

**San José State University**  
**Connie L. Lurie College of Education**  
**Communicative Disorders & Sciences**  
**Resources in Human Communication, EDSP 110 Sec 02, Fall, 2018**

**Course and Contact Information**

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<b>Office Hours:</b>	Thursday 8-9am or by appointment
<b>Class Days/Time:</b>	Thursday 9-11:45 p.m.
<b>Classroom:</b>	Sweeney Hall 447
<b>Prerequisites:</b>	Instructor consent

**MYSJSU Messaging and Electronic Files**

You are responsible for regularly checking your @sjsu.edu email and with the messaging system through [MySJSU](http://my.sjsu.edu) at <http://my.sjsu.edu> for clinic and course correspondence. We will be using the clinic's secure file sharing system, [Egnyte](https://mmccollum.egnyte.com), which can be accessed at <https://mmccollum.egnyte.com>. You will be provided a log in and password by the clinic director. Egnyte will be used to share Protected Health Information (PHI).

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the [Canvas learning management system](http://sjsu.instructure.com) course website at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through Canvas to learn of any updates. Notification setting and email address can be edited under "Setting" on Canvas. [Canvas login instruction](http://www.sjsu.edu/ecampus/teaching-tools/canvas/index.html) is located at <http://www.sjsu.edu/ecampus/teaching-tools/canvas/index.html>.

**Course Description**

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.

## Course Goals

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.

## Course Learning Outcomes (CLO)

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

- LO 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)
- LO 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)
- LO 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).
- LO 4.** Understand and demonstrate knowledge of the development and characteristics of speech, language and communication. (ASHA Standard IV-A-D)
- LO 5.** Know the common disorders of speech and language and their cause. (ASHA Standards A-D)
- LO 6.** Understand the symptoms, assessment, and treatment of all speech and language disorders. (ASHA Standard IV-D)
- LO 7.** Demonstrate an understanding of alternative methods of communication. (ASHA Standard IV-D)
- LO 8.** Identify and manage ethical considerations in professional activities and the role research in evidence-based practice (ASHA Standards IV E-G)

## American Speech-Language and Hearing Association (ASHA) Standards

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) at <http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/> for further details.

This course is intended to provide opportunity to demonstrate the following ASHA Standards (2016) to apply for Certification of Clinical Competence:

1. **Standard IV-A:** "...demonstrated knowledge of the biological sciences, physical sciences, statistics, and the social/behavioral sciences."
2. **Standard IV-B:** "...demonstrated knowledge of basic human communication and swallowing processes... ability to integrate information pertaining to normal and abnormal human development across the life span."

3. **Standard IV-C:** “...demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates...”
4. **Standard IV-D:** “...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.”
5. **Standard IV-E:** “...demonstrated knowledge of standards of ethical conduct...the principles and rules of the current ASHA Code of Ethics.”
6. **Standard IV-F:** “... demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.”
7. **Standard IV-G:** “... demonstrated knowledge of contemporary professional issues.”
8. **Standard V-A:** “...demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice. ...demonstrated the ability to write and comprehend technical reports, diagnostic and treatment reports, treatment plans, and professional correspondence in English.”
9. **Standard V-B:** “... completed a program of study that included experiences sufficient in breadth and depth to achieve the following skills outcomes:
  - a. Evaluation:
    - i. Conduct screening and prevention procedures (including prevention activities).
    - ii. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals.
    - iii. Select and administer appropriate evaluation procedures, such as behavioral observations, non-standardized and standardized tests, and instrumental procedures.
    - iv. Adapt evaluation procedures to meet client/patient needs.
    - v. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.
    - vi. Complete administrative and reporting functions necessary to support evaluation.
    - vii. Refer clients/patients for appropriate services.
  - b. Interaction and Personal Qualities
    - i. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.
    - ii. Collaborate with other professionals in case management.
    - iii. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.
    - iv. Adhere to the ASHA Code of Ethics and behave professionally.

## Required Texts/Readings

### Textbook

**Introduction to Communication Disorders - A Lifespan Evidence-Based Perspective Edition 6.**  
**Authors: Owens, Mertz and Farinella.** Print ISBN: 9780134801476

(There are 5<sup>th</sup>, 4<sup>th</sup> and 3<sup>rd</sup> editions as well. Many chapters are the same, but you will need to work with someone who has a 6<sup>th</sup> edition in order to stay aligned with the information).

### Useful Resources

- [American Speech-Language-Hearing Association \(ASHA\) Evidence-Based Practice \(EPB\) resources](http://www.asha.org/Members/ebp/intro.htm) at <http://www.asha.org/Members/ebp/intro.htm>
- [ASHA's National Center for Evidence-Based Practice in Communication Disorders \(N-CEP\) systematic reviews](http://www.asha.org/members/ebp/EBSRs/) 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, 6<sup>th</sup> 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/>

### 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 2018 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 typed 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)

**-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	240 points
5 Video summaries 10 points each	50 points
Clinical observation write up and presentation	30 points
Review of Book	20 points
Quick Read	20 points
Exams 2 – 20 points each	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.

