

San Jose State University
College of Education
Department of Communicative Disorders and Sciences
EDSP 110
Resources for Human Communication
Fall Semester 2014

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Time – Monday 1:00-3:45
Room: SH 120
Office Hours: Monday 3:45 – 4:30 or by appointment

Vision Statement

The faculty of the College of Education at San Jose State University agrees that excellence and equity matter, and that 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 Statements

College of Education: The mission of the Connie L. Lurie College of Education at San Jose 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.

Department: The mission of the Department of Communicative Disorders and Sciences is to provide a 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 a diverse population.

Course Description

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 Goals and Competencies

The student will demonstrate an understanding of the field of Communicative Disorders and Communicative Sciences by:

- Describing the various professional roles included in the field of Communicative Disorders and Sciences
- Indicating an awareness of the professional settings available for Speech-Language Pathologists and Audiologists
- Identifying the procedures for completing the Educational program in Speech-Language Pathology and Audiology at San Jose State University (SJSU)

- Describing how the program at SJSU meets the requirements for credentials, licensure and certification in communicative sciences careers
- Identifying the organizations and publications related to the study of Speech-Language Pathology and Audiology

The student will understand the development and characteristics of Speech, Language and Communication by:

- Defining terms related to language such as syntax, semantics, morphology, phonology, pragmatics, morpheme, phoneme
- Tracing the development of language from infancy to adulthood and identifying the language components of the various stages
- Identifying the various characteristics of phonemes
- Describing the function of the brain and the anatomical structures utilized in language
- Identifying the role of genetics in language functions
- Describing the role of culture in language learning and the characteristics of second language learning

The student will demonstrate an understanding of disorders of speech and language by:

- Identifying methods of assessing language development
- Describing features of various languages that are part of normal development of that language
- Explaining the behavioral characteristics of communication disorders
- Identifying and classifying the disorders of communication
- Identifying the general causes of communication disorders
- Summarizing the management programs and treatment options available to an individual who has a communication disorder

The student will demonstrate an understanding of language delay and related disorders by:

- Reviewing normal language development and identifying disorders that might occur
- Discussing the role of language learning in academic skill development
- Describing the assessment and intervention process for language disabilities
- Summarizing language delay as it pertains to autism spectrum disorders, ADD, Tourette's Syndrome and related disorders

The student will demonstrate an understanding of articulatory and phonological disorders by:

- Describing the assessment of phonology
- Discussing auditory processing disorders and their impact on learning
- Listing the steps involved in the intervention of articulation disorders
- Describing the practice of therapy for articulation disorders

The student will demonstrate an understanding of Stuttering and related fluency disorders by:

- Describing the various types of disfluencies
- Summarizing theories of causation of disfluencies
- Identifying methods of assessing and treating stuttering and other disfluent behaviors

The student will demonstrate an understanding of voice and craniofacial disorders by:

- Explaining the anatomy and physiology of vocal use
- Describing the various kinds of craniofacial disorders
- Identifying treatment procedures for intervention of voice and craniofacial disorders
- Describing the prevention of voice disorders

The student will demonstrate an understanding of neurogenic disorders of speech and aphasia by:

- Defining apraxia, dysarthria, aphasia and identifying the characteristics of each
- Describing assessment and treatment practices used in neurogenic disorders

The student will demonstrate an understanding of hearing disorders and aural rehabilitation by;

- Describing the normal processes of hearing
- Identifying treatment approaches for hearing disorders
- Discussing controversies involved in hearing rehabilitation and remediation

The student will demonstrate an understanding of alternative methods of communication by:

- Describing signing and its various forms and uses
- Describing the role of technology in assisting communication disorders
- Identifying types of assistive and alternative communication tools

Assigned Text

Owens, Robert, Metz, Dale Evan, Farinella, Kimberly; Introduction to Communication Disorders - A Lifespan Evidence-Based Perspective. (4th Edition) Boston, MA: Pearson, 2011.

Course Requirements/ Grading

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five 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 practicum. Other course structures will have equivalent workload expectations as described in the syllabus.

Students are required to **attend and participate in all classes and complete all assignments as described.**

Students are responsible for all material presented in class. If you miss a class, you are responsible for obtaining the material by asking a fellow student for the notes and for any other information. The breadth and depth of material to be covered necessitates regular attendance.

Quizzes – 6 highest will be counted up to 20 points each	120 points
4 Video discussions and/or summaries 10 points each	40 points
Clinical observation write up	40 points
Autism article and questions	20 points
Exams 2 – 40 points each	80 points
Total	300 points

Quizzes – 20 points each (6 counted for 120 points)

There will be 7 throughout the semester. Each will be worth 20 points. The highest 6 quizzes will be counted for a total of 120 points. These quizzes will be based on the information from the book and the powerpoint information concerning that topic.

Video Responses – 10 points each for a total of 40 points

You will be assigned videos to watch throughout the course. You will complete a summary of these videos in class either independently or as a group submission.

Clinical Observation - Total 40 points

You will need to observe a clinician working with someone with a communication disorder, 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 2-3 presentations per week.

Review and question – Autism Article – 20 points

You will be assigned an article about autism. You will need to answer take-home questions related to the article.

Exams – 40 points each

There will be a mid-term and a final exam. 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.

