

San José State University
Connie L. Lurie College of Education
Communicative Disorders & Sciences
EDSP 288, Seminar in Augmentative & Alternative Communication,
Spring 2019

Course and Contact Information

Instructor:	Alison Pentland, M.S. CCC-SLP	Wendy Quach, Ph.D., CCC-SLP
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Office Hours:	By appointment only	By appointment only
Class Days/Time:	Section 1: Wednesdays 4:00 – 6:45PM Section 2: Thursdays 4:00 – 6:45PM	
Class Location:	Section 1: SH 449 Section 2: SH 449 Online: Canvas Learning Management System at http://sjsu.instructure.com See class schedule for dates, which meet on Campus vs. online. Some classes may be held in larger rooms. Refer to announcements on Canvas.	
Prerequisites:	Graduate standing and by department consent	

Course Format

Technology Intensive, Hybrid, and Online Courses

This course adopts a hybrid format in which it is held both on campus and online. You will be required to have access to a computer and Canvas to participate in class activities. See [University Policy F13-2](http://www.sjsu.edu/senate/docs/F13-2.pdf) at <http://www.sjsu.edu/senate/docs/F13-2.pdf> for more details.

Canvas and MYSJSU Messaging

Course materials such as recorded lectures, 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>. Given the hybrid format of this course, you will be responsible for participating on Canvas just as you would be required to participate in in-class activities. You are responsible for regularly checking with the messaging system through [MySJSU](http://my.sjsu.edu) at <http://my.sjsu.edu> and your SJSU.edu e-mail to learn of any updates. All Communicative Disorders and Sciences e-mail will be sent to your SJSU e-mail only.

Course Catalog Description

Exploration of how augmentative and alternative communication is used for individuals with complex communication needs. The impact of cognition, educational, physical, psychosocial and linguistic aspects of behavior on AAC use, assessment, intervention and research will be explored.

Course Overview

This course will involve in-depth study of clinically relevant topics and research based literature in the area of augmentative and alternative communication. The course will focus on assessment, interventions, and instructional strategies children, adolescents and adults with moderate to severe congenital or acquired disorders in speech and language who require augmentative and alternative models for oral or written communication.

Course readings will provide clinical and theoretical information relevant to the topic of the week. Class discussion will take place both in class and online via Canvas to clarify key ideas and concepts from readings and to engage students in critical thinking skills relative to Evidence-Based Practice and current research. Students will be expected to contribute to discussions to demonstrate knowledge and application of the course material. Lectures presented in class will not be recorded. Lectures that occur on off campus meeting days will be recorded and distributed via Canvas. Several guest speakers including AAC user panels and device manufacturer vendors will present during class time to provide further learning experiences. Practical application projects and activities will be required with individual and small group requirements.

Changes may be made to the schedule with fair notice. Additional readings may be provided at the discretion of the instructor and changes or additions may be announced in class or on Canvas. Students are responsible for amending the assigned schedule accordingly.

Course Learning Outcomes (CLOs)

Upon successful completion of the course, students will develop skills required to apply for ASHA certification as defined in the 2014 Standards for the Certificate of Clinical Competence in Speech-Language Pathology. ASHA standards, which are met by the CLOs, are referred to below. The [ASHA Certification Standards](http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/) can be found at: <http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/>. Please see Appendix for more information regarding the ASHA Certification Standards and Professional Practice Competencies.

Upon successful completion of the course, student will:

1. CLO: Define and describe AAC and people with Complex Communication Needs (CCN) who may benefit from the use of AAC due to various speech and language disorders. (Standard IV-C)
2. CLO: Define, describe, compare and contrast AAC systems and strategies (Standard IV-D).
3. CLO: Demonstrate understanding of feature matching system features and AAC strategies to client needs with consideration for age, culture, communicative needs, culture, linguistic levels, and motor abilities (Standard IV-D).
4. CLO: Gain understanding of the funding process including report writing, funding source requirements, and dedicated versus non-dedicated device requirements (Standard IV-D).
5. CLO: Understand the ASHA AAC Knowledge and Skills Document, ASHA Code of Ethics and its application to AAC, and the National Joint Committee's Communication Bill of Rights (Standard IV-E).

6. CLO: Apply knowledge and skills learned to the development of treatment plans for people with complex communication needs with evidence-based practice (Standard IV-D, Standard IV-F).

Required Texts/Readings

Textbook

Beukelman, D. & Mirenda, P. (2012). *Augmentative and Alternative Communication: Supporting Children and Adults with Complex Communication Needs* (4th Ed.). Baltimore, MD: Paul H. Brookes Co.

