San José State University, Lurie College of Education  
Department of Communicative Disorders & Sciences (CDS)  
EDSP 112: Principles of Assessment and Treatment in Communicative Disorders  
3 Units; Spring, 2020

Instructor: Paul W. Cascella  
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Office Hours: Drop in: Friday, 11:15am -1:15pm  
By appointment: as-scheduled  
Class Days/Times: Friday, 8:30-11:15am  
Classroom: SH 335

Description: Fundamental principles of assessment and treatment of communicative disorders

Course Learning Outcomes (CLOs): Students will:

1. demonstrate knowledge of the assessment and treatment procedures and processes related to ASHA’s 9 (nine) major practice areas;
2. cite and analytically describe specific examples of assessment and treatment principles discussed by the AAA and ASHA (i.e., evidence-based practice; ethics; professionalism; multicultural perspectives; accountability; reimbursement)
3. describe client and family perspectives and others’ values regarding assessment and treatment practices across the lifespan;
4. reflect upon and discuss a personal philosophy regarding assessment and treatment of communication disorders;
5. describe team-based collaborative inter-professional assessment and treatment considerations within varied service delivery settings;
6. describe prevention programs in communication disorders;
7. implement critical thinking skills (problem-solving, intellectual commitment, and reasoning) within the context of assessment and treatment practices in audiology and speech-language pathology;
8. demonstrate the ability to lead and productively engage in group situations.

Program Learning Outcomes (PLOs): This course emphasizes all 8 CDS undergraduate PLOs:

PLO 1: demonstrate effective oral and written communication skills  
(PLO 1 is linked to CLOs 1, 2, 3, 4, 5, 6, 7, 8);

PLO 2: demonstrate effective problem solving and critical thinking skills  
(PLO 2 is linked to CLOs 2, 3, 5, 7);

PLO 3: demonstrate knowledge of research methods and application of evidence-based practice (PLO 3 is linked to CLOs 2, 7)

PLO 4: demonstrate knowledge of basic communication and communicative disorders and differences across the lifespan (PLO 4 is linked to CLO 1);
PLO 5: demonstrate knowledge of clinical management of communicative disorders and differences (PLO 5 is linked to CLOs 1, 2, 3, 4, 5, 6, 7)
PLO 6: recognize the role of related professions and interprofessional collaborative models in service delivery (PLO 6 is linked to CLOs 2, 5, 6, 7)
PLO 7: demonstrate knowledge of professionalism and ethical standards (PLO 7 is linked to CLOs 2, 3, 4, 5)
PLO 8: demonstrate an awareness of and appreciation for their role as future professionals in a diverse society (PLO 8 is linked to CLOs 1, 2, 3, 4, 5, 6, 7).

**California Commission on Teaching Credentialing (CTC) Standards**: This course emphasizes 2 of the 8 CTC Speech-Language Pathology standards, and 2 of the 7 CTC Audiology standards, specifically:

- **CTC AUD Standard 4**: Evaluation of hearing impairments (CTC standard 4 is linked to CLOs 1, 2, 3, 4, 5, 6)
- **CTC SLP Standard 4**: Assessment of speech-language disorders (CTC standard 4 is linked to CLOs 1, 2, 3, 4, 5, 6)
- **CTC AUD Standard 5**: Habilitation of hearing impairments (CTC standard 5 is linked to CLOs 1, 2, 3, 4, 5, 6)
- **CTC SLP Standard 5**: Management of speech-language disorders (CTC standard 5 is linked to CLOs 1, 2, 3, 4, 5, 6)

American Speech-Language-Hearing Association Certification Standards: This course emphasizes several of the **CCC-A** and **CCC-SLP** standards, including:

**CCC-A**
- Standard II-A8: Cultural and linguistic differences (Standard II-A8 is linked to CLOs 2 & 3)
- Standard II-A14: Diagnostic efficiency and treatment efficacy (Standard II-A8 is linked to CLO 2)
- Standard II-A16: Client and family-centered care (Standard II-A8 is linked to CLOs 2 & 3)
- Standard II-A17: Interprofessional practice (Standard II-A8 is linked to CLOs 2 & 5)
- Standard II-A22: Legal and ethical practices (Standard II-A8 is linked to CLOs 2 & 4)

**CCC-SLP**
- Standard IV-D: Principles and methods of prevention, assessment, and intervention (Standard IV-D is linked to CLOs 1, 2, & 6)
- Standard IV-E: Knowledge of ethical conduct (Standard IV-D is linked to CLOs 2 & 4)
- Standard V-A: Skills in oral and written communication (Standard IV-D is linked to CLOs 1, 7, & 8)
Required Textbook:  
*Introduction to Communication Disorders, 6th edition, 2019*
By Robert E. Owens & Kimberly A. Farinella 
Published by Pearson, New York 
Cost: $29.99 to $99.99 (depending on type purchased)

ASHA Observation Hours: Students will earn ASHA observation hours via guided instruction. Students will track their ASHA hours via the CDS Summary of Observation Hours Form.

