Course and Contact Information

Instructor: Kathleen Castillo M.A. CCC-SLP, BCS-S, CBIS
Location: Sweeney Hall 100
Telephone: (408) 466-4767
Email: kathleen.castillo@sjsu.edu
Office Hours: By appointment only
Class Days/Time: Section 01 Wednesday 5PM to 7:45PM

Course Web Page and Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas learning management system course website at https://sjsu.instructure.com. You are responsible for regularly checking with the messaging system through Canvas to learn of any updates. For first-time user of Canvas, the instructions are available at http://www.sjsu.edu/at/ec/canvas/index.html.

Course Description

This course will focus on the etiology and remediation of communicative disorders in adults. This course offers support and training in the area of normal and abnormal aging and neurogenic

Course Learning Outcomes (CLO)

This course meets the 2015 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology IV-C and IV-D in the area of swallowing and disorder of swallowing.

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

1. CLO 1: Demonstrate knowledge of foundations of language and communication disorders in healthy normal aging and reflect on the characteristics and experiences of healthy elders. (ASHA Standard IV-B; discussion postings and exams)
2. CLO 2: Demonstrated knowledge of the pathological changes in communication and cognition associated with aging and reflect on the impact of cognitive-communicative disorders among elders and their families. (ASHA Standard IV-B, IV-C; discussion postings and exams)
3. CLO 3: Demonstrate knowledge of cognitive-communication intervention activities. (ASHA Standard IV-D, IV-F, IV-G, discussion postings and exams)
4. CLO 4: Demonstrate clear and concise oral presentation and written communication skills. (ASHA Standards: V-A, discussion postings, projects as assigned)
Required Texts/Readings/Resources

Textbook:


• Some additional readings may be made available on Canvas.

Library Liaison

Suzie Bahmanyar, MLIS
Suzie.bahmanyar@sjsu.edu
408.808.2654
http://libguides.sjsu.edu/CDS

NOTE that University policy F69-24 at http://www.sjsu.edu/senate/docs/F69-24.pdf states that “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. Attendance per se shall not be used as a criterion for grading.”

Course Requirements and Assignments

• Course Assignments
  o Quizzes (20%) Short quizzes will be administered throughout the semester
  o 2 Midterm exams (40%) will be administered at the beginning of the designated class period. Questions may include true/false, multiple choice, matching, and/or short-answer.

• Course Final (40%) will be administered at the end of the course on the designated day of the final. Questions may include true/false, multiple choice, matching and/or short answer. See University policy for attendance during final exams.

Grading Scale:

Your letter grade is based on the following scale.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>100% to 98%</td>
</tr>
<tr>
<td>A</td>
<td>97% to 94%</td>
</tr>
<tr>
<td>A-</td>
<td>93% to 90%</td>
</tr>
<tr>
<td>B+</td>
<td>89% to 87%</td>
</tr>
<tr>
<td>B</td>
<td>86% to 84%</td>
</tr>
<tr>
<td>B-</td>
<td>83% to 80%</td>
</tr>
<tr>
<td>C+</td>
<td>79% to 77%</td>
</tr>
<tr>
<td>C</td>
<td>76% to 74%</td>
</tr>
<tr>
<td>C-</td>
<td>73% to 70%</td>
</tr>
<tr>
<td>D</td>
<td>69% to 60%</td>
</tr>
<tr>
<td>F</td>
<td>59% &amp; below</td>
</tr>
</tbody>
</table>

All work must be submitted on time. Failure to complete all activities/assignments in an acceptable and timely manner will result in lowering the final grade by one letter.

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 at http://www.sjsu.edu/senate/docs/F13-1.pdf for more details.

**Incomplete Work:** A notation of “incomplete” may be given in lieu of a final grade to a student who has carried a passing grade for a significant part of the course but, because of illness or other unusual and substantiated cause beyond the student’s control, has been unable to take or complete the final examination or some other limited amount of term work. An incomplete is not given unless the student can prove to the instructor that he/she was prevented from completing course requirements for just cause as indicated above, and is not assigned on the basis of poor academic performance.

**Remediation**

For students entering the professions of speech-language pathology and audiology, the ultimate goal is not merely to earn a passing grade in a course or on an examination or assignment. Rather, it is to demonstrate the acquisition of knowledge and skills relative to certification standards in the profession(s). As such, students are required to demonstrate adequate proficiency in essential knowledge and skill areas, as determined by the academic instructor. If student performance for one or more specific knowledge/skill area is below expectations, instructors may require remediation and implement strategies that may include, but are not limited to, the following:

- Rewriting/resubmitting incorrect/incomplete test answer(s)
- Providing oral explanations of content material
- Redoing all or part of academic projects
- Completing directed readings
- Viewing supplemental videos
- Other targeted activities

*These additional remediation activities will not alter the grade earned on a particular examination or assignment; however, they will ensure that each student has demonstrated acquisition of each of the knowledge and/or skill areas targeted in the course.*

**Illness and Absence Policy for Exams**

- At the discretion of the instructor, make-up exams will be given in cases of documented illnesses and/or emergencies. For illnesses, documentation must be in the form of a written note from your personal physician. For personal or family-related emergencies, an appropriate verification of the absence will be required. Documentation must be procured within one week.

- In case you are ill or have an emergency, please let us know your status within 24 hours after the missed exam date by email, phone, or in person.

- Any notification after the 24-hour period will not be accepted and you will not be able to make up the missed exam.

- Make up exams will also be provided for students who observe religious holidays.
  - To make up an exam, you must inform us of your absence at least 1 week prior to the exam date. We can arrange a mutually agreeable time for your make up.
  - If you inform us of your religious observance after the exam date, you will not be allowed to make up the exam.

**Adding/Dropping**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Add/drop deadlines can be found on the current academic year calendars document on the Academic
Calendars webpage. Students should be aware of the current deadlines and penalties for dropping classes (Late Drop Information). Information about the latest changes and news is available at the Advising Hub.

UNIVERSITY POLICIES

University Policies and Academic Integrity Statement are available at Office of Graduate and Undergraduate Program’s (GUP’s) Syllabus Information web page: http://www.sjsu.edu/gup/syllabusinfo/

• Let us start by saying that the following information is not meant to scare you but rather to inform you, so you and I can avoid misunderstandings that pertain to your work.

• Part of your training in CD&S involves understanding ethics and ethical behavior in practice and research. Information on academic honesty is the first step toward this goal.

• As a member of this class and a student at SJSU, you are honor bound to observe and demand academic honesty and integrity from yourself and those around you.

• SJSU’s policy on Academic Integrity will be STRICTLY followed for this course. Your own commitment to learning, as evidenced by your enrollment at San José State University (SJSU), and the University’s Integrity Policy require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Judicial Affairs. The policy on academic integrity can be found at: Academic Integrity policy F15-7 http://www.sjsu.edu/senate/docs/F15-7.pdf

• If you are caught cheating on any assignment and if this transgression is verified after due process, you will receive a zero for that specific assignment and/or an E for the entire course, depending on the severity of the infraction.

• Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy F15-7 (http://www.sjsu.edu/senate/docs/F15-7.pdf) requires approval of instructors.

• Policy F06-1 is obsolete per Academic Senate Obsolete policy page.

• In summary, all students are responsible for maintaining the highest standards of honesty and integrity in every phase of their academics. The penalties for academic dishonesty are severe and ignorance is not an acceptable defense. The Student Conduct Code defines academic offenses and details procedures for dealing with them. All students are expected to be familiar with the content of the Student Conduct Code.

Campus policy in compliance with the Americans with Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours.

Presidential Directive 97-03 requires that students with disabilities register with the Disability Resource Center (DRC) to establish a record of their disability. Accommodations of Students with Special Needs Students are referred to the Accessible Education Center (AEC), Administration Building 110, (408)
924-6000 (voice), (408) 924-5990 (TDD). You may access their policies and services via the website at: http://www.sjsu.edu/aec/.

Student Technology Resources
Visit Student Technology Resources section at the Office of Graduate and Undergraduate Program’s Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/#StudentTechResources for more information.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at http://peerconnections.sjsu.edu for more information

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at http://www.sjsu.edu/counseling.

COLLEGE AND DEPARTMENTAL POLICIES

Vision Statement
The Lurie College of Education is an inclusive, engaged, diverse, intellectual community where teacher-scholars inspire life-long learning and advocacy for excellence and equity in education.

Mission Statements

Lurie College of Education: The mission of the Lurie College of Education is to empower graduates with the skills, knowledge and dispositions that ensure access to excellence and equity in education for every student in our diverse, technologically complex, global community. The policies and practices of
the Connie L. Lurie College of Education at San José State University are based on the belief that teaching in a democracy requires and must ensure that:

- Students have access to an excellent and equitable education;
- Educators at every level have knowledge of their subject matter and their students, value and engage in ethical practice and excellent pedagogy, and develop dispositions and habits of the mind that ensure that all students have equitable access to an excellent education;
- Stakeholders be involved in the collegial community engaged in the professional conversation and decision making that delineate standards, assign resources, guide program design, and reward accomplishment in the College

Department: The Mission of the Department of Communicative Disorders & Sciences is to provide high-quality academic and clinical preparation to students seeking careers working with individuals who have speech, language and hearing disorders, and their families. Guided by principles of evidence-based practice and working in collaboration with other professionals, our graduates will adhere to the highest ethical standard in serving the needs of our diverse community.