*Students will likely find it most helpful to complete the assigned weekly readings **before** class meeting. Active class participation is required.*

Other Readings and course information taken from:

1. Beukelman, D.R., Garrett, K.L., & Yorkston, K.M. (2007) *Augmentative communication strategies for adults with acute or chronic medical conditions*. Baltimore, MD: Paul H. Brookes Publishing Co.
2. Beukelman, D.R., Yorkston, K.M., & Reichle, J. (Ed.). (2000) *Augmentative and Alternative Communication for Adults with Acquired Neurologic Disorders*. Baltimore, MD: Paul H. Brookes Publishing Co.
3. Glennen, S. & DeCoste, D. (1997). *Handbook of augmentative and alternative communication*. San Diego, CA: Singular Publishing Co.
4. Light, J.C., Beukelman, D.R., & Reichle, J. (2002) *Communicative competence for individuals who use AAC: From research to effective practice*. Baltimore, MD: Paul H. Brookes Publishing Co
5. Lloyd, L., Fuller, D., & Arvidson, H. (1997). *Augmentative and alternative communication: Handbook of principles and practices*. Boston, MA: Allyn & Bacon.
6. McNaughton, D. & Beukelman, D.R. (2010). *Transition strategies for adolescents & young adults who use AAC*. Baltimore, MD: Paul H. Brookes Publishing Co.
7. Reichle, J., Beukelman, D.R., & Light, J.C. (2002). *Exemplary practices for beginning communicators: Implications for AAC*. Baltimore, MD: Paul H. Brookes Publishing Co.
8. Sander, C. (Director). (2010). *Only God Could Hear Me [Video file]*. United States: Pence Productions. Retrieved January 25, 2017, from <https://www.youtube.com/watch?v=2r9pvtNTx4k>
9. Soto, G. & Zangari, C. (2009). *Practically speaking: Language, literacy, & academic development for students with AAC needs*. Baltimore, MD: Paul H. Brookes Publishing Co

Other books of interest:

1. *Beneath the surface: Creative expressions of augmented communicators*. (2000). M.B. Williams & C.J. Krezman (Eds.). Toronto, ON: ISAAC Press
2. Sienkiewicz-Mercer, R. & Kaplan, S. (1989). *I raise my eyes to say yes*. New York, NY: Avon Books.

Other Suggested Resources:

3. [ASHA's public page on AAC](http://www.asha.org/public/speech/disorders/AAC/) at <http://www.asha.org/public/speech/disorders/AAC/>
4. [ASHA's evidence map on AAC](http://www.asha.org/EvidenceMapLanding.aspx?id=8589942945&recentarticles=false&year=undefined&tab=all) at <http://www.asha.org/EvidenceMapLanding.aspx?id=8589942945&recentarticles=false&year=undefined&tab=all>

5. [Barkley Memorial Augmentative and Alternative Communication Centers](https://cehs.unl.edu/aac/) at <https://cehs.unl.edu/aac/>
6. [Rehabilitation Engineering Research Center on AAC \(AAC-RERC\)](https://rerc-aac.psu.edu/) at <https://rerc-aac.psu.edu/>
7. [University of Washington AAC website](http://depts.washington.edu/augcomm/index.htm) at <http://depts.washington.edu/augcomm/index.htm>
8. [Praactical AAC](http://praacticalaac.org/) at <http://praacticalaac.org/>
9. The [US Chapter of the International Society for AAC](http://www.ussaac.org/) at <http://www.ussaac.org/>

This is not an exhaustive list. If you find interesting sites throughout the semester, I gladly welcome new additions to this list.

Other technology requirements / equipment / material

One course assignment will require you to review an iPad application. If you do not have access to an iPad, arrangements can be made to borrow one from the clinic with sufficient notice. A second assignment encourages the use of a symbol software program or app such as Boardmaker; however, it is not required. Semesterware licenses for Boardmaker can be acquired through the instructors. As previously noted, this course will require frequent access to Canvas.

Library Liaison

The Communicative Disorders and Sciences library liaison is Suzie Bahmanyar. She can be contacted at suzie.bahmanyar@sjsu.edu or 408-808-2654.

Course Requirements and Assignments

As described in the University's Credit Hour Requirement:

“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.”

1. Activity Board: Due 3/6/19 (sec 1) or 3/7/19 (sec 2)

In groups of 3, design a communication board for a person with CCN to participate in specific activity. To make the most of your educational experience, it is highly encouraged that you utilize a software or app specifically designed to produce symbol/icon displays; however, it is not required. Boardmaker can be made available as semesterware through your instructors. In class, your boards will be trialed during the intended activity to better understand what is most useful and what was not available. See the detailed assignment description in Canvas for further information. (CLO 2, 3)

2. App project:

Handout Due 3/15/19 (both sections)

Presentation on 3/27/19 (sec 1) or 3/28/19 (sec 2)

Review an iPad AAC app and provide a handout to be made available to your peers via Canvas. See Rubric and example for further details in Canvas. If you do not have access to an iPad, please see your instructor to make arrangements. (CLO 2, 3)

3. Article summary: Due TBD based on group assigned

In groups of 3, you will select, review, and post a summary of an AAC research article. Your summary will be no longer than 2 pages and will contain the information provided in the detailed

assignment description in Canvas. Your peers will be required to answer a minimum of three questions posted by your group, utilizing your summary. (CLO 6)

Article question responses: Due One week after summary posts.

Students will be assigned to answer questions posted in response to one peer-group article summary. Points will be given based on critical thinking and ability to apply theoretical knowledge. (CLO 6)

4. Using AAC Assignment Due 3/21/19

Using an AAC system, you will communicate with both a familiar and unfamiliar communication partner. See the detailed assignment description in Canvas for further information.

5. Chapter Quizzes Due by 4PM on due date (see schedule)

Following each chapter reading assignment, a timed quiz will be posted in Canvas to demonstrate knowledge of course content. Questions will be short answer, multiple choice, fill-in-the-blank, and true-false. You are required to complete quizzes individually, without resources (e.g., closed book, other students, internet).

In Class Assignments (ICAs): (All assignments due by 11:59PM on dates listed)

6. Low-tech activity Due 2/6/19 (sec 1) and 2/7/19 (sec 2)

In groups of 3, you will have the opportunity to use several different low-tech AAC systems with various scenarios. See the detailed assignment description in Canvas for further information. (CLO 2, 3)

7. Alternative access activity Due 2/20/19 (sec 1) and 2/21/19 (sec 2)

In groups of 3, you will have the opportunity to use several different AAC systems that demonstrate different access methods. See the detailed assignment description in Canvas for further information. (CLO 2, 3)

8. AAC Assessment Plan Due 3/6/19 (sec 1) and 3/7/19 (sec 2)

In groups, you will develop assessment plans for an individual with autism, CP, ALS, or aphasia. More information is posted on Canvas.

9. Device Features Assignment Due May 2

For each of 3 vendors, complete the vendor night form obtained from Canvas in groups of 3-4. Tasks will include but not be limited to defining device features, completing operational tasks, and completing simple programming tasks. (CLO 2, 3, 4)

Final Examination

Final Exam: A traditional, comprehensive final will be held on the exam date per the university schedule. The exam will consist of multiple choice and true false questions with direct and applied knowledge (case scenario) formats.

Grading Information

Based on percent of points earned and not graded on a curve because every student deserves the chance to obtain an A. Rounding is as shown below: .5-.9 rounds up.

A+ = 96.5 to 100

A = 92.5 to 96.4

A- = 89.5 to 92.4

B+ = 86.5 to 89.4
C+ = 76.5 to 79.4
D+ = 66.5 to 69.4
F = ≤ 59.4

B = 82.5 to 86.4
C = 72.5 to 76.4
D = 62.5 to 66.4

B- = 79.5 to 82.4
C- = 69.5 to 72.4
D- = 59.5 to 62.4

Graded Assignments:

1. In-class assignments 20%
 - a. Low-tech activity
 - b. Alternative access
 - c. Assessment plan
 - d. AAC device features (Vendor night)
2. Chapter Quizzes 20%
3. Activity board 5%
4. App project 10%
5. Article summary & response 10%
6. Using AAC 5%
7. Final exam 30%

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 available via Canvas. You can determine your success within the class based on points earned on assignments and exams. You may discuss your success via office hours if desired.

Grade Appeals

Please schedule office hours to discuss grade appeals. If you can present a written argument with citations, a change in grade will be considered. Appeals must be presented within 7 days of receiving your assignment grade. Due to the time requirements for posting final grades, you must request a meeting to appeal the final exam by noon on May 24th. If you have concerns with group assignment grading and participation, please arrange time to speak with the instructor, preferably in person and prior to the assignment due date.

Late or Missed Assignments

Assignments are due by start of class on their due dates. For each 24 hours (day) they are late, 3 points will be deducted from the grade. Being able to meet deadlines is an important professional skill, which should be practiced now. If you missed a panel or vendor night and have a valid, documented excuse (i.e. from your doctor), you may request an alternative assignment to be completed by an agreed upon due date. Please note that these panels and vendor nights were chosen for your benefit and every effort should be made to attend.