CDS Library Liaison: Suzie Bahmanyar  
Phone: 408-808-2654  
Email: suzie.bahmanyar@sjsu.edu  
Please note: Suzie’s email signature block includes an appointment calendar

Course Assignments:

I. Reflection on Test Batteries and Clinical Skills (30%)

1. This assignment emphasizes CLOs 1, 2, 4, 7, & 8, PLOs 1, 2, 5, 7, & 8, and CTC standards 4 & 5 for AUD and SLP.  
2. Students can complete this assignment in 2- to 4-person groups (assigned a single grade).  
3. Task: Students will plan and conduct assessment tasks using standardized test batteries with a person **without** a known communication disorder. In a written paper (6 to 8 pages, APA format), students will reflect upon and analyze their experience for two topics (per appendix 1a):  
   a. Analytical comments about the test batteries;  
   b. Analytical comments about group members’ clinical skills.  
4. Grading: Students will be graded on the depth of responses (per appendix 1a) and writing style (per appendix 1b).  
6. Please note: students must report the Flesch-Kincaid Grade Level Test statistics and the percent of passive sentences available via Microsoft Office.

II. Self-Directed Learning (30%)

1. This assignment emphasizes CLOs 1, 5, 6, 7, & 8, PLOs 1, 2, 4, 5, & 6, and CTC standards 4 & 5 for AUD and SLP.  
2. Students can complete this assignment individually, or in 2- to 4-person groups (assigned a single grade).  
3. Task: On a weekly basis, students will answer 5 questions based on the assigned readings from the Owens and Farinella textbook:  
   a. What do you already know about this disorder?  
   b. What did you learn about key assessment practices for this disorder?  
   c. Why are these assessment practices relevant?  
   d. What did you learn about key treatment practices associated with this disorder  
   e. Why are these treatment practices relevant?
4. Grading: Students will submit one copy of the weekly answers to the instructor. Full credit will be assigned for completing the task with sufficient depth. No credit will be assigned for minimal completion or not completing the task. The lowest graded homework will be dropped from the total tally.

5. Schedule: The course calendar and appendix 2 identify the assignments’ due dates.

III. Final Exam: Self-Reflection and Friends-Family Perspective Project (40%)
1. This assignment emphasizes CLOs 1, 2, 3, 4, 7, & 8, PLOs 1, 2, 5, & 8, and CTC standards 4 & 5 for AUD and SLP.
2. Students can complete this assignment individually, or in 2 to 4-person groups (assigned a single grade).

**Task 1:** Each student will reflect upon how an audiologist or speech-language pathologist could provide client-specific and culturally-sensitive services to you if you had a communication disorder. Students will identify a mock disorder (and age) and how a clinician could adjust clinical services based on your ethnic and cultural perspective prioritizing 5 to 7 of the diversity factors listed below. As part of the process, students will ask themselves *how might an AUD or SLP adjust the clinical approach based on my perspective about _____?*

**Task 2:** Students will repeat the experience by individually interviewing 2 additional people (friends, family) to ask the others for their perspectives about how best to interact with you if you were a client (i.e., *if I needed speech-language or hearing rehabilitation, how might an AUD or SLP adjust the approach based on your understanding of my perspective about _____?*).

