

**COURSE SYLLABUS**  
**UCLA School of Dentistry, Section of Pediatric Dentistry**  
**Speech-Language Pathology Course**

**Course Chair/Co-Chair:**

Kharifa S. Tan, MS, CCC-SLP  
Dr. Ramos-Gomez

**Course Enrollment:** Pediatric dental residents and preceptors/ACTs

**Course Description:**

This two-part course aligns with SPICE PD Goal B (Focus Area I) which is to enhance existing CHAT PD residency curriculum to prepare post-doctoral pediatric dentists to recognize potential speech-language and feeding disorders, oral abnormalities, and make appropriate referrals in the evolving field of dentistry.

**Course Competencies:**

1. Demonstrate the ability to describe the general scope of a speech-language pathologist
2. Demonstrate the ability to describe typical language development
3. Identify and understand the typical referrals needed for common speech-language and feeding disorders

**Course Objectives:**

**On successful completion of this course, residents will be prepared to:**

1. Understand the general scope of a speech-language pathologist
2. Learn the difference between speech and language
3. Identify the characteristics of typical language development
4. State at least 5 red flag characteristics associated with children at risk for a speech, language, pragmatic, or feeding disorder
5. Understand what type of referrals are typically made for speech-language and feeding disorders
6. Name at least 2 examples of a speech or language disorder
7. Learn simple, appropriate and effective interventions to eliminate pacifier use or thumb sucking in young children.

**Teaching method(s) used in this course** (*check all that apply, to create a check in the electronic form, move the cursor next to the checkbox and press the space bar*):

<input checked="" type="checkbox"/> Lecture	<input type="checkbox"/> Projects
<input type="checkbox"/> Seminar	<input type="checkbox"/> Grand rounds
<input checked="" type="checkbox"/> Literature review	<input checked="" type="checkbox"/> Problem based learning/case studies
<input type="checkbox"/> Resident presentation	<input type="checkbox"/> Clinical rotations
<input checked="" type="checkbox"/> Simulation lab	<input checked="" type="checkbox"/> Other: <u>Videos</u>
<input type="checkbox"/> Laboratory	

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GME Competencies addressed by this course (check all that apply)	CODA Standards addressed by this course (check all that apply)
<input checked="" type="checkbox"/> Patient Care <input type="checkbox"/> Medical Knowledge <input type="checkbox"/> Practice based learning and improvement <input type="checkbox"/> Interpersonal and communication skills <input type="checkbox"/> Professionalism <input type="checkbox"/> Systems-based practice	<input type="checkbox"/> Biomedical sciences <input checked="" type="checkbox"/> Behavior guidance <input checked="" type="checkbox"/> Growth and development <input type="checkbox"/> Oral facial injury and emergency care <input type="checkbox"/> Oral diagnosis, oral pathology, & oral medicine <input type="checkbox"/> Prevention and health promotion <input type="checkbox"/> Comprehensive dental care <input type="checkbox"/> Management of a contemporary dental practice <input checked="" type="checkbox"/> Patients with special health care needs <input type="checkbox"/> Hospital dentistry <input type="checkbox"/> Pulp therapy <input type="checkbox"/> Pediatric medicine <input type="checkbox"/> Advocacy <input type="checkbox"/> Teaching

**PART A: Pre-requisites**

Dental residents will review basic information about speech and language as it relates to the practice of oral health.

**PART B: Didactics**

Through a combination of classroom lecture, discussion, and direct observation this course introduces dental resident students to understanding typical speech and language development. Dental residents will learn general speech and language norms and techniques to dissuade thumb sucking by a licensed speech-language pathologist.

**PART C: Practical experience**

Dental residents will be given an opportunity to observe a speech-language therapy session for children diagnosed with autism spectrum disorders in a treatment program.

**Evaluation Criteria/Methods:**

- Students will be evaluated based on attendance and active participation in discussions, lectures, treatment/case study session and rotation
- Pre- and post-tests will be used to assess basic knowledge (if applicable)
- Faculty observational assessments will be used to provide students with performance feedback and additional strategies for future use.
- Annual post course online survey will be collected

**Remediation Policies:**

*A customized remediation program will be designed to address areas of deficiency*

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**COURSE SCHEDULE PART B - Didactic portion**

<b>Overarching Goal</b>	<b>Session Title, Session Number &amp; Length of Session</b>	<b>Course Objectives</b> By the end of this course, the student will have acquired the following knowledge & skills:	<b>Teaching methods</b>	<b>Instructor</b>	<b>Assessments</b>
1. Understand the general scope of a speech-language pathologist 2. Learn the difference between speech and language 3. Identify the characteristics of typical speech development 4. Learn simple, appropriate and effective interventions to eliminate pacifier use or thumb sucking in young children.	“More than Stutters ”  1  2 hours	<ul style="list-style-type: none"> <li>- identify the main 3 domains of a speech-language pathologist</li> <li>- define speech and language</li> <li>- name the different components of speech</li> <li>- understand and calculate speech intelligibility</li> <li>- identify approximate ages specific sounds are mastered</li> <li>- name 3 speech sound disorders</li> <li>- understand why extended thumb sucking and pacifier use is detrimental to speech</li> <li>- create an intervention plan to cease thumb sucking</li> </ul>	-lectures  - videos  --in class discussion	Semel Institute Staff:  <b>Kharifa S. Tan MS, CCC-SLP</b>	
5. Identify the characteristics of typical speech development 6. State at least 5 red flag characteristics associated with children at risk for a speech, language, pragmatic, or feeding disorder 7. Understand what type of referrals are typically made for speech-language and feeding disorders 8. Name at least 2 examples of a speech or language disorder	“More than Stutters cont.”  2  2 hours	<ul style="list-style-type: none"> <li>- name and explain the different components of language</li> <li>- define and calculate MLU</li> <li>- know the norms for MLU up to age 4</li> <li>- understand general trajectory of typical language development</li> <li>- state at least 5 red flags of children at risk for a speech, language, or feeding disorder</li> <li>- name at least 2 language disorders</li> <li>- name 3 members of a feeding team</li> <li>- know at least 3 different places to refer parents to if a speech or language disorder is suspected</li> </ul>	-lectures  - videos  -in class discussion	Semel Institute Staff:  <b>Kharifa S. Tan MS, CCC-SLP</b>	

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**COURSE SCHEDULE PART C - Practical experience**

<b>Overarching Goal</b>	<b>Session number &amp; Length of Session</b>	<b>Desired Learning Outcomes</b> By the end of this course, the student will have acquired the following skills:	<b>Teaching methods</b>	<b>Instructor</b>	<b>Assessments</b>
8.	2  30 min	-guided observation of speech-language therapy session by dental resident students using the one-way windows	-observation  -group team discussion	Semel Institute Staff:  <b>Sarah B. Gross MA, CCC-SLP</b>  <b>Kharifa S. Tan MS, CCC-SLP</b>	

**FOR PART A:**

Tanaka, O., Oliveira, W., Galarza, M., Aoki, V., & Bertaiolli, B. (2016). Breaking the Thumb Sucking Habit:

When Compliance Is Essential. *Case Reports in Dentistry*, 2016, 1-6. doi:10.1155/2016/6010615

**FOR PART B:**

Hollo, A., Wehby, J. H., & Oliver, R. M. (2014). Unidentified Language Deficits in Children with Emotional and Behavioral Disorders: A Meta-Analysis. *Exceptional Children*, 80(2), 169-186. doi:10.1177/001440291408000203

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