Grade Equivalent

A+ 98-100%	A 94-97%	A- 90-93%
B+ 87-89%	B 84-86%	B- 80-83%
C+ 77-79%	C 74-76%	C- 70-73%
D 60-69%	F- below 60%	

Illness and Absence Policy for Exams and Assignments

At the discretion of the instructor, make-up exams will be given in cases of *documented* illnesses and/or emergencies. For illnesses, documentation must be in the form of a written note from your personal physician. For personal or family-related emergencies, an appropriate verification of the absence will be required. ***Documentation must be procured within one week of the deadline.*** Failure to provide documentation will result in a zero on the exam or assignment. Make up exams will also be provided for students who observe religious holidays. To make up an exam, you must inform me of your absence at least 1 week prior to the exam date. We can arrange a mutually agreeable time for your make up. If you inform me of your religious observance after the exam date, you will not be allowed to make up the exam.

In case you are ill or have an emergency, please let me know your status within 24 hours after the missed exam date by email, phone, or in person. Any notification after the 24-hour period will not be accepted and you will not be able to make up the missed exam.

Adding/Dropping

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's **Catalog Policies** section at <http://info.sjsu.edu/static/catalog/policies.html>.

Add/drop deadlines can be found on the **current academic calendar** web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/.

The **Late Drop Policy** is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes. Information about the latest changes and news is available at the **Advising Hub** at <http://www.sjsu.edu/advising/>.

Academic Integrity Statement

As a member of this class and a student at SJSU, you are honor bound to observe and demand academic honesty and integrity from yourself and those around you.

SJSU's policy on Academic Integrity will be STRICTLY followed for this course. Your own commitment to learning, as evidenced by your enrollment at San José State University (SJSU), and the **University's Academic Integrity policy**, located at <http://www.sjsu.edu/senate/S07-2.htm>, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development.

If you are caught cheating on any assignment and if this transgression is verified after due process, you will receive a zero for that specific assignment and/or an E for the entire course, depending on the severity of the infraction.

Instances of Academic Dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified.

If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy S07-2 requires approval of instructors. In summary, all students are responsible for maintaining the highest standards of honesty and integrity in every phase of their academics. The penalties for academic dishonesty are severe and *ignorance is not an acceptable defense*. The Student Conduct Code defines academic offenses and details procedures for dealing with them. All students are expected to be familiar with the content of the Student Conduct Code. The Student Conduct and Ethical Development website is available at http://www.sa.sjsu.edu/judicial_affairs/index.html. The following URL will take you to the SJSU library's tutorial page: <http://tutorials.sjlibrary.org/tutorial/index.html>. See "plagiarism" for more information.

Grievance Procedure

Students dissatisfied with course policies or grading practices should refer to grievance policy procedures on file in the Special Education and Rehabilitative Services (SERS) office in Sweeney Hall 204.

Accommodations for Disabilities

If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours.

Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the **Disability Resource Center** (DRC) to establish a record of their disability.

Accommodations of Students with Special Needs Students are referred to the Disability Resource Center, Administration Building 110, (408) 924-6000 (voice), (408) 924-5990 (TDD). You may access their policies and services via the website at: <http://www.drc.sjsu.edu/>.

HIPPA 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 will be required to adhere to these policies.

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 Clinic Coordinator and/or Chair of the Communicative Disorders & Sciences Department for disciplinary action.

Consent for Recording of Class/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. If you wish to record seminars, ask permission orally prior to each class. In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. 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.

TENTATIVE SCHEDULE

Week	Date	Class Topics/Activities	Read/Study/ Do for Next Class
1	8/25	Professions of Speech Pathology and Audiology	Read Chapters 1 and 2 in Textbook Set up an observation of an Audiologist or Speech Pathologist
	9/1	Holiday	No school
2	9/8	Language and Speech Development	Review Chapters 1 & 2 Information Read Chapter 3 Watch video - Brain and Language http://www.youtube.com/watch?v=5KXIDUo18aA&feature=related
3	9/15	Quiz on Chapters 1 & 2 Anatomy and Physiology of Speech, Language and Hearing Discuss video	Review Information on Chapter 3 Read Chapter 10 Video – Auditory Processing http://www.youtube.com/watch?v=6F6fVGg7L Lg&feature=related
4	9/22	Quiz on Chapter 3 Articulation and Phonology Discuss video	Review Chapter 10 information Read Chapter 5 Watch video – Childhood Speech and Language Delays http://www.youtube.com/watch?v=uFC4UK5rk4E
5	9/29	Quiz on Chapter 10 Childhood Language Impairments –Autism Discuss video	Review Chapter 5 Information Read Chapter 7 Read article on Autism and Answer questions
6	10/6	Quiz on Chapter 5 Adult Language Impairments Autism questions due	Review Chapter 7 Information Read Chapter 4 Start to study for mid-term

7	10/13	Quiz on Chapter 7 Assessment	Study for Mid-Term
8	10/20	Mid -Term examination Chapters 1,2,3,5, 7 and 10. Intervention	Review Chapter 4 Information Read Chapter 6
9	10/27	Quiz on Chapter 4 Literacy	Review Chapter 6 Information Read Chapter 8 Watch video - Stuttering http://www.youtube.com/watch?v=Lj2lsxxCSS8
10	11/3	Quiz on Chapter 6 Fluency Discuss video	Read Chapter 14
11	11/10	Hearing and Audiology	Read Chapter 15
12	11/17	AAC	Read Chapters 12
13	11/24	Neurogenic Disorders Swallowing	Read Chapter 11
14	12/1	Cleft Palate	Read Chapter 13
15	12/8	Swallowing	Review for Final
		Exams December 12-18	Date TBD