Extra Credit

There are no extra credit opportunities available for this course.

Classroom Protocol

Participation and Attendance

Participating in classroom discussions and group activities will benefit you and is highly encouraged. Per [University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states, “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.”

Arrival Times and Breaks

Please make every effort to arrive on time. It is understood that many of you are traveling from off-site placements and are traveling in heavy traffic times; however, if you are late, you may miss discussion about in-class activities and upcoming assignments. If you must be late due to “life’s happenings,” please come in quietly and you may discuss your reasons at a break or after class if you feel the need. If you need to take a break during the class, excuse yourself and return with as little disruption as possible.

Cell Phones Electronic Communications

It is understood that electronic communications are a part of our security and safety, including campus alerts; therefore, having cell phones on for emergency and safety related issues is allowed. Please silence your cell phone and message alerts on electronic devices. Cell phones should be put away during class unless it is needed for a class activity. Phones and electronic devices must be turned off during exams. Being distracted by your phone is an indication that you are not truly present and does not reflect positively on your studiousness. Please also refrain from texting (e.g., iMessage, SnapChap, etc.) and checking Facebook and other social media sites in class. If you appear distracted and not fully present, you may be asked to leave class as it is assumed your attention is elsewhere. Your participation and attendance benefits you. Please also respect your peers by ensuring your behaviors and electronic devices are not distracting.

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/>”

Further [requirements for the department](http://www.sjsu.edu/cds/) of Communicative Disorders and Sciences can be found at <http://www.sjsu.edu/cds/>.

EDSP 288 / Augmentative and Alternative Communication, Spring 2019 Course Schedule

Schedule is subject to change with fair notice via Canvas and/or on-campus class meetings.

Course Schedule

Wk	Date	Location	Topics, Assignments, Deadlines	Readings
1	S1 & S2 1/24/19	On Campus	Introductions Syllabus, calendar, and expectations What is AAC? Roles and Responsibilities of the SLP	ASHA (2005): Roles and Responsibilities of SLPs with respect to AAC: Position Statement B & M Chapter 1
2	1/30/19 1/31/19	Off Campus	Overview of AAC Message Management and Symbols	B & M Chapter 2 & 3
3	2/6/19 2/7/19	On Campus	Low Tech AAC Systems Low Tech Activity due by 11:59PM	<i>Only God Could Hear Me</i> video: http://youtu.be/2r9pvtNTx4k)
4	2/13/19 2/14/19	Off Campus	Alternative Access	B & M Chapter 4
5	2/20/19 2/21/19	On Campus	Quizzes 1, 2, 3, & 4 due before 4PM Alternative Access Alt Access Assignment due by 11:59PM	
6	2/27/19 2/28/19	Off Campus	Principles of Assessment Funding AAC Systems Activity Board Assignment due by 4PM	B & M Chapter 5, 6, 7 USSAAC Webinar by Lew Golinker
7	3/6/19 3/7/19	On Campus	Assessment Case Studies AAC Ax Plan due by 11:59PM	
8	3/13/19 3/14/19	Off Campus	Intervention and Developmental Disabilities Beginning Communicators App Project by 3/15 11:59PM	B & M Chapter 8 & 9
9	3/21/19	On Campus	Panel Discussion – Tanvi, Stephanie, Juny Using AAC Assignment	
10	3/27/19 3/28/19	On Campus	Quizzes 5, 6, 7, 8, & 9 due before 4PM AAC App Presentations <i>Participation Planning in class activity</i>	
11	4/1/19–	SPRING BREAK		

	4/5/19			
12	4/10/19 4/11/19	Off Campus	Language Development, Linguistic and Social Competence	B & M Chapter 10, 11
13	4/17/19 4/18/19	On Campus	<i>Communication Sampling (CSA & Communication Matrix)</i> <i>Goal Writing Activity</i>	
14	4/24/19 4/25/19	Off Campus	Literacy Educational Inclusion	B & M Chapter 12 B & M Chapter 13
	4/26/19 4/27/19		AAC by the Bay – Cisco http://www.bridgeschool.org/outreach/aac-by-the-bay/	
15	5/2/18	On Campus	Vendor Night Device Features Assignment	
16	5/8/19 5/9/19	On Campus	Quizzes 10, 11, 12, 13 due before 4 PM Acquired Disabilities and Aphasia	B & M Chapter 14 B & M Chapter 15
Final Exam		On Campus	Please see University Final Exam Schedule for date of final	

