cases in the audience of peers and faculty. Discussion will center around

<http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog

### **Electronic Communication Protocol**

Electronic correspondence is a part of your professional interactions, and is generally the easiest way to contact the instructor. The instructor will attempt to respond to e-mail correspondence in a timely manner, typically within 24 hours except on the weekends. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

### **Requirements for Professionalism**

#### **Course Attendance:**

Daily class attendance is required. Poor attendance negatively reflects on professionalism. Excused absences are serious illness, death in the family, or religious holiday with valid documentation. Any absence that would be considered unexcused, must be arranged or communicated with the instructor prior to class. Other absences may be excused if pre-arranged with the instructor. Students cannot obtain a passing grade if they do not attend 80% of classes whether absences are excused or unexcused.

Students are expected to arrive at class on time. Students arriving late or leaving early should try to be as quiet and unobtrusive as possible to avoid being disruptive. These circumstances must be communicated to the instructor prior to the start of class.

Instructors provide breaks during course activities. However, if a student needs to take a break between allotted breaks, it is expected that the student will enter and exit quietly and unobtrusively without break companions.

It is NOT acceptable to enter or exit a classroom when other students are presenting to class members. If other students have begun a presentation during a break, the student is expected to wait outside the class until the presentation is completed. It is NOT acceptable to arrive late, leave early, enter or exit a classroom during a guest speaker presentation except for an emergency. No exceptions will be tolerated.

**Cell Phones and Texting:** Most graduate students are very conscientious and respectful

Services to satisfy the writing requirement, all papers in all graduate classes must adhere to the writing and format style guidelines detailed in the sixth edition of the Publication Manual of the American Psychological Association. This manual is a required textbook for all CSUSM College of Education graduate-level courses. **Please see webpage for the GVAR rubric.**

## **COURSE REQUIREMENTS: TEXTBOOKS, ASSIGNMENTS AND GRADING**

### **REQUIRED TEXTS**

American Psychological Association (2010). Publication manual of the American Psychological Association (6th ed.). Washington, DC: American Psychological Association. Supplemental readings will be posted to Cougar Courses as an accessible .pdf.

### **ASSIGNMENTS:**

1. Case Assessment and Treatment Tables (Program Student Learning Outcomes 1, 2, & 3; ASHA Standards IV-A, IV-B, IV-C, IV-D, IV-E, IV-F, IV-G, V-A, & V-B; CTC Speech Language Pathology Standards 1, 2, 3, 4, 5, & 7) Students will complete five Case Assessment and Treatment Tables (a total of four tables for cases presented by the instructors and one table for a case/client from the student's clinical placement). Tables should be no more than one page and will be credit/no credit.
2. Problem-Based Learning/Participation (Program Student Learning Outcomes 1, 2, & 3; ASHA Standards IV-A, IV-B, IV-C, IV-D, IV-E, IV-F, IV-G, V-A, & V-B; CTC Speech Language Pathology Standards 1, 2, 3, 4, 5, & 7) Students need to actively participate in every class session. Per the discretion of the instructor, a written warning will be given if a student needs to increase his/her participation. The warning will include recommended guidelines for participation to receive credit for the course.
3. Students must attend 80% of classes to receive credit for the course.

### **Grading Standards**

Consistent with requirements set forth by the Department of Speech-Language Pathology and the Office of Graduate Studies and Research (OGSR), the minimal acceptable grade for passing a course in the Communication Disorders Program is a B. A review of the student's performance will need to be conducted should s/he earn less than a B in any course. If the student earns a B-, a Statement of Concern (SoC) will be issued with a Performance Improvement Contract that will specify how the student will demonstrate competency towards the standards for the content in that subject matter. No more than two courses can be earned with a B- or the student will be disqualified from the program. As well, any course with a grade below a B- will need to be repeated. CSUSM only allows two courses to be retaken at the MA level.

