

San Jose State University
Department of Communicative Disorders and Sciences
EDSP 112: Treatment and Management of Speech-Language Disorders
Sections 1 and 2; Spring, 2015

Course and Contact Information

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Office Hours	Monday 3:45-4:45; Thursday 2:00-4:30
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SJSU Catalog Description: Impact of technological and societal changes on the delivery of human communication services with emphasis on study of cultural diversity in communication disorders.

Course Learning Objectives: The student will:

1. demonstrate knowledge of the influence of the American Speech-Language-Hearing Association on the treatment and management of speech-language disorders;
2. prove her/his knowledge of service delivery within a multicultural framework;
3. deliberate upon and convey (via written communication) how an ecological framework and others' values impact treatment and management of speech-language disorders;
4. critically analyze (via written and oral communication) how others treat and manage speech-language disorders;
5. reflect upon and discuss evidence-based practice per the extant literature, session plans, and SOAP notes;
6. describe (via written and oral communication) the collaborative nature of treatment and management of speech-language disorders within a service setting;
7. reflect upon and discuss her/his personal philosophy regarding treatment and management of speech-language disorders;
8. demonstrate knowledge of prevention programs for speech-language disorders;
9. demonstrate knowledge of the clinical procedures and processes related to disorders of articulation, fluency, voice, receptive and expressive language, swallowing, social aspects of communication, and cognitive aspects of communication;
10. describe (via written and oral communication) the relative strengths and weaknesses of data collection techniques and processes.

ASHA 2014 CCC Standards related to EDSP 112

<http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/>

The applicant must have demonstrated:

- IV-D for (articulation, voice, fluency, receptive and expressive language, swallowing, cognitive aspects, social aspects) current knowledge of the principles of prevention and intervention;
- IV-E knowledge of standards of ethical conduct;
- IV-F knowledge of the integration of research principles into evidence-based practice;
- IV-G knowledge of contemporary professional issues;
- IV-H 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;
- V-A skills in oral and written or other forms of communication sufficient for entry into professional practice.

Modes of Instruction: (Enabling Activities): PowerPoint Slides; Class Discussion; Cooperative Learning Groups; Peer-Review; Office Hours.

Required Text: (Available from the publisher and on-reserve at the King library)

Roth, F.P., & Worthington, C.K. (2011). *Treatment Resource Manual for Speech-Language Pathology, 4th*. Independence, KY: Cengage Publishing.
ISBN-13: 9781439055717; \$ 58.49 to 195.95

Required Reading: (Available on the EDSP 112 Canvas site)

- Bodoin, E.M., Byrd, C.T., & Adler, R.K. (2014). The clinical profile of the male-to-female transgender person of the 21st century. *Contemporary Issues in Communication Science and Disorders, 41*, 39-54.
- Caesar, L., & Nelson, N. (2013). Picturing literacy success in a unique journaling program: Migrant farm workers use drawings and words to help their young children develop preliteracy skills. *The ASHA Leader, 18*.
- Centeno, J.G. (2010). The Relevance of bilingualism questionnaires in the personalized treatment of bilinguals with aphasia. *Perspectives on Culturally and Linguistically Diverse Populations, 17*, 65-73.
- Davis, R. (2010). Voices of native Hawaiian Kupuna (Elders) living with chronic illness: "Knowing who I am." *Journal of Transcultural Nursing, 21*(3), 237-245.
- Inglebret, E., Jones, C., CHiXapkaid (Pavel, D.M.). (2008). Integrating American Indian/Alaska Native culture into shared storybook intervention. *Language, Speech, and Hearing Services in Schools, 39*, 521-527.
- Law, B.M., & Dunham, G. (2013). Profiles of cultural insight: Learn the nuances of serving Orthodox Jewish, Muslim, and Native American clients. *The ASHA Leader, 18*.
- Lee, S.A.E., & Sancibrian, S. (2013). Effectiveness of two different approaches to accent modification services for non-native English speaks of Korean background. *Perspectives on Culturally and Linguistically Diverse Populations, 20*, 127-136.
- Mahendra, N. (2012). South Asian stories: Firsthand client perspectives on barriers to

accessing speech-language pathology services. *Perspectives on Culturally and Linguistically Diverse Populations*, 19, 29-36.

Munoz, M.L., Hoffman, L.M., & Brimo, D. (2013). Be smarter than your phone: A Framework for using apps in clinical practice. *Contemporary Issues in Communication Science and Disorders*, 40, 138-150.

Namazi, M. (2014). Cultural and linguistic considerations: The Case of Persian. *Perspectives on Culturally and Linguistically Diverse Populations*, 21, 88-95.

Watson, N., & Bell, C. (2014). Cultural considerations in tube feeding decision-making. *Perspectives on Culturally and Linguistically Diverse Populations*, 21, 63-73.

SJSU Resources Related to EDSP 112

- A. SJSU Accessible Education Center: <http://www.sjsu.edu/aec/>
Course Accommodations: Students with an educationally related disability are encouraged to 1) self-identify to the instructor and 2) contact the Accessible Education Center to discuss course accommodations. Students who need special arrangements in case the building must be evacuated should advise the instructor.
- B. King Library Services: <http://libguides.sjsu.edu/CDS>
- C. Writing Center: <http://www.sjsu.edu/writingcenter/>
- D. Counseling Services: <http://www.sjsu.edu/counseling/>
- E. Peer Connections: http://peerconnections.sjsu.edu/about_us/

Assignments:	Date	<u>% of Grade</u>
Self-Reflection and Family Perspective Paper	3/2/15	25%
Exam I	3/16/15	25%
Observation Analysis #1	3/30/15	10%
Observation Analysis #2	4/27/15	10%
10 Observation Hours	5/11/15	P/I
Exam II	5/18/15	30%

Family Perspective Project (due 3/2/15): Each student will put herself/himself in the role of someone with a speech-language disorder (at any age) and reflect upon how a speech-language pathologist could provide client-specific and culturally sensitive services. Students will prioritize 7 to 10 diversity factors and consider the question *how might an SLP adjust her/his approach based on my perspective about _____?* Then, students will repeat the experience by talking with 2 different family members to ask about the family member’s perspective (i.e., *if you needed speech-language rehabilitation, how might an SLP adjust her/his approach based on your perspective about _____?*).

Behaviors valued by the culture	Religious beliefs	Race
Food preparation/consumption	Habits	Ethnicity
Beliefs about healing	Culture	Cultural sanctions
Individual vs. Group	Family pattern	Social structure
Gender roles	Child rearing practices	Role of school
Parent aging practices	Everyday language	Noise level
Role or orderliness	Physicality	Habits

Perception of other cultures
Communication rules

Relationship with others

Role of education

In a written report, each student will be graded on the depth of her/his descriptions and analysis, as well as how well the information is conveyed in a professional and cohesive manner in 4-parts:

1. Self-Reflection: the description of her/his expectations about the SLP's role;
- 2-3. Members 1 & 2: the description of family members' expectations about the SLP's role;
4. Integrative Analysis: the comparison, contrastive elements, and analysis about why there were similarities and differences in the three family member's perspectives.

**Clinical Observation Analysis and 10 Observation Hours
(Written papers due 3/30/15 and 4/27/15; Cumulative Observations due 5/11/15)**

Students will observe 10 hours of speech-language therapy by speech-language pathologists who hold the Certificate of Clinical Competence (CCC) or speech-language pathology student clinicians who are supervised by someone with the CCC credential. Students must complete the clinical observations in at least 2 different settings. Students will be expected to write a detailed analysis (3-6 pages) of two observations. In their reports, students will be evaluated on the papers' depth and communicative effectiveness.

A. Background Information

1. Identify and describe the goals of the session.
2. Identify and describe the behavioral objectives for the session.
3. Identify and describe how this session fit into the overall plan for the client per comments by the clinician prior to or after the session.

B. Analysis

4. Describe how the session was organized and conducted (i.e., play based, clinician directed, degree of structure, activity-based). Offer and defend your opinion about whether the session was successfully organized.
5. Describe which clinical strategies were used to elicit specific speech-language behavior. Offer and defend your opinion about whether the strategies were successful.
6. If you were this client's clinician, what would you do similarly and differently than what you observed. Offer and defend your opinions.

Grades and Grade Appeals:

A+ = 96.5 to 100
B+ = 86.5 to 89.4
C+ = 76.5 to 79.4
D+ = 66.5 to 69.4
F = ≤ 59.4

A = 92.5 to 96.4
B = 82.5 to 86.4
C = 72.5 to 76.4
D = 62.5 to 66.4

A- = 89.5 to 92.4
B- = 79.5 to 82.4
C- = 69.5 to 72.4
D- = 59.5 to 62.4

Grade Appeals: The instructor welcomes grade appeals via a written argument substantiated with evidence and citations (if necessary). Appeals are due one week after an assignment is returned.

