

**CMD 510 Advanced Articulation and Phonological Disorders:** (3 Hours) Prerequisites: Course in phonetics. Students will develop the skills to effectively prevent, assess, plan, and implement appropriate intervention strategies for persons presenting with articulation and/or phonological disorders (including with functional or organic etiology), as well as regional or cultural dialectal variations of speech sound production.

**CMD 515 Counseling in Speech-Language Pathology:** (1 Hour) Prerequisites: Permission of instructor and academic advisor. This course will explore the social, emotional, cultural and vocational effects a communication disorder may have on individuals, their families and significant others. Students will learn appropriate techniques and strategies for counseling children, adolescents and adults presenting with conditions impacting communication. Students will also learn to how to counsel, provide advice regarding prevention, and interact with families (immediate and extended), case managers and other service providers.

**CMD 519 Audiology for the Speech-Language Pathologist:** (3 Hours) Prerequisite: Course in speech/hearing science or permission of instructor. Students will learn about the prevention, etiology, signs, symptoms, and differential audiological findings in infants, children and adults with a variety of auditory disorders. The theory, methodology and procedures in differential diagnosis and test interpretation, including the appropriate modification of test procedures to accommodate the patient's chronological age, intellectual age, cultural differences, physical and emotional states will be examined. The assessment and management of persons with central auditory processing disorders will be explored.

**CMD 523 Assessment and Evaluation in Speech-Language Pathology:** (3 Hours) Prerequisites: Courses in normal language development, articulation disorders, and language disorders or permission of instructor and academic advisor. Students will learn to select, critique, administer, score and interpret standardized tests while also learning compensatory strategies to help reduce the impact of cultural bias. Procedures for informal and naturalistic assessment will be reviewed. The integration of informal and formal data to develop appropriate recommendations will be emphasized.

**CMD 525 Dysphagia:** (3 Hours) Prerequisite: Course in anatomy and physiology of the speech mechanism. Students will learn the normal anatomy and physiology of swallowing in infants, children and adults. Prevention, etiology, signs and symptoms of dysphagia, as well as screening, instrumental assessment and non-instrumental evaluation procedures will be explored. Management, including counseling and sensitivity to cultural differences, models of service delivery, indications and methods of oral and non-oral feeding, nutritional issues, and prevention of complications will be investigated. The student will learn to assess the effectiveness of treatment by using relevant outcomes.

**CMD 527 Seminar in Child Language Disorders I:** (3.0 Hours) Prerequisite: Course in normal language development. This course will address normal communication development in children from birth to age three. Students will develop an understanding of the major etiologies of language disorders in infants and toddlers across cultures. Assessment and strategies, including the infusion of technology, for those presenting with disorders as well as for the at-risk child will be discussed. Skills to informally and formally determine the present communicative level of an infant or toddler using non-standard methods, such as play-based assessment will be addressed. Strategies for helping families from diverse backgrounds participate in speech and language services to infants and toddlers will be shared. Procedures to successfully prevent delay in language development, and policies impacting service delivery to this population and their families will be explored.

**CMD 528 Seminar in Child Language Disorders II:** (2 Hours) Prerequisites: Course in normal language development. Students will develop an understanding of prevention procedures, the etiologies of language delay and disorders in children, and the impact of language impairment on the learning process. Formal and informal assessment and intervention strategies as well as treatment outcomes will be discussed. Students will develop awareness of issues pertinent to service delivery including cultural diversity, preparation of individualized educational programs, literacy, assessment of progress, behavior management, collaboration and infusion of technology. Various group processes and structures required for successful service delivery will be recognized. Legislation and policies impacting services to school aged children will be explored.

**CMD 530 Seminar in Acquired Disorders of Language I:** (3 Hours) Prerequisites: CMD 537 or equivalent. This course will explore the prevention, incidence, ethnocultural differences and etiology of impairments that jeopardize acquired language as a result of insult to the central nervous system. The characteristics of different types of aphasia, as well as the effects of right hemisphere damage, including neglect, attention, linguistic, communicative, cognitive and affective deficits will be explored. Students will acquire knowledge of standardized and functional assessment of communication to ascertain the individual's abilities and impairments. Treatment approaches and strategies (including the infusion of technology) that promote compensation for deficits and promote recovery of function will be explored. Issues including counseling and educating patients, family members, significant others and care givers specific to the patient's diagnosis, management plan, prognosis and discharge will be discussed.

