

**San José State University
Connie L. Lurie College of Education
Communicative Disorders & Sciences
Resources for Human Communication Disorders
EDSP 110-1 & 110-2, Fall, 2016**

Course and Contact Information

Instructor:	Dana Albrecht, M.S. CCC-SLP
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Office Hours:	Tuesdays 3:00-3:45 Thursday 12:00 to 1:45 (except 9/22, 10/20, 11/10, 12/15) Fridays 12:00-12:45 Or by appointment
Class Days/Time:	Tuesday 9:00-11:45 (section 1) Tuesday 12:00-2:45 (section 2)
Classroom:	Industrial Studies 215
Prerequisites:	CDS major, upper division standing, or instructor consent

Canvas and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](http://sjsu.instructure.com) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [MySJSU](http://my.sjsu.edu) at <http://my.sjsu.edu> to learn of any updates. CDS department emails will only be sent to you at your SJSU.edu email therefore you are responsible for retrieving them there. If you are new to Canvas, [Canvas Student Resources](http://www.sjsu.edu/at/ec/canvas/student_resources_new/index.html) can be found at http://www.sjsu.edu/at/ec/canvas/student_resources_new/index.html.

Course Description

This course covers the scope of human communication disorders and public attitudes affecting educational, sociological, psychological and vocational opportunities of the communication disordered as well as management resources for the communication handicapped. This course is intended for students who are considering a major in speech-language pathology and/or audiology, or students interested in nursing, education, early childhood studies or social work. It provides students with an overview of the scientific study of communication, the nature of communication disorders, and the various disorders that interfere with communication over a lifetime.

Course Learning Outcomes (CLO)

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

- CLO1: Describe the various professional roles included in the field of Communicative Disorders and Sciences.
- CLO2: Indicate an awareness of the professional settings available for speech-language pathologists and Audiologists.
- CLO3: Identify the procedures for completing the educational program in speech-language pathology and audiology at San Jose State University (SJSU).
- CLO4: Describe how the program at SJSU meets the requirements for credentials, licensure and certification in communicative sciences careers
- CLO5: Identify the organizations and publications related to the study of speech-language pathology and audiology
- CLO6: Understand the development and characteristics of speech, language, and communication.
- CLO7: Know the common disorders of speech and language and their cause(s).
- CLO8: Understand the symptoms, assessment, and treatment of language delay in related disorders
- CLO9: Know the cause and types of articulatory and phonological disorders
- CLO10: Understand the treatment of stuttering and related fluency disorders, voice and craniofacial disorders,
- CLO12: Demonstrate an understanding of neurogenic disorders of speech and aphasia
- CLO13: Demonstrate an understanding of hearing disorders and aural rehabilitation
- CLO14: Demonstrate an understanding of alternative methods of communication

American Speech-Language and Hearing Association Standards

This course covers content areas which are necessary for application to the American Speech-Language Hearing Association (ASHA) for a Certificate of Clinical Competence in Speech Language Pathology or Audiology; however, the content provided in this course is at an introductory level. Further knowledge and understanding required to meet the competency standards will be covered in subsequent undergraduate and graduate course work. Please refer to the American Speech-Language and Hearing Association [2014 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology](http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/) revised March 1, 2016 for further details. The standards can be found at: <http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/>.

Required Texts/Readings

Textbook

Owens, R., Farinella, K., Metz, D., (2014). Introduction to Communication Disorders - A Lifespan Evidence-Based Perspective 5th Edition. Boston, MA: Pearson.

Other Readings

Each student will review an article and present an oral summary to the class. A compilation of the articles will be provided on Canvas for you to read and/or reference.

Other technology requirements / equipment / material

Besides a word processor and internet to access Canvas and e-mail, there are no other technology or equipment requirements. You will need scantrons for the midterm and final (2-week notice as to the specific type of scantron form will be given).

