

**California State University, Fresno**  
**Department of Communicative Disorders and Deaf Studies**

**CDDS 210**

**Seminar in Communicative Disorders with Orofacial Anomalies**

*Required Text:* Kummer, Ann W. (2008). *Cleft Palate and Craniofacial Anomalies*. Clifton Park, NY: Thomson Delmar Learning.

*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>

Microsoft PowerPoint and Word 2003

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*Purpose of the Course:*

This course (three semester units) covers the etiology and symptomatology of cleft lip/palate and other orofacial anomalies in children. Assessment and treatment procedures in the medical and communication arenas will be addressed.

This course has a prerequisite; refer to the current CSUF General Catalog or consult with your academic advisor. Enrollment is limited to those who have met graduate program admission 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 CDDS 210 are anatomy and physiology, diagnostic procedures, and articulation/phonology.

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

*Primary Learning Outcomes:*

By the end of this course successful students should have a broad understanding of the nature and management of orofacial anomalies, the role of the interdisciplinary team and of the speech-language pathologist. Specific learning outcomes include:

1. knowledge of craniofacial development, oral-motor development, anatomy & physiology of the velopharyngeal mechanism
2. identification of the anatomical aspects, etiologies, and characteristics of voice, articulation, resonance, and feeding/swallowing disorders associated with cleft palate, craniofacial anomalies, and related syndromes

3. knowledge of assessment principles and procedures applicable for use with craniofacial anomalies, cleft palate, and velopharyngeal insufficiency
4. knowledge of characteristics of selected genetic syndromes
5. identification, description, and examination of treatment options appropriate for oral-motor deficits, velopharyngeal dysfunction, cleft lip/palate, and selected syndromes with associated craniofacial anomalies
6. knowledge of collaborative team approach to craniofacial anomalies with specific emphasis on the role of the speech-language pathologist
7. knowledge of current research in the area of craniofacial anomalies and clinical application
8. knowledge and understanding of professional issues and current trends in assessment and treatment of speech/language disorders secondary to craniofacial anomalies

*Requirements of the Course:*

- 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.
- Examinations: Students will complete four examinations. These examinations will be short-answer (sentence to paragraph), sentence completion, matching, true/false, or multiple choice. The dates for these examinations are given on the course schedule at the end of this syllabus. Students must attend all examinations as scheduled. (See comments below about penalties for late submissions for examinations.) **Make-up examinations will be given only for documented emergencies. Make-up examinations will be scheduled at the discretion of the instructor and no exceptions will be permitted.**

Exam #1:

Anatomy & Physiology

Types/Classification of Clefts

Oral Mechanism Evaluation

Exam #2:

Surgical & Prosthetic Management

Resonance Disorders & Velopharyngeal Dysfunction (VPD)

## Feeding Problems

### Developmental Aspects: Language, Cognition, and Phonology

#### Exam #3:

Perceptual Assessment

ENT Anomalies

Instrumental Assessment

#### Exam #4:

Speech Therapy

Dental Anomalies & Orthognathic Interventions

- Research Paper/Presentation: 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 BlackBoard for Scoring Matrix):
  - Description of the syndrome (physical, behavioral, developmental characteristics)
  - Major systems affected
  - Speech (resonance, voice, articulation, fluency) issues
  - Language delays/disorders
  - Audiologic/hearing concerns
  - Oral motor issues
  - Social issues
  - Cognitive and learning problems and relationship to language
  - Educational planning and intervention 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 (only one reference electronic). **Late submissions will not be accepted except for a documented emergency. (See penalties for late submissions below.)**

- Class Preparation/Speech Lab Assignments: Students are to complete 5 assignments, each worth 20 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). Questions may be used for class discussions or activities. Students may be asked to share their answers with a small group or the entire class.

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*Grading:* Grades for the students in the course will be based on the evaluation activities below. Material used for evaluation and assignment development will be collected from the assigned textbook readings, lecture material that may not be covered in the textbooks, and material from guest lecturers. Scores for these elements of the course will be weighted as follows for deciding the students' final grades.

<b>EVALUATION ACTIVITY</b>	<b>PERCENT OF TOTAL POINTS</b>	<b>TOTAL POSSIBLE POINTS</b>
Classroom/Speech Lab Assignments	10%	100
Research Paper	10%	100
Examination #1	20%	200
Examination #2	20%	200
Examination #3	20%	200
Examination #4 (Final)	20%	200
<b><i>Total</i></b>	<b><i>100%</i></b>	<b><i>1000</i></b>

There will be a **limited opportunity** for extra credit to augment total points. Out of courtesy, arrangements must be made in advance with the professional to be observed.