HIPPA Policy

Students will be considered members of the clinic workforce under regulations established by the Health Insurance Portability and Accountability Act (HIPAA) at http://www.sjsu.edu/hr/docs/benefits/policies/revised_csu_privacy_policy.pdf.

Students will receive instruction in following HIPAA policies and will be required to adhere to these policies.

Confidentiality

All clients have the right to confidentiality. Students are not to discuss cases outside of the Communicative Disorders & Sciences Clinic or in public access areas within CD&S (e.g., restrooms, hallways, observation booths, etc.). Known violations of confidentiality will result in a stern reprimand. Serious and/or repeated violations will warrant referral to the Chair of the Communicative Disorders & Sciences Department for disciplinary action.

Grievances

When a dispute arises between a student and faculty member regarding a grade, academic honesty, academic freedom, mistreatment, or another matter, the student’s first responsibility is to arrange an appointment with the faculty member to discuss the issue. If mutual satisfaction is not reached in this manner, the next step is to arrange an appointment with the CD&S Department Chair who will work to resolve the dispute. Should the Department Chair be unsuccessful in attempts to mediate, a set of policies and procedures have been implemented by the Lurie College of Education to successfully resolve such issues. These policies are available upon request.

The Department of Communicative Disorders and Sciences at SJSU expects students to follow the grievance policies and procedures of the Department, Lurie College of Education, and SJSU. If concerns still exist, students may contact the Council on Academic Accreditation at the ASHA Action Center (1-800-498-2071). Further information may be found on the ASHA website (www.asha.org) under the ASHA Procedures of Complaints against Graduate Education Programs document. Chapter 4 includes specific information regarding academic grievance.
EDSP 162 Spring 2020 CALENDAR – SUBJECT TO CHANGE BY THE INSTRUCTOR

- Any deviations to class calendar will be announced to the class by the instructor via canvas and/or class lectures
- Remember to consult canvas daily for updates or announcements
- Recommended readings in italics
- Assignments in **bold** are to be turned into instructor and will be counted as part of your final grade

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Class Topics</th>
<th>Readings</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 29</td>
<td>Studying Adult Development and Aging</td>
<td>Cavanaugh: Chapter 1&amp;2</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Feb 05</td>
<td>Physical Changes. Longevity, Health &amp; Functioning</td>
<td>Cavanaugh: Chapter 3 &amp; 4</td>
<td></td>
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<tr>
<td>3</td>
<td>Feb 12</td>
<td>Attention &amp; Memory. Intelligence, Reasoning, Creativity &amp; Wisdom Social Cognition</td>
<td>Cavanaugh: 6, 7 &amp; 8</td>
<td>QUIZ 1-4</td>
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<tr>
<td>4</td>
<td>Feb 19</td>
<td>Personality. Mental Health/Assessment</td>
<td>Cavanaugh: 9, 10 Brookshire: 2-6</td>
<td>Review for Midterm</td>
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<tr>
<td>5</td>
<td>Feb 26</td>
<td></td>
<td></td>
<td>MIDTERM</td>
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<tr>
<td>6</td>
<td>Mar 04</td>
<td>Cranial Nerves &amp; Neuro Anatomy/Assessment</td>
<td>Brookshire: 2-6</td>
<td>QUIZ 6-10</td>
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<tr>
<td>7</td>
<td>Mar 11</td>
<td>Aphasia &amp; Dementia</td>
<td>Dr Mahendra</td>
<td>QUIZ -CN</td>
</tr>
<tr>
<td>7</td>
<td>Mar 18</td>
<td>Strokes &amp; Motor speech</td>
<td>Manasco</td>
<td>Review for Midterm</td>
</tr>
<tr>
<td>8</td>
<td>Mar 25</td>
<td></td>
<td></td>
<td>MIDTERM</td>
</tr>
<tr>
<td>9</td>
<td>April 1</td>
<td></td>
<td></td>
<td>SPRING BREAK</td>
</tr>
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</table>

EDSP 162 Spring 2020
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Class Topics</th>
<th>Readings</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>April 8</td>
<td>Traumatic Brain Injury</td>
<td></td>
<td>QUIZ-Neuro</td>
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<tr>
<td>11</td>
<td>April 15</td>
<td>Successful aging</td>
<td>Cavanaugh: Chapter 13 &amp;14</td>
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<tr>
<td>12</td>
<td>April 22</td>
<td>Dying &amp; Bereavement/</td>
<td>Cavanaugh: Chapter 13 &amp;14</td>
<td>QUIZ</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quality of life assess</td>
<td>Brookshire: 6</td>
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<tr>
<td>13</td>
<td>April 29</td>
<td></td>
<td></td>
<td>Cumulative Review</td>
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<tr>
<td>14</td>
<td>May 06</td>
<td></td>
<td></td>
<td>Release day for final</td>
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May 13-Final 17:15