<table>
<thead>
<tr>
<th>Behaviors valued by the culture</th>
<th>Religious beliefs</th>
<th>Race</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food preparation/consumption</td>
<td>Daily habits</td>
<td>Ethnicity</td>
</tr>
<tr>
<td>Beliefs about healing</td>
<td>Children’s role</td>
<td>Cultural sanctions</td>
</tr>
<tr>
<td>Individual vs. group orientation</td>
<td>Role of money</td>
<td>Social structure/standing</td>
</tr>
<tr>
<td>Gender roles</td>
<td>School/education’s role</td>
<td>Communication rules</td>
</tr>
<tr>
<td>Parent aging practices</td>
<td>Noise level</td>
<td>Role or orderliness</td>
</tr>
<tr>
<td>Physicality</td>
<td>Perception of other cultures</td>
<td>Use of technology</td>
</tr>
<tr>
<td>Taboo topics</td>
<td></td>
<td></td>
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</tbody>
</table>

**Task 3:** Students will attempt to identify prior reports from any discipline’s professional published literature describing best practices among persons from the ethnic and cultural perspectives discussed in tasks 1 and 2. In a contrastive application, students will describe whether these published written descriptions appear consistent with their own and others’ perspectives.

3. Grading: In a 6 to 8 page written report (APA format), students will be graded on the depth of the descriptions and analyses, as well as how well the information is conveyed in a professional and cohesive manner (appendix 1b). Essays should include an integrated description about how an AUD or SLP should work with you, based on your own perspective and that of your family and friends, as well as how this contrasts or aligns with the published literature. Students will be expected to share their insights during a group discussion.
4. Schedule: The written assignment is due on Friday, May 8, 2020 and the group discussion will occur on Monday, May 18, 2020, 7:15-9:15am.

5. Please note: students must report the Flesch-Kincaid Grade Level Test statistics and the percent of passive sentences available via Microsoft Office.

Additional Grading Information: Late work will be assigned a zero (0) grade. Late is defined as any assignment not given to the instructor at the end of the class period when it is due. Extra credit opportunities will not be available. Final course grades will be assigned as:

A+ = 97.5 to 100%  
A = 93.5 to 97.4%  
A- = 89.5 to 93.4%  

B+ = 87.5 to 89.4%  
B = 83.5 to 87.4%  
B- = 79.5 to 83.4%  

C+ = 77.5 to 79.4%  
C = 73.5 to 77.4%  
C- = 69.5 to 73.4%  

D+ = 67.5 to 69.4%  
D = 63.5 to 67.4%  
D- = 59.5 to 63.4%  
F = <59.5%

Classroom and University Policies: Students will be expected to actively participate and engage in weekly class discussions and conduct themselves in an ethical, collegial, and professional manner. Student attendance is expected at every class. As a professional courtesy, the instructor should be notified of anticipated absences. The following SJSU policies apply to EDSP 112:

**General Expectations, Rights and Responsibilities of the Student**
**Workload and Credit Hour Requirements**
**Attendance and Participation**
**Timely Feedback on Class Assignments**
**Accommodation to Students' Religious Holidays**
**Dropping and Adding**
**Consent for Recording of Class and Public Sharing of Instructor Material**
**Academic integrity**
**Campus Policy in Compliance with the American Disabilities Act**
**Student Technology Resources**
**SJSU Peer Connections**
**SJSU Writing Center**
**SJSU Counseling and Psychological Services**
Anticipated Week-by-Week Calendar

1\textsuperscript{st} class Friday, January 24, 2020  
Topics: Syllabus review; Clinical credentials (CCC-A, SLP; accreditation standards)

2\textsuperscript{nd} class, Friday, January 31, 2020  
Topics: ASHA, AAA, and CSHA webpages; World Health Organization model; Work settings’ statistics; Licensure and teaching credentials; Specialty recognition  
Homework Due: Clinical work self-reflection (handout)  
Readings Due: ASHA, AAA, CSHA webpages

3\textsuperscript{rd} class, Friday, February 7, 2020  
Topics: ASHA Practice Portal; Essential functions of SLPs; Team collaboration; Physical and occupational therapy; SLP assistants; CPT codes  
Homework Due: Self-Reflection of Essential Functions (see links)  
Readings Due: ASHA Practice Portal

4\textsuperscript{th} Class, Friday, February 14, 2020  
Topics: Ethical practices; HIPAA; Universal precautions; Professional behavior  
Homework Due: HIPAA video tutorial (see links)  
Readings Due: ASHA and AAA Codes of Ethics

5\textsuperscript{th} class, Friday, February 21, 2020  
Topic: Clinical competence and objectivity; Evidence-based practice  
Homework Due: Clinical competence assignment (handout)  
Required Reading Due: Web resources for evidence-based practice

6\textsuperscript{th} class, Friday, February 28, 2020  
Topic 1: Multicultural values in clinical practice  
Homework Due: Diverse perspectives assignment (handout)  
Topic 2: Assessment and treatment of hearing disorders  
Homework/Reading Due: Five questions, Owens & Farinella (pp. 355-379)