Please note that CSUSM requires graduate students to maintain a cumulative GPA of 3.0 in all coursework towards the MA. Should your GPA fall below a 3.0, you will be placed on Academic Probation and you will have one semester to bring your GPA back above a 3.0 or you will be disqualified from the program.

Any scholarly, professional writing assignment will be subjected to grading based on the Graduate Writing Assessment Rubric or a project specific rubric. Students are expected to adhere to the

## SCHEDULE

This schedule is tentative. Please consult Cougar Courses daily for updates and/or announcements. Any deviations to the course schedule will be announced to the class by the instructor via Cougar Courses and/or class lectures with fair notice.

| Date        | Topic                         | Assignment  |
|-------------|-------------------------------|---|
| 8/31/2015   | Case Study #1<br>Coca         | Case Assessment and Treatment Table #1                                    |
| 9/7/2015    | No Class- Labor Day Holiday   |   |
| 9/14/2015   | Case Study #1<br>Coca         | Prepare case presentation & materials Present case & share materials      |
| 9/21/2015   | Case Study #1<br>Coca         | Debrief Submit Case Assessment and Treatment Table #1                     |
| 9/28/2015   | Case Study #2<br>Coca         | Case Assessment and Treatment Table #2                                    |
| 10/5/2015   | Case Study #2<br>Coca         | Prepare case presentation & materials Present case & share materials      |
| 10/12/2015  | Case Study #2<br>Coca         | Debrief Submit Case Assessment and Treatment Table #2                     |
| 10/19/2015  | Case Study #3<br>Coca         | Case Assessment and Treatment Table #3<br>(Case from clinical placements) |
| 10/26/2015  | Case Study #3<br>Coca/Moineau | Prepare case presentation & materials Present case & share materials      |
| 11/2/202015 | Case Study # 3<br>Moineau     | Debrief Submit Case Assessment and Treatment Table #3                     |
| 11/9/2015   | Case Study #4<br>Moineau      | Case Assessment and Treatment Table #4                                    |
| 11/16/2015  | Case Study #4<br>Moineau      | Prepare case presentation & materials Present case & share materials      |
| 11/23/2015  | Case Study #4<br>Moineau      | Debrief Submit Case Assessment and Treatment Table #4                     |
| 11/30/2015  | Case Study #5<br>Moineau      | Case Assessment and Treatment Table #5                                    |
| 12/6/2015   | Case Study #5<br>Moineau      | Prepare case presentation & materials Present case & share materials      |
| 12/13/2015  | Case Study #5<br>Moineau      | Debrief Submit Case Assessment and Treatment Table #5                     |





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**Monday/Friday 1-3:45**

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3. Interact and communicate in ways that promote wellness and reflect respect for diversity, collaboration and ethics.
4. Demonstrate summative knowledge and skills necessary for entry-level practice within the field of speech-language pathology through defense of a culminating experience.



Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

### **Plagiarism**

As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website

<http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog

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Instructors provide breaks during course activities. However, if a student needs to take a

should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

### **Graduate Writing Requirements**

The California State University maintains a Graduation Writing Assessment Requirement (GWAR) for master's candidates. This requirement must be achieved prior to Advancement to Candidacy. A master's candidate will satisfy the graduate writing requirement by receiving a passing score on a written product as assessed with the GWAR rubric. Toward the goal of providing opportunity for graduate students in the College of Education, Health and Human Services to satisfy the writing requirement, all papers in all graduate classes must adhere to the writing and format style guidelines detailed in the sixth edition of the Publication Manual of the American Psychological Association. This manual is a required textbook for all CSUSM College of Education graduate-level courses. **Please see webpage for the GWAR rubric.**

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3. SLP 654b – Simulation-Based Learning/Participation (Program Student Learning Outcomes 1, 2, & 3; ASHA Standards IV-A, IV-B, IV-C, IV-D, IV-E, IV-F, IV-G, V-A, & V-B; CTC Speech Language Pathology Standards 1, 2, 3, 4, 5, & 7) Students need to actively participate in every class session. This section of the course will include hands-on application of case-based learning in simulated experiences.
4. Students must complete and pass 80% of the course assignments to earn Credit for the course.

