

San José State University
College of Education/ Department of Communicative Disorders & Sciences
EDSP 162 - Communicative Disorders in Adults, Section 3

Instructor:	Marcella McCollum
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Office Hours:	Mondays 12:30-1:00 PM, and by appointment
Class Days/Time:	Wednesday, 1:00 PM-3:45 PM
Classroom:	Sweeney Hall 449

Course Format

This course is a hybrid designed course, with a strong online component designed to support in person learning. Internet connectivity and a computer will be required. Access to Microsoft Word and Power Point is helpful in this class. Class assignments will be submitted on Canvas and in person. Exams will be partially online and partially in class.

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://sjsu.instructure.com) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through Canvas to learn of any updates.

Course Description

Etiology and remediation of communicative disorders in adults. This course offers support and training in the area of normal and abnormal aging and neurogenic disorders.

Course Learning Outcomes (CLO)

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

- Demonstrate knowledge of foundations of language and communication disorders in healthy normal aging and reflect on the characteristics and experiences of healthy elders. (ASHA Standards: IV-B Discussion postings, exams)
- Demonstrate 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 Standards: IV-B, IV-C, Discussion postings, Senior project, Exams)
- Demonstrate knowledge of assessment strategies and tools for differential diagnosis of cognitive-communication changes in the aging population. (ASHA Standards: IV-D, Assessment project, Senior Project, Exam 2)

- Demonstrate knowledge of cognitive-communication intervention activities. (ASHA Standards: IV-D, IV-F, IV-G, Senior project, Exams)
- Students will discuss research related to evidenced-based foundations for treatment of communication disorders in aging adults. (ASHA Standards: IV-F, IV-G, V-A, Discussion postings, Senior project, Exam 2)
- Demonstrate clear and concise oral presentation and written communication skills. (ASHA Standards: V-A, discussion postings, Senior project, Assessment project)

Required Texts/Readings

Textbook

- Manasco, H. (2017). *Introduction to Neurogenic Communication Disorders* (2nded.). Burlington, MA: Jones & Bartlett Learning. ISBN-10: 9781284099041 | ISBN-13: 978-1-284-09904-1. Available at the Bookstore and online at: www.brookespublishing.com
- Pomaville, F. & Hegde, MN. *Assessment of Communication Disorders in Adults* (2nd ed.). San Diego, CA: Plural Publishing. ISBN-13: 978-1-59756-983-5

Other Readings

Other readings may be assigned on Canvas.

Other technology requirements / equipment / material

We will be using technology in this class. Descriptions will be posted in Canvas.

Library Liaison

Suzie Bahmanyar, MLIS

suzie.bahmanyar@sjsu.edu

408.808.2654

<http://libguides.sjsu.edu/CDS>

Course Requirements and Assignments

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

Course Requirements and Assignments

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

1. Identify current issues in ethics and practice that may impact clinicians (via discussions, projects).
2. Demonstrate understanding of general principals for assessment and intervention of adults (via assignments, discussions, quizzes).
3. Demonstrate knowledge of effective client and family counseling and family-centered practice (via discussions, quizzes, exam).
4. Demonstrate knowledge on the impact of cultural and linguistic diversity on assessment intervention and reflect on how personal beliefs and culture affect how a clinician approaches treatment, management, and counseling (via discussion, exam, assignment).

5. Provide critical analysis of observed treatment and management of speech, language and hearing disorders (via projects, discussion)

Final Examination or Evaluation

Final Examination will be cumulative and written.

Grading Information

Course Requirements	Description	%	Date Due
Assignments	<ul style="list-style-type: none"> • Assessment Materials/Tools Assignment • Small projects • Choose based on interests/present to class information on a target population 	40%	Varied Listed on canvas and/or passed out in class
	Senior Project	40%	5/8/19
Midterm Review		10%	4/10/19
Final Exam		10%	5/21/19

Grading Policy: Grades will be determined based on successful completion of requirements listed above. Your letter grade is based on the scale below:

A+: 100 to 96.5	A: 96.4 to 92.5	A-: 92.4 to 89.5
B+: 89.4 to 86.5	B: 86.4 to 82.5	B-: 82.4 to 79.5
C+: 79.4 to 76.5	C: 76.4 to 72.5	C-: 72.4 to 69.5
D: 69.4-60.0	F: 59 and below	

All work must be submitted on time, and completed in an acceptable and ethical manner. See Academic Integrity Statement. When completing assignments or exams, you may not use any outside websites, tools, etc. unless given explicit direction. Late assignments will be subject to a 10% grade drop per day late, barring proof of an exigent circumstance.

Classroom Protocol

It is expected that students will arrive on time, having completed all assigned readings. It is encouraged for students to explore and ask questions regarding materials, information provided, and be prepared to answer questions in class. It is requested that students ask questions in a thoughtful, respectful manner, and respect peer contributions as well as faculty knowledge and experience. Please close all web browsers/apps not directly related to this class if you are on your computer during class-time.

Additional Syllable Resources

- [University Syllabus Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>)
- [University Attendance and Participation policy F15-12](http://www.sjsu.edu/senate/docs/F15-12.pdf) (<http://www.sjsu.edu/senate/docs/F15-12.pdf>)

University Policies (Required)

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/>

Course Schedule

*Schedule is subject to change based on the pace and needs of the class.
Announcements will be made via Canvas. Readings will be assigned via Canvas, and links provided.*

Week	Date	Topics- Readings
1	1/30	Introduction, Healthy Aging (Ch 1, Manasco) – in class
2	2/6	Normal Aging and Cognition - in class
3	2/13	Brain Anatomy and Acute Etiologies (Ch 2, 3, Manasco) –online
4	2/20	Dementia (Ch 11, Hegde) – in class
5	2/27	Aphasias (Ch 4, Manasco; Ch 7 Hegde) – in class
6	3/6	Right Hemisphere Disorders (Ch 5, Manasco; Ch. 9, Hegde) online
7	3/13	Motor Speech (Ch 6, 7, Manasco; Ch 3, 5, Hegde) – online
8	3/20	Traumatic Brain Injury (Ch 8, Mancuso, Ch 13 Hegde) – in class
9	3/27	Review- in class
10	4/3	SPRING BREAK- NO CLASS
11	4/10	Individual Meetings/Class Check in (no in-class meeting) – online midterm
12	4/17	Review – in class
13	4/24	Counseling (Ch 10, Mancuso) in class
14	5/1	In Class Presentations on Disorder or normal aging
15	5/8	In Class Presentations on Disorder or normal aging – Final Review
Final	5/21	12:15-2:30- Final Exam