Appendix I

ASHA Certification Standards (ACS), ASHA Professional Practice Competencies (APPC), and Student Learning Outcomes (SLO)

ASHA Certification Standards

- Standard IV-B: The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological and neurological correlates. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the lifespan.
- 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: articulation, voice & resonance, social aspects of communication, and augmentative and alternative modalities.
- Standard IV-D: 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 in the following areas: articulation, voice & resonance, social aspects, and augmentative and alternative modalities.
- Standard IV-E: The applicant must have demonstrated knowledge of standards of ethical conduct.
- 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.
- Standard IV-G: The applicant must have demonstrated knowledge of contemporary professional issues.
- Standard V-A: The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into clinical practice.

Professional Practice Competencies

1. Accountability
 - a. Practice in a manner that is consistent with the professional code of ethics and the scope of practice documents for the profession of speech-language pathology.
 - b. Adhere to federal, state, and institutional regulations and policies that are related to services provided by speech-language pathologists.
 - c. Understand the fiduciary responsibility for each individual served.
 - d. Understand the various models of delivery of speech-language pathology services (e.g., hospital, private practice, education, etc.).
 - e. Use self-reflection to understand the effects of his or her actions and makes changes accordingly.
 - f. Understand the health care and education landscape and how to facilitate access to services.
 - g. Understand how to work on inter-professional teams to maintain a climate of mutual respect and shared values.
2. Integrity
 - a. Use the highest level of clinical integrity with each individual served, family members, caregivers, other service providers, students, other consumers, and payers; and
 - b. Understand and use best professional practices related to maintenance of confidentiality for all individuals in accordance with HIPAA and FERPA requirements.

3. Effective Communication Skills
 - a. Use all forms of expressive communication—including written, spoken, and non-verbal communication—with individuals served, family members, caregivers, and any others involved in the interaction to ensure the highest quality of care that is delivered in a culturally competent manner.
 - b. Communicate—with patients, families, communities, and inter-professional team colleagues and other professionals caring for individuals in a responsive and responsible manner that supports a team approach to maximize care outcomes.
4. Clinical Reasoning
 - a. Use valid scientific and clinical evidence in decision-making regarding assessment and intervention.
 - b. Apply current knowledge, theory, and sound professional judgment in approaches to intervention and management of individuals served.
 - c. Use clinical judgment and self-reflection to enhance clinical reasoning.
5. Evidence-Based Practice
 - a. Access sources of information to support clinical decisions regarding assessment and intervention/management,
 - b. Critically evaluate information sources and applies that information to appropriate populations, and
 - c. Integrate evidence in provision of speech-language pathology services.
6. Concern for Individuals Served
 - a. Show evidence of care, compassion, and appropriate empathy during interactions with each individual served, family members, caregivers, and any others involved in care; and
 - b. Encourage active involvement of the individual served in his or her own care.
7. Cultural Competence
 - a. Understand the impact of his or her own set of cultural and linguistic variables on delivery of effective care. These include, but are not limited to, variables such as age, ethnicity, linguistic background, national origin, race, religion, gender, and sexual orientation.
 - b. Understand the impact of the cultural and linguistic variables of the individuals served on delivery of care. These include but are not limited to variables such as age, ethnicity, linguistic background, national origin, race, religion, gender, and sexual orientation.
 - c. Understand the interaction of cultural and linguistic variables between the caregivers and the individuals served in order to maximize service delivery.
 - d. Understand the characteristics of the individuals served (e.g., age, demographics, cultural and linguistic diversity, educational history and status, medical history and status, cognitive status, and physical and sensory abilities) and how these characteristics relate to clinical services.
8. Professional Duty
 - a. Engage in self-assessment to improve his or her effectiveness in the delivery of services.
 - b. Understand the roles and importance of professional organizations in advocating for rights to access to speech-language pathology services.

- c. Understand the role of clinical teaching and clinical modeling as well as supervision of students and other support personnel.
 - d. Understand the roles and importance of interdisciplinary/interprofessional assessment and intervention and be able to interact and coordinate care effectively with other disciplines and community resources.
 - e. Understand and practice the principles of universal precautions to prevent the spread of infectious and contagious diseases.
 - f. Understand and use the knowledge of one's own role and those of other professions to appropriately assess and address the needs of the individuals and populations served.
9. Collaborative Practice
- a. Understand how to apply values and principles of interprofessional team dynamics.
 - b. Understand how to perform effectively in different interprofessional team roles to plan and deliver care centered on the individual served that is safe, timely, efficient, effective, and equitable.