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| 11/9/2015   | Case Study #4<br>Moineau      | Case Assessment and Treatment Table #4                                    |
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2. Integrate theory, research and Evidence-Based Practice principles into prevention, assessment and intervention practices.
3. Interact and communicate in ways that promote wellness and reflect respect for diversity, collaboration and ethics.
4. Demonstrate summative knowledge and skills necessary for entry-level practice within the field of speech-language pathology through defense of a culminating experience.

**COURSE DESCRIPTION:** Applies simulation methodology to the development of clinical skills and critical thinking in the field of speech-language pathology. Students will participate in problem-based learning, hands-on skill development using peers, community volunteers, high fidelity manikins, and standardized patients.



## **STUDENT LEARNING OUTCOMES**

Upon completion of this course, students will be able to:

1. Conduct a wide variety of assessment and treatment activities including oral mechanism exams; and speech, language, pragmatic, cognitive and swallowing assessments (Program Student Learning Outcomes 1 & 3; ASHA Standards IV-A, IV-B, IV-C, IV-D, V-A, & V-B; CTC Speech-Language Pathology Standards 1, 2, 3, & 4)
2. Carry out client, patient, caregiver, parent and professional peer education related to clinical diagnoses, plans, and typical/atypical functioning (Program Student Learning Outcomes 1, 2, & 3; ASHA Standards IV-A, IV-B, IV-C, IV-D, IV-E, IV-F, IV-G, V-A, & V-B; CTC Speech-Language Pathology Standards 1, 2, 3, 4, 5, & 7)
3. Implement EBP clinical assessment and treatment plans for a wide variety of low exposure communication and swallowing disorders (Program Student Learning Outcomes 1, 2, & 3; ASHA Standards IV-A, IV-B, IV-C, IV-D, IV-E, IV-F, IV-G, V-A, & V-B; CTC Speech-Language Pathology Standards 1, 2, 3, 4, 5, & 7)

## **GENERAL CONSIDERATIONS**

### **CSUSM Academic Honesty Policy**

“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor’s attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.”

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

### **Plagiarism**

As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog

## **Electronic Communication Protocol**

Electronic correspondence is a part of your professional interactions, and is generally the easiest way to contact the instructor. The instructor will attempt to respond to e-mail correspondence in a timely manner, typically within 24 hours except on the weekends. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

## **Requirements for Professionalism**

### **Course Attendance:**

Daily class attendance is required. Poor attendance negatively reflects on professionalism. Excused absences are serious illness, death in the family, or religious holiday with valid documentation. Any absence that would be considered unexcused, must be arranged or communicated with the instructor prior to class. Other absences may be excused if pre-arranged with the instructor. Students cannot obtain a passing grade if they do not attend 80% of classes whether absences are excused or unexcused.

Students are expected to arrive at class on time. Students arriving late or leaving early should try to be as quiet and unobtrusive as possible to avoid being disruptive. These circumstances must be communicated to the instructor prior to the start of class. Instructors provide breaks during course activities. However, if a student needs to take a break between allotted breaks, it is expected that the student will enter and exit quietly and unobtrusively without break companions.

It is NOT acceptable to enter or exit a classroom when other students are presenting to class members. If other students have begun a presentation during a break, the student is expected to wait outside the class until the presentation is completed. It is NOT acceptable to arrive late, leave early, enter or exit a classroom during a guest speaker presentation except for an emergency. No exceptions will be tolerated.

**Cell Phones and Texting:** Most graduate students are very conscientious and respectful about cell phone use in class and clinic. Cell phones should be turned off before class and clinic and left off. Use of a cell phone for calls or texting will result in the graduate student being asked to leave the class or clinic site. If the graduate student has a situation, which



necessitates the cell phone being visible (e.g. a sick child), please advise the instructor or supervisor before class or clinic.