<b>EXTRA CREDIT EVENT</b>	<b>POSSIBLE POINTS</b>	<b># ALLOWABLE</b>
** Hospital Craniofacial Anomalies Clinic Observation  (only one student per clinic)	25	1

**Therapy observation of a child with craniofacial or clefting condition (speech therapy, NOT language)	25	1
**Instrumental assessment for resonance disorder	25	1

\*\*Write ups **must** contain the following (See BlackBoard for Scoring Matrix):

- Name and title of professional(s) observed...PATIENT FIRST NAME ONLY
- 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 two to three aspects about craniofacial anomalies that you learned as a result of this observation

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

*Provisions for Students with Disabilities:* It is the responsibility of students with disabilities to identify themselves to the university and to the instructor. Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodations for learning and evaluations. For more information, contact

Services to Students with Disabilities in the Madden Library 1049 (278-2811).

*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 the completion of the current semester.

*Computer and e-mail Requirements:* “At California State University, Fresno, computers and communication 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 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.CSUFRESNO.EDU/ITS/](http://www.csufresno.edu/its/)) 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.”

The University provides free e-mail accounts to all students. Internet access is also available for a small monthly charge. Students may sign up for e-mail or for Internet access through CVIP at Barstow and Cedar or in the University Student Union. These accounts can be accessed from any of the networked computers on campus or from a home computer with a modem. The instructor will submit a request to the University’s Information and Technology Services (ITS) for e-mail accounts to be provided for each student. The instructor does not provide technical support or instruction regarding computer, e-mail, or Internet use. Students should seek technical support from ITS or from their computer, software, or Internet providers.

In addition, for this course, all students **must** have an e-mail account and be able to send and receive e-mail. Assignments, announcements, handouts, and other information will be provided on BlackBoard or e-mail. Some assignments may be submitted to the instructor via e-mail. All students must have access to the latest version of the *Adobe Acrobat Reader* software, which can be downloaded *for free* (and to meet the specifications of each student’s operating system) at the following web address:

[HTTP://WWW.ADOBE.COM/PRODUCTS/ACROBAT/READSTEP2HTML](http://www.adobe.com/products/acrobat/readstep2.html)

*Plagiarism and Cheating:* “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 includes 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 no credit or **F** on a particular assignment, 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 *Schedule of Courses* (Legal Notices on Cheating and Plagiarism) or the *University Catalog* (Policies and Regulation). **Because the instructor cannot objectively determine a student's intentions, he will consider student behavior that is consistent with cheating or plagiarism to be cheating or plagiarism. It is the student's responsibility to avoid any suspicious behaviors.**

*Civility and 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 an 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."

*Students are expected to treat the instructor and each other with civility, common courtesy, and respect. Students who fail to do so may be asked to leave a class session. Talking while a member of the class, or instructor, "has the floor" and is speaking is considered disruptive behavior. The use of pagers, telephones, or other devices that are disruptive during class is prohibited; such devices must be turned off during class sessions.*

*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.

*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 Schedule:* The following is a *tentative schedule* of topics and readings to be covered in this course. The schedule or readings may be modified.

<b>DATE</b>	<b>SESSION TOPIC</b>	<b>READINGS</b>
	Class Orientation/Course Syllabus	Course Syllabus
	Anatomy & Physiology	Chapter 1
	Types of Clefts Oral Mechanism Evaluation  Overview for EXAM #1	Chapter 2 & 13
	<b>EXAM #1</b>  Class Prep #1: Genetics & Genetic Evaluation  Surgical & Prosthetic Interventions	Chapter 3 & 4  Chapter 18 & 20
	CLASS CANCELED	
	Class Prep #1 DUE  Class Prep #2: Psychological Aspects	Chapter 10



	GUEST LECTURE: Peter Witt, MD  Resonance Disorders/VPD	Chapter 7
	Class Prep #2 DUE  Feeding Problems Perceptual Assessment	Chapter 5 & 12
	Developmental Aspects: Language, Cognition, and Phonology  Overview for EXAM #2	Chapter 6
	<b>EXAM #2</b>	
	ENT Anomalies  Instrumental Assessment	Chapter 8, 14-17
	CLASS CANCELED	
	CLASS CANCELED	
	Class Prep #3: Nasometry (Speech Lab)  Dental Anomalies  Orthodontic & Orthognathic Interventions	Chapter 9 & 19
	Class Prep #3DUE  Class Prep #4: Team Care	Chapter 11

	<p>GUEST LECTURE:  Greg Nalchajian, DDS  Overview for EXAM #3</p>	
	<p><b>EXAM #3</b>  Class Prep #4 DUE  Speech Therapy &amp; Case Studies</p>	Chapter 21
	<p>Possible GUEST LECTURE:  The Burchard Family  Class Prep #5: Therapy Worksheet</p>	
	<p>Class Prep #5 DUE    <b>RESEARCH PAPER  PRESENTATIONS</b>    Overview for FINAL EXAM</p>	
	<b>FINAL EXAMINATION</b>	

There will be **NO CLASS** on the following dates: