

San José State University
Communicative Disorders and Sciences
EDSP 110: Resources in Human Communication
Fall 2017

I. Course Information

Instructor:	Dr. Carol Zepecki, CCC-SLP
Office Location:	Sweeney Hall – 118C
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Office Hours:	Monday 1-2 Tuesday 3-4
Class Days/Time:	Tuesday 9-11:45
Classroom:	Sweeney Hall 335

Course Format

This course will be delivered through on-site classes that include lecture, videos, discussions and various activities involving case studies and critical thinking. A laptop, Internet access and software are required to complete this course. See Student Technology Resources below for available computer/laptop/device on campus.

Faculty Web Page 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://my.sjsu.edu) at <http://my.sjsu.edu> or <http://my.sjsu.edu>. *You are responsible for regularly checking with the messaging system through [MySJSU](http://my.sjsu.edu) at <http://my.sjsu.edu> (or other communication system as indicated by the instructor) to learn of any updates.*

Course Description

This course is 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. Students will receive basic information about communication based on research and field experiences presented through lectures, class discussions, video and observations.

Learning Outcomes (Course Learning Outcomes – CLO)

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

1. Indicate an awareness of the various professional roles and settings included involved in the field of Communicative Disorders and Sciences. (ASHA Standard IV-G)
2. Identify the procedures for completing an educational program in Speech-Language Pathology and Audiology at San Jose State University and the requirements for credentials, licensure and certification in communicative sciences careers. (ASHA Standards IV-G and V-B)
3. Identify the organizations and publications related to the study of Speech-Language Pathology and Audiology and reflect on this information both verbally and in writing. (ASHA Standards IV-G and V-A).
4. Understand and demonstrate knowledge of the development and characteristics of speech, language and communication. (ASHA Standard IV-A-D)
5. Know the common disorders of speech and language and their cause. (ASHA Standards A-D)
6. Understand the symptoms, assessment, and treatment of all speech and language disorders. (ASHA Standard IV-D)
7. Demonstrate an understanding of alternative methods of communication. (ASHA Standard IV-D)
8. Identify and manage ethical considerations in professional activities and the role research in evidence-based practice (ASHA Standards IV E-G)

ASHA STANDARDS

This course meets the following Standards for the Certification of Clinical Competence: (2016):

- **Standard IV-A:** The applicant must have demonstrated knowledge of the biological sciences, physical sciences, statistics, and the social/behavioral sciences. (CLO 4 - 7)
- **Standard IV-B:** The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the lifespan. (CLO 4 - 7)
- **Standard IV-C:** The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas of study ((1) articulation, (2) fluency, (3) voice and resonance, (4) receptive and expressive language in speaking, listening, reading and writing, (5) hearing and the impact on speech and language, (6) swallowing, (7) cognitive aspects of communication, (8) social aspects of communication, (augmentative and alternative communication modalities. (CLO 4 – 7)
- **Standard IV-D:** For each of the areas specified in Standard IV-C, the applicant must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates. (CLO 4-7)
- **Standard IV-E:** The applicant must have demonstrated knowledge of standards of ethical conduct. (CLO 8)
- **Standard IV-F:** The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice. (CLO 8)
- **Standard IV-G** The applicant must have demonstrated knowledge of contemporary professional issues. (CLO 1 – 3, 8)
- **Standard V-A:** The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice. (CLO 3)
- **Standard V-B:** The applicant for certification must have completed a program of study that includes experiences sufficient in breadth and depth to achieve the following skill outcomes; evaluation, intervention, interaction and personal qualities. (CLO 1-8)

Required Texts and Readings

Textbook

Introduction to Communication Disorders - A Lifespan Evidence-Based Perspective. Authors: Owens, Mertz and Farinella. Edition 5 Either ISBN-13: 978-0133352030 or ISBN-10: 013335203X

(There is a 3rd and 4th edition as well. Many chapters are the same, but you will need to work with someone who has a 5th edition in order to stay aligned with the information.

Useful Resources

- [American Speech-Language-Hearing Association \(ASHA\) Evidence-Based Practice](http://www.asha.org/Members/ebp/intro.htm) (EPB) resources at <http://www.asha.org/Members/ebp/intro.htm>
- [ASHA's National Center for Evidence-Based Practice in Communication Disorders](http://www.asha.org/members/ebp/EBSRs/) (N-CEP) systematic reviews at <http://www.asha.org/members/ebp/EBSRs/>
- [ASHA's Practice Portal](http://www.asha.org/Practice-Portal/) at <http://www.asha.org/Practice-Portal/>
- American Psychological Association (APA, 6th Ed.) style: APA style is required for all written assignments. Look under "In-text Citation" and "Reference List" sections for guidelines on [Purdue Online Writing Lab \(OWL\)](http://owl.english.purdue.edu/owl/resource/560/01/) at <http://owl.english.purdue.edu/owl/resource/560/01/>

Library Liaison

- Emily Chan – Emily.chan@sjsu.edu

Additional Support

- [SJSU Accessible Education Center](http://www.sjsu.edu/aec/): <http://www.sjsu.edu/aec/>
- [King Library: Communicative Disorders and Sciences Services](http://libguides.sjsu.edu/CDS): <http://libguides.sjsu.edu/CDS>
- [Writing Center](http://www.sjsu.edu/writingcenter/): <http://www.sjsu.edu/writingcenter/>
- [Counseling and Psychological Services](http://www.sjsu.edu/counseling): <http://www.sjsu.edu/counseling>

- [Peer Connections](http://peerconnections.sjsu.edu): <http://peerconnections.sjsu.edu>

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found from Credit Hour link on [Fall 2017 policies and procedures page](http://info.sjsu.edu/static/catalog/policies.html) at <http://info.sjsu.edu/static/catalog/policies.html>. This list consists of policies and procedures related to students.

That is, expect to work six additional hours outside the classroom each week for a three-unit course.

Assignments. See the attached course calendar for exam/due dates and the Assignment description for specific instructions/rubrics.

-Quizzes – 20 points each (12 counted for 240 points)

There will be 13 throughout the semester. Each will be worth 20 points. The highest 12 quizzes will be counted for a total of 240 points. These quizzes will be based on the information from the book and the power-point information concerning that topic.

-Video Summaries 10 points each for a total of 50 points

You will be assigned videos to watch throughout the course. You will complete a summary of these videos and submit them electronically before or on the day of the next class.

-Clinical Observation and write up - Total 30 points

You will need to observe a clinician working with someone with a communication disorder in a setting in which Speech and Language Pathologists or Audiologists work. I will give you a list of possible settings and contact information. I will also provide information about the write-up on Canvas. The write up needs to be 1-3 pages single-spaced and include information about:

1. What you observed
2. Your analysis of the session based on what you have learned about speech and language therapy and treatment, and
3. How this observation might affect your future career plans

You will also give the class a brief summary of your visit. A schedule will be developed for your presentation.

-Book Review – 20 points

Answer questions and summarize for book by Rob Schindler. *Hot Dogs and Hamburgers*. Austin: River Grove Books. 2012. (Book to be provided) 10 points

-Quick Read – 20 points

You will be given a short article. You will need to read it, write a short summary and present the information in a 1 or 2 minute class presentation.

-Mid-term examination - 20 points.

You will be assigned an article about autism. You will need to answer take-home questions related to the article.

-Final exam - 20 points.

You will be required to respond to a case situation and problem solve the situation by applying knowledge that you have learned during the semester.

Grading Information: Determination of Points

Quizzes – 1 highest 12 will be counted up to 20 points each (CLO 1-8)	240 points
5 Video summaries 10 points each (CLO 3-4)	50 points
Clinical observation write up and presentation (CLO 1-8)	30 points
Review of Book (CLO 5-6)	20 points
Quick Read (CLO 3-4)	20 points
Exams 2 – 20 points each (CLO 4-7)	40 points
Total	400 points

Grade Appeals: The instructor welcomes appeals to any grade. Grade appeals must be a written argument substantiated with evidence and citations (if necessary). Grade appeals are due one week from when the assignment is returned.

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 based on points applied to the rubrics presented for each assignment or for the actual points achieved on the examination.

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 = 59.5 to 69.4%	F = < 59.4%	

Classroom Protocol

Students are expected to complete all assignments on time unless they have spoken to the instructor and a new date has been established. Students must have cell phones turned off during class and clinic sessions.

Assignment Due Dates: All assignments are due on the dates listed.

Attendance/Participation: Students are expected to attend all scheduled classes. The instructor should be notified of upcoming excused absences. Students will be expected to hand in all assignments on time. Students will be expected to demonstrate collegiality, verbal problem solving, critical thinking, and active participation in class discussions. Class assignments will take (at least) ten to twelve hours per week.

Writing Requirements: Students should adhere to the APA (American Psychological Association) Manual. Primary cites should be used; a secondary source is allowed when the primary source is not available or written in a non-English language. The APA Manual is available in the King library.

Consent for Recording of Class and Public Sharing of Instructor Material: Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.

Students are welcome to audiotape any class after first having announced that an audio recording is being made at the beginning of each class. Audio recordings are for a student's own private review. Students do not have the right to reproduce or distribute audio recordings without written permission from the instructor and every other student who was present when the audio recording was made. Course materials shared by the instructor are his intellectual property (unless otherwise designated) and cannot be shared publicly without his written permission. You may not publicly share or upload instructor-generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

II. 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>."

III. College and Department policies

COE Vision Statement

The Lurie College of Education at San José State University is a professional community of students, faculty, and staff engaged in supportive partnerships to serve a community of culturally diverse children, youth and families by pursuing scholarly and reflective inquiry, promoting, enhancing and increasing access to a quality, lifelong education. Faculty, staff, and graduates are compassionate professionals who interact in ethical ways and are mindful of our roles and responsibilities in a democratic society.

COE Mission Statements

The mission of the Lurie College of Education is to prepare educators who will enhance the quality of education for all students in our culturally diverse, technologically complex world.

Our basic values:

- Respect and appreciation for diversity
- Promotion of equity and access to quality education
- Excellence through scholarly activity and reflective professional practice
- Continual professional and personal growth
- Ethical, collegial, and humane interpersonal relationships as a basis for community
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CD&S Department Vision Statement

Utilizing faculty expertise, the Department of Communicative Disorders and Sciences will be known for its rigorous education, innovative models of clinical preparation, scientific contributions, and a resource for professional development in service to our increasingly diverse community.

CD&S Department Mission Statement

The Mission of the Department of Communicative Disorders and Sciences is to provide rigorous academic and clinical preparation to students seeking careers working with individuals with communication disorders, and their families. We are guided by a commitment to scholarly research and principles of evidence-based practice. Our graduates will adhere to the highest ethical standards in serving the needs of our culturally and linguistically diverse community.

HIPPA / FERPA Policy

Students will be considered members of the clinic / school workforce under regulations established by the Health Insurance Portability and Accountability Act (HIPAA) and Family Educational Rights and Privacy Act (FERPA). Students will adhere to these policies in all situations.

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, elevators, teachers' lounges, 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 (LCOE) to successfully resolve such issues. These [student dispute policies](http://www.sjsu.edu/education/docs/StudentDisputes.pdf) are available on the LCOE website: <http://www.sjsu.edu/education/docs/StudentDisputes.pdf>.

The Department of Communicative Disorders and Sciences at SJSU expects students to follow the grievance policies and procedures of the Department, LCOE, 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](http://www.asha.org) (www.asha.org) under the ASHA Procedures of Complaints against Graduate Education Programs document. Chapter 4 includes specific information regarding academic grievance.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make 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](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Tentative Schedule – Subject to minor changes – Fall 2017 EDSP 110

Week	Date	Topics, Readings	Assignments
1	8/29	Review of Greensheet -Discussion of Disabilities -Professions of Speech Pathology and Audiology	Read Chapter 1 on Profession of speech language pathology and audiology Set up an observation of an Audiologist or Speech Language Pathologist
2	9/5	Quiz #1 – Profession of Speech Pathology and Audiology Class Information – Typical and Disordered Communication	Read Chapter 2 on Typical and Disordered Communication Watch video - write a summary http://www.youtube.com/watch?v=5KXIDUo18aA&feature=related
3	9/12	Quiz #2 – Typical and Disordered Communication Class information - Anatomy and Physiology Summary of video due	Read Chapter 3 on Anatomy and Physiology of Speech, Language and Hearing Make sure you have book <i>Hot Dogs and Hamburgers</i>
4	9/19	Quiz #3 – Anatomy and Physiology Class information on Childhood Language Impairments	Read Chapter 4 on Childhood Language Impairments Watch video – write a summary http://www.youtube.com/watch?v=uFC4UK5rk4E
5	9/26	No quiz Class information on Autism Summary of video due	Read information on Autism Answer questions on Autism
6	10/3	Quiz #4 on Childhood Language and Autism Class information on Developmental Literacy Impairments Mid-term autism questions due	Read Chapter 5 on Developmental Literacy Impairments Answer questions regarding the Hot Dogs and Hamburgers book
7	10/10	Quiz #5 on Developmental Literacy Impairments Class information on Adult Language Impairments Book Summary questions due	Read Chapter 6 on Adult Language Impairments Complete Quick Read
8	10/17	Quiz # 6 on Adult Language Class information on Fluency Disorders Quick Read summary due – Quick Read presentation	Read Chapter 7 on Fluency Disorders Watch video – write a summary https://www.youtube.com/watch?v=Tu01KJkVrIA
9	10/24	Quiz #7 on Fluency Disorders Class information on Voice and Resonance Disorders Quick Read presentation Summary of video due	Read Chapter 8 on Voice and Resonance Disorders
10	10/31	Quiz #8 on Voice and Resonance Disorders Class information on Disorders of Articulation	Read Chapter 9 on Disorders of Articulation Watch video – write a summary https://www.youtube.com/watch?v=uZ2qPR4lAsw
11	11/7	Quiz #9 on Disorders of Articulation Class information on Motor Speech Disorders Summary of video due	Read Chapter 10 on Motor Speech Disorders Work on observation of SLP or audiologist
12	11/14	Quiz #10 on Motor Speech Disorders Class information on Disorders of Swallowing Observation of SLP or audiologist due	Read Chapter 11 on Disorders of Swallowing
13	11/21	Quiz #11 on Disorders to Swallowing Class information on Audiology and Hearing loss Presentations on observation	Read Chapter 12 on Audiology and Hearing Loss Watch video - write a summary http://www.youtube.com/watch?v=6F6fVGg7LLg&feature=related no summary – will talk in class
14	11/28	Quiz #12 Audiology and Hearing Loss Class information on Alternative and Augmentative Communication Presentations on observation – Summary of video due	Read Chapter 13 on Augmentative and Alternative Communication
15	12/5	Quiz # 13 on Augmentative and Alternative Communication Class information on Assessment and Intervention Presentations on observation	Complete final examination – case study
16	TBD	Final exam	