**Computers, Laptops, and Tablets:** It is expected that all electronics will be used appropriately and respectfully (i.e. for course or clinic-related activities only). Reading email, surfing the net, shopping, playing games, etc. are not course related and are not appropriate activities. If electronics are used for non-course related activities, the student will be asked to shut them down. Habitual use of electronics for non-course related activities would result in a loss of electronic privileges. Electronics are not to be used when guest speakers are visiting; hand-written notes may be taken. No exceptions will be tolerated unless the student requires use of electronics as a pre-approved accommodation.

**Attentiveness:** Students often engage in multiple activities in class or clinic under the false assumption that they are multitasking. In fact, students are engaging in a behavior known as continuous partial attention. This means that only partial attention is given to any task and results in an overall lack of engagement. Students are expected to contribute and not detract from an atmosphere of learning in both the clinic and classroom. Attentiveness reflects on social skills, a sense of professionalism, and the potential to be successful in employment positions. Guest speakers and faculty are members of the professional community, and as such, are potential employers or colleagues of potential employers. A lack of attentiveness and professionalism will negatively bias potential employers when students begin to seek post-graduation employment. Further, students will need faculty and supervisors to provide positive letters of recommendation, and it will be unlikely they will be able to do so if students do not display professional behaviors.

### **Students with Disabilities Requiring Reasonable Accommodations**

Every student has the right to equitable educational consideration and appropriate accommodation. Students having differing ability (mobility, sight, hearing, documented learning challenges, first language/English as a second language) are requested to contact the professor at the earliest opportunity. Every effort will be made to accommodate special need. Students are reminded of the availability of Disabled Student Services, the Writing Center, technology assistance in the computer labs, and other student support services available as part of reasonable accommodation for special needs students.

Students are approved for services through the Disabled Student Services Office (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

### **Graduate Writing Requirements**

The California State University maintains a Graduation Writing Assessment Requirement (GWAR) for master's candidates. This requirement must be achieved prior to Advancement to Candidacy. A master's candidate will satisfy the graduate writing requirement by receiving a passing score on a written product as assessed with the GWAR rubric. Toward the goal of providing opportunity for graduate students in the College of Education, Health and Human Services to satisfy the writing requirement, all papers in all graduate classes must adhere to the writing and format style guidelines detailed in the sixth edition of the Publication Manual of the



American Psychological Association. This manual is a required textbook for all CSUSM College of Education graduate-level courses. **Please see webpage for the GVAR rubric.**

## **COURSE REQUIREMENTS: TEXTBOOKS, ASSIGNMENTS AND GRADING**

### **REQUIRED TEXTS**

American Psychological Association (2010). Publication manual of the American Psychological Association (6th ed.). Washington, DC: American Psychological Association. Supplemental readings will be posted to Cougar Courses as an accessible .pdf.

### **ASSIGNMENTS:**

1. Conduct simulated assessment and treatment activities (Program Student Learning Outcomes 1, 2, & 3; ASHA Standards IV-A, IV-B, IV-C, IV-D, IV-E, IV-F, IV-G, V-A, & V-B; CTC Speech Language Pathology Standards 1, 2, 3, 4, 5, & 7) Students will complete five Case Assessments and five Case Treatment activities (100 points total)
2. Conduct simulated educational activities with clients, caregivers and professional colleagues (Program Student Learning Outcomes 1, 2, & 3; ASHA Standards IV-A, IV-B, IV-C, IV-D, IV-E, IV-F, IV-G, V-A, & V-B; CTC Speech Language Pathology Standards 1, 2, 3, 4, 5, & 7) Students will complete educational activities associated with the 10 simulations noted in assignment # 1 (100 points total)
3. Development of EBP (Program Student Learning Outcomes 1, 2, & 3; ASHA Standards IV-A, IV-B, IV-C, IV-D, IV-E, IV-F, IV-G, V-A, & V-B; CTC Speech Language Pathology Standards 1, 2, 3, 4, 5, & 7) Students will apply EBP in the development of their plans for the clinical cases (100 points).

### **Grading Standards**

Consistent with requirements set forth by the Department of Speech-Language Pathology and the Office of Graduate Studies and Research (OGSR), the minimal acceptable grade for passing a course in the Communication Disorders Program is a B. A review of the student's performance will need to be conducted should s/he earn less than a B in any course. If the student earns a B-, a Statement of Concern (SoC) will be issued with a Performance Improvement Contract that will specify how the student will demonstrate competency towards the standards for the content in that subject matter. No more than two courses can be earned with a B- or the student will be disqualified from the program. As well, any course with a grade below a B- will need to be repeated. CSUSM only allows two courses to be retaken at the MA level.

Please note that CSUSM requires graduate students to maintain a cumulative GPA of 3.0 in all coursework towards the MA. Should your GPA fall below a 3.0, you will be placed on Academic Probation and you will have one semester to bring your GPA back above a 3.0 or you will be disqualified from the program.

Any scholarly, professional writing assignment will be subjected to grading based on the Graduate Writing Assessment Rubric or a project specific rubric. Students are expected to adhere to the Academic Honesty Policy regarding Plagiarism and use APA style referencing in all professional writing.

**Letter grade (percentage total points)**

|                     |                  |               |
|---------------------|------------------|---------------|
| A = 93 and above    | A- = 90.00-92.99 |               |
| B+ = 88.00-89.99    | B = 83-87.99     | B- = 80-82.99 |
| C+ = 78.00-79.99    | C = 73-77.99     | C- = 70-72.99 |
| D+ = 68.00-69.99    | D = 63-67.99     | D- = 60-62.99 |
| F = 59.99 and below |                  |               |

Students are expected to complete every assignment and turn it in when it is due in order to pass the course. Acceptance of late work will be completely at the instructor's discretion including point assignment, however, work turned in more than one week late will receive no credit and the student will be unable to pass the course. Your work will be graded on both content (detail, logic, synthesis of information, depth of analysis) and mechanics (grammar, syntax, spelling, format, uniformity of citations). Certain faculty-designated signature assignments must receive a B grade or better to demonstrate competency of the course content towards standards. Make-up assignments are at the discretion of the instructor. Final grades in a course for any student requiring remediation of a signature assignment will be weighted at the discretion of the instructor. If a student receives a B- on the make-up assignment, a Statement of Concern (SoC) will be issued with a Performance Improvement Contract that will specify how the student will demonstrate competency towards the standards for the content of the assignment. Students cannot pass a class without demonstrating competency on signature assignments regardless of the overall grade. Therefore, if the student scores below a B- on the make-up assignment, s/he must retake the course and cannot earn a grade above a C. Grades will not be rounded.

## SCHEDULE

This schedule is tentative. Please consult Cougar Courses daily for updates and/or announcements. Any deviations to the course schedule will be announced to the class by the instructor via Cougar Courses and/or class lectures with fair notice.

We do not have all of the cases full developed yet and will be spending Spring 2017 to construct the cases. We have brought Dr. Deb Bennett, R.N., Ph.D., Director of Simulation, School of Nursing onto our faculty to assist us in preparation of the cases and the simulation-based lab. Below is an outline of the anticipated layout of the lab.

Biweekly for all 16 weeks: Monday – 3- hour lab to flesh out the specifics of the paper-based case along with the development of an assessment/treatment plan based on evidence-based practice. Friday – 3 hour lab to implement the assessment/treatment plan with either a high fidelity manikin or a standardized patient. Following Monday- debrief on performance and development of revised plan of action. Friday – re-implementation with new plan.

We will explore some of the following types of cases:

- Traumatic Brain injury
- Fluent aphasia
- Nonfluent aphasia
- Apraxia of Speech
- Dysphagia w/COPD etiology
- Laryngeal cancer with dysphonia and dysphagia
- Anoxic encephalopathy
- Spasmodic Dysphonia
- Parkinson's disease w/hypokinetic dysarthria
- ACDF surgery w/dysphonia and dysphagia