

San José State University
Connie L. Lurie College of Education
Communicative Disorders & Sciences
Principles of Assessment and Treatment in Communicative Disorders,
EDSP 112 Sec 01, Spring, 2019

Course and Contact Information

Instructor:	Lupe Ramirez-Steele, M.A. CCC-SLP, Lic. # SP15180, ASHA #12084962
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Office Hours:	Monday 12:00-1:00 pm or by appointment
Class Days/Time:	Monday 4:00-6:45 p.m.
Classroom:	Sweeney Hall 444
Prerequisites:	EDSP 102, 111, 113 or 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://mmcollum.egnyte.com), which can be accessed at <https://mmcollum.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

The goal of this course is to provide fundamental principles of assessment and treatment of communicative disorders.

Course Learning Outcomes (CLO)

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

- LO 1.** Demonstrate understanding of the ASHA Code of Ethics, ASHA Practice Policies, and the importance of ASHA's role in professional advocacy and public policy (via quizzes, exam, and discussion).
- LO 2.** Identify current issues in ethics and practice that may impact clinicians (via discussions, projects).
- LO 3.** Demonstrate understanding of general principles for assessment and intervention (via assignments, discussions and quizzes).
- LO 4.** Describe clinical service delivery across work settings for speech-language pathologists and audiologists (via quizzes, exam and discussion).
- LO 5.** Develop basic assessment plans, therapy plans and objectives, data collection tools, and documentation of services and outcomes (via assessment and discussion).
- LO 6.** Demonstrate understanding and exhibit proper notation of terminology specific to various work settings (via quizzes and exams)
- LO 7.** Demonstrate understanding of assessment and treatment approaches for various speech-language, and swallowing disorders in children and adults (via quizzes, exam and discussion).
- LO 8.** Demonstrate knowledge of effective client and family counseling and family centered practice (via quizzes, exam and discussion).
- LO 9.** Demonstrate knowledge on the impact of cultural and linguistic diversity on assessment and intervention and reflect on how personal beliefs and culture affect on how a clinician approaches treatment, management, and counseling (via quizzes, exam and discussion).
- LO 10.** Provide critical analysis of observed treatment and management of speech, language, and hearing disorders (via assessment and discussion).
- LO 11.** Define assistive technology, describe the use of technology in clinical practice, and reflect on the issue related to the use of mobile technology (via quizzes, exam and discussion).
- LO 12.** Demonstrate attentiveness to professionalism and knowledge of the collaborative nature of the profession (via quizzes, exam and discussion).

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-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."
2. **Standard IV-E:** "...demonstrated knowledge of standards of ethical conduct...the principles and rules of the current ASHA Code of Ethics."
3. **Standard IV-F:** "... demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice."
4. **Standard IV-G:** "... demonstrated knowledge of contemporary professional issues."
5. **Standard IV-H:** "... demonstrated knowledge of entry level and advanced certifications, licensure, and other relevant professional credentials, as well as local, state, and national regulations and policies relevant to professional practice."
6. **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."

Required Texts/Readings

Textbook

All textbooks are available through the University Bookstore. In addition, information is listed below. I highly recommend you purchase the assessment books (rather than rent), as they contain material that will be beneficial in future clinical assessments.

- Paul, R. (2014). Introduction to Clinical Methods in Communication Disorders (3rd ed). Baltimore, MD: Paul H. Brookes Publishing Co. ISBN-10: 1-59857-286-5 | ISBN-13: 978-1-59857-2868-5. www.brookespublishing.com
 - Pomaville, F. & Hegde, MN. Assessment of Communicaiton Disorders (Adults and Children Bundle). San Diego, CA: Plural Publishing www.pluralpublishing.com/acdbund.htm
- or**
- Pomaville, F. & Hegde, MN. Assessment of Communicaiton Disorders in Adults (2nd ed.). San Diego, CA: Plural Publishing ISBN-13: 978-1-59756-983-5 www.pluralpublishing.com/acdbund.htm
 - Pomaville, F. & Hegde, MN. Assessment of Communicaiton Disorders in Children (2nd ed.). San Diego, CA: Plural Publishing ISBN-13:978-1-59756-784-8 www.pluralpublishing.com/acdbund.htm

Recommended Reading

- Embry Burris, A. & Haynes, W. Professional Communication in Speech-Language Pathology How to Write and Act Like a Clinician. San Diego, CA Plural Publishing
- Hegde, M.N. (2018). *Hegde's PocketGuide to Treatment in Speech-Language Pathology* (4th edition). San Diego, CA: Plural Publishing. ISBN-13: 978-1944883126. ISBN-10: 1944883126
- Hegde, M.N. (2018). *Hegde's PocketGuide to Assessment in Speech-Language Pathology* (4th edition). San Diego, CA: Plural Publishing. ISBN-13: 978-1944883102. ISBN-10: 194488310X

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/>

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> (Library Liason: Suzie Bahmanyar, MLIS suzie.bahmanyar@sjsu.edu (408) 808-2654
- [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 [Spring 2019 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 schedule.

Final Examination or Evaluation

Final examination will be cumulative.

Grading Information: Determination of Points

Course Requirement	Description	%	Date Due
Assignments	<ul style="list-style-type: none"> • Assessment Materials/Tools Assignment • In Class Teaching-Assessment • Develop treatment materials to share • Design and create your own therapy kit • Choose based on interests/present to the class information on a target population • Lesson Plan Assignment • Data Collection Assignment 	80%	Varied
Quizzes		10%	
Final Exam		10%	5/20/19

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. Late assignments will be subject to a 10% grade drop per day late, barring proof of an exigent circumstance. 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 112-Sec 01 Principles of Assessment and Treatment in Communicative Disorders,
Spring 2019, Course Schedule**

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

Week	Date	Topics, Readings
1	1/28	Course Introduction, Standards, Basics- (CH 1, PAUL)
2	2/4	Ethics, work settings (CH 2, 8, & 9, PAUL)
3	2/11	Multicultural Issues CLD (CH 10, PAUL)
4	2/18	Assessment Basics (CH 4 & 5 PAUL)
5	2/25	Assessment/Children, Alternative Assessment (CH 1-3 HEGDE/POMAVILLE)
6	3/4	Assessment/Adults (CH 1-2 HEGDE/POMAVILLE)
7	3/11	Protocols (quick overview on pedi/adult standard assessment)
8	3/18	In-Class Presentations on Assessments
9	3/25	Individual Meetings/class check in (no class together-set up tome to meet with me)
	4/1	Holiday/Spring Break
10	4/8	Basic Principles of Intervention, EBP (CH 6 & 13 PAUL)
11	4/15	Counseling, Family Centered Practice (CH 7 & 12 PAUL)
12	4/22	Special Populations: AAC/Voice/Fluency (CH 11, PAUL; CH 9-12, 15 HEGDE POMAVILLE CHILD, CH 15-18 HEGDE POMAVILLE ADULT)
13	4/29	VIDEOS/REVIEW
14	5/6	IN CLASS PRESENTATIONS ON TREATMENT
15	5/13	FINAL REVIEW
16	5/20	FINAL EXAM