7\textsuperscript{th} class, Friday, March 6, 2020 (Assignment I Due)  
Topic 1: Multicultural values in clinical practice (cont’d)  
Homework Due: None  
Topic 2: Assessment and treatment of child language disorders  
Homework/Reading Due: Five questions, Owens & Farinella (pp. 93-107)

8\textsuperscript{th} class, Friday, March 13, 2020  
Topic 1: Core statistical features of diagnostic tests; Norm- and criterion-referenced tests; Validity and reliability; standardization; behavioral observations  
Homework Due: Review prior notes from a stats course  
Topic 2: Assessment and Treatment of Speech Sound Disorders  
Homework/Reading Due: Five questions, Owens & Farinella (pp. 129-138)
9th class, Friday, March 20, 2020
CSHA conference

10th class, Friday, March 27, 2020
Topic 1: Core statistical features (cont’d)
   Homework: Review prior notes from a stats course
Topic: Assessment and treatment of voice and resonance disorders
   Homework/Reading Due: Five questions, Owens & Farinella (pp. 264-275)

11th week, Friday, April 3, 2020
   Spring Recess; No class

11th class, Friday, April 10, 2020
   Topic 1: SLP treatment; Programming; Fidelity; Approaches; Behavior modification
   Homework: Review prior notes from courses related to learning theory, behavior modification, and positive behavioral supports
   Topic 2: Assessment and treatment of swallowing disorders
   Homework/Reading Due: Five questions, Owens & Farinella (pp. 315-330)

12th class, Friday, April 17, 2020
   Topic 1: SLP treatment (cont’d); Proactive and reactive strategies
   Homework: Web resources for SLP treatment strategies
   Topic 2: Assessment and treatment of fluency disorders
   Homework/Reading Due: Five questions, Owens & Farinella (pp. 236-245)

13th class, Friday, April 24, 2020
   Topic 1: SLP treatment (cont’d); Session plans, behavioral objectives, SOAP notes; Accountability and data collection approaches; Revisiting evidence-based practice
   Homework: None
   Topic 2: Assessment and treatment related to AAC
   Homework/Reading Due: Five questions, Owens & Farinella (pp. 395-406)

14th class, Friday, May 1, 2020
   Topic 1: SLP treatment (cont’d); Treatment acceptability; Prevention of communication disorders; Clinical supervision models and professional development
   Homework: Personal behavioral objectives assignment (handout)
   Topic 2: Assessment and treatment of motor speech disorders
   Homework/Reading Due: Five questions, Owens & Farinella (pp. 296-300)

15th class, Friday, May 8, 2020 (Written Assignment III due)
   Topic 1: SLP treatment (cont’d); Introduction to counseling in CDS; Case studies
   Homework: None
   Topic 2: Assessment and treatment of adult language impairments
   Homework/Reading Due: Five questions, Owens & Farinella (pp. 198-222)

Final Exam, Monday May 18, 2020, 7:15-9:15am (Oral Assignment III due)
Appendix 1a. Content Rubric for Reflection on Test Batteries and Clinical Skills

 ✓ Consider if you would rate each item as: YES, SORT OF, or NO
 ✓ Examine WHY you applied this rating to each item

<table>
<thead>
<tr>
<th>a. Comments about the Test Batteries</th>
</tr>
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<tbody>
<tr>
<td>1. The manual provided clear directions about how to administer the test</td>
</tr>
<tr>
<td>2. The manual provided clear directions about how to score the test</td>
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<tr>
<td>3. The manual provided clear directions about how to give feedback about the client’s correct and incorrect answers</td>
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<tr>
<td>4. The test’s content was appropriate for measuring this skill (i.e., validity)</td>
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<tr>
<td>5. The test’s administration format was appropriate for measuring this skill (i.e., reliability)</td>
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<tr>
<td>6. The test’s images and topics were appropriate</td>
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<tr>
<td>7. The normative sample was appropriate</td>
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<tr>
<td>8. The test was culturally unbiased</td>
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<tr>
<td>9. The test was culturally sensitive</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>b. Comments about Group Members’ Clinical Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Administered standardized tests correctly</td>
</tr>
<tr>
<td>2. Interpreted standardized tests correctly</td>
</tr>
<tr>
<td>3. Provided feedback and reinforcement per the manual’s directions</td>
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<tr>
<td>4. Confirmed that the client understood the test’s directions</td>
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<tr>
<td>5. Gave clear and specific directions consistent with the manual</td>
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<tr>
<td>6. Used a language level that was appropriate for the client</td>
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<tr>
<td>7. Intentionally listened and watched the client</td>
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<tr>
<td>8. Used an appropriate rate of speech</td>
</tr>
<tr>
<td>9. Used an appropriate amount of speech</td>
</tr>
<tr>
<td>10. Appeared confident in the session</td>
</tr>
<tr>
<td>11. Had an appropriate energy level</td>
</tr>
<tr>
<td>12. Time was well managed</td>
</tr>
</tbody>
</table>