**CMD 531 Seminar in Acquired Disorders of Language II:** (3 Hours) Prerequisites: CMD 537 or equivalent. This course will address the prevention, incidence, pathophysiology, as well as communicative, mood and behavior changes in persons with dementia (including Alzheimer's disease), and those with traumatic brain injury across various cultures. The physiologic, cognitive, auditory and motor speech characteristics, as well as the language, pragmatic and discourse abilities of these individuals will be investigated. The social impact on the individual and the family will be reviewed. Professional services provided to the individual and care giver, including differential diagnosis, assessment and rehabilitation, and the infusion of technology will be discussed. Direct and indirect communication management approaches, including individual and group therapy, stabilization strategies, the use of assistive and augmentative devices, and collaboration with other health care professionals will be explored. Educational intervention and transition to school/work after traumatic brain injury, as well as efficacy, ethical and legal issues pertaining to both disorders will be examined.

**CMD 532 Methods of Research:** (3 Hours) The student will learn to read critically and evaluate research in prevention, normal and disordered speech, language, hearing and swallowing processes. The principles of research, issues in conducting unbiased research, types of research, research designs, observation, measurement, statistical treatment and reporting of data will be explored. The student will be guided in developing an intuitive understanding of clinical research methodology and integrating it with core statistical concepts and techniques.

**CMD 535 Augmentative and Alternative Communication:** (3 Hours) This course focuses on approaches to the development of augmentative and alternative modes of communication for individuals of all ages with limited oral communication. The skills to effectively evaluate, select and properly use a variety of gestural and symbol-based communication systems will be developed. Factors that affect assessment and treatment, such as severity, age, cultural differences, nature of disorder, etc. will be discussed.

**CMD 537 Neuroanatomy & Neurophysiology:** (3 Hours) The neuroanatomy and neurophysiology of the central and peripheral nervous systems will be discussed with emphasis on structures that control language, speech and swallowing. The student will learn about the normal embryonic development of the nervous system, and the critical periods of susceptibility to teratogenic agents. The neurological examination and pertinent diagnostic issues including variations in different countries and cultures will be investigated. Signs, symptoms and sequelae of pathological agents will be correlated with clinical implications. Prevention and rehabilitation issues will be addressed.

**CMD 540-549 Advanced Clinical Practice in Speech-Language Pathology:** (1-6 Hours) The student will provide supervised diagnostic and treatment services to persons of all ages, from culturally diverse backgrounds, presenting with speech, language, cognitive, swallowing or hearing disorders. Clinical experiences will include assessment and treatment planning, report writing, oral and written communication with other professionals and family members, client/family education including prevention issues, and counseling. Clinical sites will vary depending on student needs, interest, competency, and availability.

**CMD 550 Professional Issues in Speech-Language Pathology:** (1 Hour) Prerequisite: Permission of instructor and academic advisor. This course will focus on topics, such as, developing plans for preventing

communication disorders, professional standards, quality improvement, outcome measures, ethical considerations, funding sources, third party reimbursement, work force issues, health care legislation, as well as the role of professional organizations in developing policies that impact speech-language pathology. Approaches to planning, managing and marketing speech-language pathology services in various communities, cultures and practice settings will be discussed.

**CMD 555 Speech-Language Pathology in the Medical Setting:** (2 Hours) This course will prepare students to work in medical settings with professionals and patients of all ages and cultural backgrounds. The organizational structure of institutions such as managed care organizations, home-health agencies, long-term care facilities, and acute, sub-acute and rehabilitation hospitals will be explored. Students will learn appropriate protocols, abbreviations, and universal precautions used in most medical settings.

**CMD 558 Seminar in Multicultural Issues:** (2 Hours) This course will focus on the historical origins, rules and features of nonstandard English dialects. Normal language and speech acquisition in speakers from culturally/ethnically and linguistically diverse groups will be examined. Strategies to distinguish individuals with communication differences from those with communication disorders will be identified. Students will learn about current clinical standards and practices associated with service delivery to speakers from different backgrounds in respect to race or ethnicity, age, gender, national origin, sexual orientation and disability.

**CMD 563 Speech and Clinical Instrumentation:** (2 Hours) This course includes work in the speech science lab and in the clinic where students will obtain hands on experience in the use of equipment to study the acoustics of speech and hearing. Students will also learn the proper use of instruments in research activities and clinical assessment/intervention procedures. Experience in instrumental measurement and analysis of physical, physiological, perceptual and acoustical aspects of normal and abnormal speech production will provide valuable insight in understanding theoretical concepts introduced in other courses.

**CMD 565 Seminar in Fluency Disorders:** (2 Hours) Prerequisites: Permission of instructor and academic advisor. Current as well as historically relevant theories of stuttering, its prevention and its etiology will be considered. Students will develop skills to identify and classify various types of dysfluencies as well as the social, emotional, cultural, vocational, and economic impact of stuttering. Assessment and intervention strategies for children, adolescents and adults who stutter will be presented.