Library Liaison

Suzie Bahmanyar, MLIS suzie.bahmanyar@sjsu.edu

Course Requirements and Assignments

1. **3 In-Class Guided Analyses** (20 points each, 60 points total): On dates specified on the course schedule, videos of clinical sessions will be shown in class. Following the video, a Guided Analysis “Quiz” will be posted in Canvas with 4 essay questions worth 5 points each. You will be expected to demonstrate critical thinking skills, application of course material to the clinical sessions observed, and college-level writing which is clear, concise and organized. The Guided Analysis Quiz is due one week from the class in which it was viewed. The quiz will be posted for one additional week; however, 3 points will be deducted for each day it is late (a quiz 7 days late will therefore receive 0 points). If you are absent on the day of the in-class video observation, you are responsible for arranging a time during office hours or a mutually agreed upon time to view the videos prior to the due date.
2. **Book/Film Review and Reflection** (20 points): Review a book or film about an individual or group of people with “disabilities.” You will be required first briefly summarize the piece and then to comment and reflect on how their communication disorder and public attitudes affect their educational, sociological, psychological and vocational opportunities as well as the various management resources they utilize. Your review should be 1 to 2 pages of college-level writing which will be turned into Canvas utilizing Turnitin. A list of approved materials for review will be provided via Canvas. If you would like to utilize an alternative book or film for this assignment, you must obtain instructor permission no less than 3 days before the assignment due date. College-level writing which is clear, concise and organized is expected. Points will be distributed as such: 5 points accurate, concise summary of approved piece; 10 points depth of reflection on the effects of their disability; 5 points clear, concise, organized, grammatically correct writing.
3. **Clinical Observations and Analysis** (50 points): Students will observe speech-language pathologists whom hold a Certificate of Clinical Competence from ASHA or student clinicians supervised by a clinician with a Certificate of Clinical Competence. A minimum of 5 hours of observation of clinical intervention or assessment is required. These hours will contribute towards ASHA requirements for future application for a Certificate of Clinical Competence therefore it is the student’s responsibility to have the certified clinician sign their observation tracking forms.

- a. Student will provide a summary and analysis of 2 observed sessions (although more sessions are likely to be observed). If you observe a group session, focus your observation on one client. For each of the 2 sessions the following is to be included and will be graded based on depth and communicative effectiveness. Provide a description or summary of each the below listed sections whether or not there is a disability or disorder in that area. Describe the client's receptive and expressive skills in relation to skills which are expected given their age, disability or other relevant factors. Your description of their skills must demonstrate that you can differentiate between the various areas of speech and language*. Utilize your text book and cite the page number to back up your statements when applicable.
 - i. Provide a brief summary of the client (age, disability, diagnosis, etc.) and the sessions' goals/objectives and procedures or activities. (2 pts x 2 observations)
 - ii. Describe the dynamics of the therapy in terms of clinician-client relationship, pace, materials, proxemics. (2 pts x 2 observations)
 - iii. Describe the clients' comprehension* skills based on your observations. (2 pts x 2 observations)
 - iv. Describe the clients' speech* based on your perception and observations. (If they do not have speech, explain their alternative means.) (2 pts. x 2 observations)
 - v. Describe their semantic* skills. (2 pts x 2 observations)
 - vi. Describe their morphological* skills. (2 pts x 2 observations)
 - vii. Describe their syntax* skills. (2 pts x 2 observations)
 - viii. Describe their pragmatic* skills. (2 pts x 2 observations)
 - ix. State whether you felt the overall session was successful, what stands out the most as being effective, and what you would try differently. (2 pts. x 2 observations)
- b. There are no requirements as to the length of the assignment; however, anything past the 7th page will not be read. Please use 12-point font, double spaced.
- c. Provide copies or scanned documents of completed Supervised Observation Form and ASHA hours form with signatures and ASHA numbers. It is your responsibility to ensure they have current ASHA certification prior to the observation. You may not utilize observations previous to this course. (4 pts—no partial points for this requirement; < 5 hours = 0 pts)
- d. Your writing must be college-level: clear, concise, organized, grammatically correct writing (3 pts x 2 observations)
- e. It is suggested that you do your off-site observations as early as possible in the semester as it can sometimes be difficult to find clinicians whom are available and willing to have observers when you are also available. Please let me know if you need assistance connecting with a clinician.
- f. Assignments will be turned in on Canvas using Turnitin.
- g. Adhere to all HIPAA requirements for privacy, ASHA codes of ethics, and the Clinic Handbook dress code requirements when making observations.
- h. Remain professional during all observations including professional attire (see the KACCD Clinic Handbook for further details). Do not make comments or ask questions during sessions. If asked by a client or someone other than the clinician in private for an opinion, state that you are simply there to observe as a student in the field.

4. **Article Summary Presentation** (20 points): Students will be assigned an article to read and then provide a 1 to 2-minute oral presentation to the class summarizing the article. Articles will be given one week prior to the presentation. Grading will be based on clarity and effectiveness of oral communication and accuracy of information reported.