### **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/>”

## **College and Department policies**

**Vision Statement:** The faculty of the College of Education at San José State University agrees that excellence and equity matter - which each is necessary, and neither is sufficient in the absence of the other. We envision ourselves as a learning community of practitioner/scholars in continuous development, dialogue, and inquiry that enable us to revisit, review and revise our practice in an ongoing response to circumstances.

**Mission Statement - College of Education:** The mission of the Connie L. Lurie College of Education at San José State University is to prepare educators who have the knowledge, skills, dispositions and ethics that ensure equity and excellence for students in a culturally 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 and 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.

## **HIPAA**

Policy Students will be considered members of the clinic workforce under regulations established by the Health Insurance Portability and Accountability Act (HIPAA). Students will receive instruction in following HIPAA policies and

## **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 CDS (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.

## EDSP 110-Sec 02 Resources in Human Communication, Fall 2018, Course Schedule

The agenda is subject to change with advance notice in class and on Canvas.

Week	Date	Topics, Readings	Assignments
1	8/23	Review of Greensheet -Discussion of Disabilities -Professions of Speech Pathology and Audiology	Read Chapter 1 on Profession of Speech Language Pathology and Audiology <b>Set up an observation of an Audiologist or Speech Language Pathologist</b>
2	8/30	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 <a href="http://www.youtube.com/watch?v=5KXIDUo18aA&amp;feature=related">http://www.youtube.com/watch?v=5KXIDUo18aA&amp;feature=related</a>
3	9/6	Quiz #2 – Typical and Disordered Communication Class information - Anatomy and Physiology	Read Chapter 3 on Anatomy and Physiology of Speech, Language and Hearing
4	9/13	Quiz #3 – Anatomy and Physiology Class information on Childhood Language Impairments	Read Chapter 4 on Childhood Language Impairments Watch video – write a summary <a href="http://www.youtube.com/watch?v=uFC4UK5rk4E">http://www.youtube.com/watch?v=uFC4UK5rk4E</a>
5	9/20	No quiz Class information on Autism	Read information on Autism <b>Answer questions on Autism</b>
6	9/27	Quiz #4 on Childhood Language and Autism Class information on Developmental Literacy Impairments <b>Mid-term autism questions due</b>	Read Chapter 5 on Developmental Literacy Impairments
7	10/4	Quiz #5 on Developmental Literacy Impairments Class information on Adult Language Impairments	Read Chapter 6 on Adult Language Impairments <b>Complete Quick Read</b>
8	10/11	Quiz # 6 on Adult Language Class information on Fluency Disorders <b>Hand in Quick Read summary – Quick Read presentation</b>	Read Chapter 7 on Fluency Disorders Watch video – write a summary <a href="https://www.youtube.com/watch?v=Tu01KJkvRiA">https://www.youtube.com/watch?v=Tu01KJkvRiA</a>
9	10/18	Quiz #7 on Fluency Disorders Class information on Voice and Resonance Disorders <b>Quick Read presentation</b>	Read Chapter 8 on Voice and Resonance Disorders  <i>Distribute Hot Dogs and Hamburgers</i>
10	10/25	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 <a href="https://www.youtube.com/watch?v=uZ2qPR4lAsw">https://www.youtube.com/watch?v=uZ2qPR4lAsw</a>
11	11/1	Quiz #9 on Disorders of Articulation Class information on Motor Speech Disorders	Read Chapter 10 on Motor Speech Disorders Work on observation of SLP or audiologist
12	11/8	Quiz #10 on Motor Speech Disorders Class information on Disorders of Swallowing <b>Hand in observation of SLP or audiologist - Presentation</b>	Read Chapter 11 on Disorders of Swallowing  <b>Answer questions regarding the Hot Dogs and Hamburgers book</b>
13	11/15	Quiz #11 on Disorders to Swallowing Class information on Audiology and Hearing loss <b>Presentations on observation</b>	Read Chapter 12 on Audiology and Hearing Loss Watch video - write a summary <a href="http://www.youtube.com/watch?v=6F6fVGg7LLg&amp;feature=related">http://www.youtube.com/watch?v=6F6fVGg7LLg&amp;feature=related</a> no summary – will talk in class

<b>Week</b>	<b>Date</b>	<b>Topics, Readings</b>	<b>Assignments</b>
<b>14</b>	<b>11/29</b>	<b>Quiz #12 Audiology and Hearing Loss</b> <b>Class information on Alternative and Augmentative Communication</b> <b>Presentations on observation</b>	<b>Read Chapter 13 on Augmentative and Alternative Communication</b>
<b>15</b>	<b>12/6</b>	<b>Quiz # 13 on Augmentative and Alternative Communication</b> <b>Class information on Assessment and Intervention</b> <b>Presentations on observation</b>	<b>Complete final examination – case study</b>
<b>16</b>	<b>TBD</b>	<b>Final exam</b>	