**CMD 570 Seminar in Aural Rehabilitation:** (3 Hours) Prerequisites: Courses in audiology and normal language development. This course is an advanced exploration of the critical role of hearing in normal language, speech and psychosocial development. Prevention of hearing disorders, the effects of hearing loss on communication across the life span, and the importance of early intervention and counseling will be investigated. Assessment of oral, signed and written language, speech and voice production, auditory discrimination and perception, and speechreading skills will be discussed. Scales used to assess specific communication breakdown and resultant attitudes will be identified. Treatment options and communication strategies, including the use of amplification systems, assistive listening devices, sensory aids and cochlear implants will be explored. Pertinent legislative and multicultural issues will be reviewed. Assessment and management of auditory processing disorders will be addressed.

**CMD 572 Communication Behaviors and the Aging Process:** (2 Hours) Current research and theory concerning age-related changes in communication and swallowing due to anatomical, physiological and cognitive changes will be reviewed. The influence of attitudes and expectations, the effects of cultural, psychological and pharmaceutical variables, the role of genetic factors and deleterious environmental influences will be analyzed. Appropriate modifications in assessment and management procedures to meet individual needs in different health care settings, including the use of group treatment and a collaborative management approach will be discussed. Counseling, including advice regarding prevention, and assistance provided to caregivers and members of the extended social support network will be explored.

**CMD 575 Seminar in Organic Speech Disorders:** (3 Hours) Prerequisites: Courses in anatomy and physiology of the speech mechanism and articulation disorders or permission of instructor. This course is a comprehensive study of the theory and research related to underlying neurological pathology and its prevention, salient features, confirmatory signs, diagnosis and treatment of motor speech disorders across the life span. The etiology and classifications of congenital orofacial anomalies and dentofacial growth problems, genetics of clefting and associated syndromes, including those typically associated with specific racial and ethnic groups, as well as prevention issues will be explored. Acoustical, perceptual and instrumental measures in assessment, as well as models of service delivery and management procedures will be discussed. Pediatric care and feeding of the newborn with a cleft, and complications associated with clefting and craniofacial disorders will be reviewed.

**CMD 578 Seminar in Voice Disorders:** (3 Hours) Prerequisites: Courses in anatomy and physiology of the speech mechanism and speech science. This course includes a comprehensive study of the models of voice production, as well as organic and functional voice disorders across the life span in culturally diverse populations. Prevention, etiology, signs, symptoms, and perceptual correlates of vocal pathologies and management will be discussed. The art of assessment including perceptual ratings and the use of contemporary equipment will be explored. Interdisciplinary collaboration in planning and monitoring treatment will be investigated. Communication and swallowing management of tracheotomized and ventilator dependent children and adults, as well as assessment and rehabilitation of head/neck cancer patients will be examined.

**CMD 580 Business and Management Aspects of a Speech-Language Pathology Practice:** (2 Hours) This course provides business and practice management principles and procedures for starting and managing a speech-language pathology practice, or in buying/selling an existing private practice. Topics of discussion include market analysis, marketing plan, operation and organizational plan, financial analysis, risk management, office automation, and personnel issues. Procedures for proper bookkeeping and accounting, strategies in pricing, and financial planning will be examined. Issues such as reimbursement, negotiating service contracts, continuous quality improvement, and risk abatement will be discussed.

**CMD 582 Special Problems in Speech-Language Pathology:** (2-4 Hours) Prerequisite: Permission of academic advisor and instructor. This course has varying content dealing with issues, trends and topics of current interest. Content will be developed based on assessed needs, interests and goals of a group(s) of students.

**CMD 585 Independent Study:** (3-6 Hours) Prerequisite: Permission of academic advisor and instructor. This course allows for the exploration of topics and/or issues based upon assessed needs, interest and goals of the individual student under the guidance of a faculty member. Typically, such a study will concentrate on an area not covered in other courses, or an area in which the individual student has developed particular interest and wishes to explore beyond what was covered in another course(s).

**CMD 589 Master's Project:** (3-6 Hours) Candidates for the Master of Science degree in Communicative Disorders may choose to complete a creative project within the student's professional area under the supervision of a graduate advisor within the Department. It is expected that this project will contribute to the knowledge base of the profession.

**CMD 590 Thesis:** (3-6 Hours) Candidates for the Master of Science degree in Communicative Disorders may choose to present a thesis that embodies independent research. The topic must be within the student's major professional area and must be approved by the student's thesis advisor within the Department. It is expected that the research will contribute to the knowledge base of the profession.

*The Department of Communicative Disorders at Jackson State University does not discriminate on the basis of race, color, gender, disability, age, religion, ethnic or national origin, veteran status, sexual orientation or any other illegal basis.*