Appendix 1b. Writing Rubrics for Reflection on Test Batteries and Clinical Skills and Self-Reflection and Friends-Family Perspective Project

This rubric includes verbatim and adapted concepts from the Association of American Colleges and Universities (https://teaching.berkeley.edu/sites/default/files/value_rubric_packet.pdf).

| Existing Knowledge | 1. Advanced: Synthesizes in-depth information representing various points of view  
2. Competent: Presents in-depth information representing various points of view  
3. Emerging: Presents information representing limited points of view  
4. Novice Skills: Presents information representing limited points of view |
| Analysis | 1. Advanced: Synthesizes evidence to reveal insightful patterns, differences, or similarities  
2. Competent: Organizes evidence to reveal important patterns, differences, or similarities  
3. Emerging: Organizes evidence, but the organization is not yet effective in revealing important patterns, differences, or similarities of the major ideas  
4. Novice: Lists evidence but the information is unorganized and/or weakly supports major ideas |
| Conclusion | 1. Advanced: Writes a logical, balanced, and integrated conclusion; Includes content analysis, and evidence-supported opinions  
2. Competent: Writes a logical, but not integrated, conclusion; Focuses on individual, but not collective, elements of the assessment; some balance of the topics’ relative importance  
3. Emerging: Writes a general summary of the assessment and members’ opinions  
4. Novice: Writes an ambiguous and unsupported conclusion about the assessment |

| Writing Conventions | Includes a thesis statement | Mostly | Sometimes | Rarely |
| | Complete sentences | Mostly | Sometimes | Rarely |
| | Correct word (vocabulary) usage | Mostly | Sometimes | Rarely |
| | Correct paragraph formatting and topic sentences | Mostly | Sometimes | Rarely |
| | Active voice (reported Flesch-Kincaid statistics) | Y | N |
| | Correct spelling | Mostly | Sometimes | Rarely |
| | Correct grammar | Mostly | Sometimes | Rarely |
| | Correct punctuation | Mostly | Sometimes | Rarely |
| | Smooth transitions (i.e., absence of rapid topic shifts) | Mostly | Sometimes | Rarely |
| | Section headings | Mostly | Sometimes | Rarely |
Appendix 2: Due dates for Self-Directed Learning Assignments from Owens and Farinella

Study Questions
a. What do you already know about this disorder?
b. What did you learn about key assessment practices for this disorder?
c. Why are these assessment practices relevant?
d. What did you learn about key treatment practices associated with this disorder
e. Why are these treatment practices relevant?

Due Date: 2/28/20
Hearing Disorders Assessment and Treatment (pp. 355-379)

Due Date: 3/6/20
Child Language Disorders Assessment and Treatment (pp. 93-107)

Due Date: 3/13/20
Speech Sound Disorders Assessment and Treatment (pp. 129-138)

Due Date: 3/27/20
Voice and Resonance Disorders Assessment and Treatment (pp. 264-275)

Due Date: 4/10/20
Swallowing Disorders Assessment and Treatment (pp. 315-330)

Due Date: 4/17/20
Fluency Disorders Assessment (pp. 236-245)

Due Date: 4/24/20
Augmentative and Alternative Communication Assessment and Treatment (pp. 395-406)

Due Date: 5/1/20
Motor Speech Disorders Assessment and Treatment (pp. 296-300)

Due Date: 5/8/20
Adult Language Impairments Assessment, Aphasia (pp. 198-201)
Adult Language Impairments Treatment, Aphasia (pp. 201-204)
Adult Language Impairments Assessment, TBI (pp. 214)
Adult Language Impairments Treatment, TBI (pp. 214-216)
Adult Language Impairments Assessment, Alzheimer’s Disease (pp. 219-220)
Adult Language Impairments Treatment, Aphasia (pp. 220-222)