Midterm and Final Examination

A “traditional” midterm and final exam will be given and will consist of multiple choice, fill in the blank, true/false, and short answer questions about the material covered throughout the course. The final will cover primarily materials from the second half of the course, but will pull from knowledge learned in the first half as well. (Midterm 50 points, Final 50 points)

Grading Information

Grading Policy

Assignment and Course Requirement Points

1. 3 In-class guided analyses	60 points (20 points each)
2. Midterm	50 points
3. Book/Film Review and Reflection	20 points
4. Clinical Observations	50 points
5. Article Summary Presentation	20 points
6. Final Exam	50 points
TOTAL	250 points

Grades Assigned

Based on percent of points earned and not graded on a curve because every student deserves the chance to obtain an A. Rounding is as shown below: .5-.9 rounds up.

A+ = 96.5 to 100	A = 92.5 to 96.4	A- = 89.5 to 92.4
B+ = 86.5 to 89.4	B = 82.5 to 86.4	B- = 79.5 to 82.4
C+ = 76.5 to 79.4	C = 72.5 to 76.4	C- = 69.5 to 72.4
D+ = 66.5 to 69.4	D = 62.5 to 66.4	D- = 59.5 to 62.4
F = ≤ 59.4		

Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details. Grades will be available via Canvas. You can determine your success within the class based on points earned on assignments and exams. You may discuss your success via office hours if desired.

Grade Appeals

Please schedule office hours to discuss grade appeals. If you can present a written argument with citations, a change in grade will be considered. Appeals must be presented within 7 days of receiving your assignment grade. Due to the time requirements for posting final grades, you must request a meeting to appeal the final exam by Wednesday, December 20.

Late or Missed Assignments

Assignments are due by start of class on their due dates. For each 24 hours (day) they are late, 3 points will be deducted from the grade. Being able to meet deadlines is an important professional skill which should be practiced now. If you miss an in-class observation opportunity, you are responsible for arranging a time to view the missed videos during office hours.

Extra Credit

There are no extra credit opportunities available for this course.

Classroom Protocol

Participation and Attendance

Participating in classroom discussions and group activities will benefit you and is highly encouraged. Per [University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states, "Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class."

Arrival Times and Breaks

Please arrive on time. If you are late, you may miss discussion about upcoming assignments. If you must be late due to "life's happenings," please come in quietly and you may discuss your reasons at a break or after class if you feel the need. If you need to take a break during the class, excuse yourself and return with as little disruption as possible.

Cell Phones Electronic Communications

It is understood that electronic communications are a part of our security and safety, including campus alerts; therefore, having cell phones on for emergency and safety related issues is allowed. Please silence your cell phone and message alerts on electronic devices. Please refrain from checking it frequently or using it for non-emergency purposes during class. Please also refrain from checking Facebook and other social media sites in class. If you are noted doing so, you may be asked to leave class as it is assumed your attention is elsewhere. Your participation and attendance benefits you. Please also respect your peers by ensuring your electronic devices are not distracting.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

EDSP 110 / Resources for Human Communication Disorders, Fall 2016, Course Schedule

Schedule subject to change with fair notice. Changes will be posted to Canvas.

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/30/16	Review syllabus and course expectations Chapter 1, The Field, the Professionals, and the Client
2	9/6/16	Chapter 2, Typical and Disordered Communication Peer-Reviewed Articles, Evaluating Websites, Plagiarism http://library.sjsu.edu/video/finding-scholarly-peer-reviewed-articles http://library.sjsu.edu/video/evaluating-web-sites http://library.sjsu.edu/video/plagiarism-graduate-level
3	9/13/16	Chapter 3, Overview of Anatomy and Physiology
4	9/20/16	Chapter 4, Childhood Language Impairments
5	9/27/16	Chapter 4, Childhood Language Impairments (cont.) In-Class Guided 1
6	10/4/16	Chapter 5, Developmental Literacy Impairments In-class Guided Analysis 1 due via Canvas
7	10/11/16	Chapter 6, Adult Language Impairments
8	10/18/16	MIDTERM (9:00-10:00)
9	10/25/16	Chapter 7, Fluency Disorders In-Class Observation 2
10	11/1/16	Chapter 8, Voice and Resonance Disorders In-Class Guided Analysis 2 due via Canvas
11	11/8/16	Chapter 9, Disorders of Articulation and Phonology In-class Guided Analysis 3
12	11/15/16	Chapter 10, Motor Speech Disorders In-class Guided Analysis 3 due via Canvas Movie/Film Review due via canvas
13	11/22/16	Chapter 11, Disorders of Swallowing
14	11/29/16	Chapter 12, Audiology and Hearing Loss Clinical Observation Analysis and hours due via Canvas
15	12/6/16	Chapter 13, Augmentative and Alternative Communication
Section 1 FINAL	12/16/16	7:15AM-9:30AM
Section 2 FINAL	12/18/16	9:45AM-12:00PM