Professional Behavior:

Assignment Due Dates: All assignments are due at the beginning of each class. Late assignments will result in -5 points/day grade reductions. Students can appeal these reductions with written evidence of exceptional or emergency circumstances.

Attendance/Participation: Students are expected to attend all scheduled classes. The instructor should be notified of upcoming excused absences. Each unexcused absence will lower the final course grade in half grade increments (i.e., A+ to A to A- etc.). Students will complete the assigned readings prior to each class. Students will demonstrate collegiality, verbal problem solving, critical thinking, and active participation in class discussions. Class assignments will take (at least) eight hours per week.

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 in University Policy S12-3 at <http://www.sjsu.edu/senate/docs/S12-3.pdf>

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.

SJSU Vision Statement: In collaboration with nearby industries and communities, SJSU faculty and staff are dedicated to achieving the university's mission as a responsive institution of the state of California: To enrich the lives of its students, to transmit knowledge to its students along with the necessary skills for applying it in the service of our society, and to expand the base of knowledge through research and scholarship. San José State University graduates will have developed: Specialized Knowledge; Broad Integrative Knowledge; Intellectual Skills; Applied Knowledge; Social and Global Responsibilities (http://www.sjsu.edu/about_sjsu/mission/).

Lurie College of Education Mission Statement: The mission of the Lurie College of Education is to prepare educators who will enhance the quality of education for all students in our culturally

diverse, technologically complex world. Our basic values: Respect and appreciation for diversity; Promotion of equity and access to quality education; Excellence through scholarly activity and reflective professional practice; Continual professional and personal growth; Ethical, collegial, and humane interpersonal relationships as a basis for community (<http://www.sjsu.edu/education/mission/>).

Communicative Disorders & Sciences Mission Statement: 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 (<http://www.sjsu.edu/cds/>).

Grievance Procedure: Students are referred to the *Lurie College Dispute Process for Students* at <http://www.sjsu.edu/education/facultyandstaff/StudentDisputes.pdf> for a description of the dispute resolution process.

Academic Honesty Statement: In the spirit of fostering academic honesty and professional practice standards, students are reminded that any act of academic dishonesty will be considered a serious offense against the values of the university and the professional discipline (see <http://www.asha.org/Code-of-Ethics/>). The instructor is committed to enforcing the SJSU policy and processes on academic integrity available at <http://www.sjsu.edu/senate/docs/S07-2.pdf>.

General Expectations, Rights and Responsibilities of the Student: As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with the SJSU policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90-5 at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the SJSU catalog at <http://infor.sjsu.edu/web-dbggen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussion concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issues, it is recommended that the student contact the Department Chair as a next step.

Dropping and Adding: Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Students should 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 year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. 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/>.

Anticipated Schedule of Topics, Assignments, Deadlines

1/26/15
2/2/15 Course Overview and Syllabus; ASHA and Clinical Practice; Clinical Certification Requirements; Clinical Support; Related Professional Organizations; Professional Credentials related to Clinical Practice; Specialty Certification; Self-Reflection; Essential Functions

Required Reading: Caesar & Nelson (1/26/15)

Required Reading: Law & Dunham (2/2/15)

2/9/15 Multicultural Considerations in Clinical Practice; Service Delivery Impact; Diversity Perspectives and Comfort Levels

Required Reading: Munoz

2/16/15 Family Perspective Project Release Time

2/23/15 Team Collaboration in Clinical Practice; Collaboration Values; Physical Therapy; Occupational Therapy; Speech-Language Pathology Assistants; Acronyms in Clinical Practice

Required Reading: Davis

3/2/15 Ethics in Clinical Practice; the ASHA Code of Ethics; Safeguarding Client Welfare; Competent Practice; Conflict of Interest; Misrepresentation; Ethical Deliberation and Case Examples

Family Perspective Project Due

Required Reading: Bodoïn et al.

3/9/15 Treatment in Speech-Language Pathology: Programming, Treatment Approaches, Session Plans, Behavioral Objectives; SOAP Notes, Data Collection, Treatment Acceptability, Supervision, Counseling

Required Reading: Namazi; Roth & Worthington, Chapters 1, 2, & 9

3/16/19 **Exam I**

3/23/15 Spring Recess

3/30/15 Intervention for Language in Infants and Preschool Children

Required Reading: Mahendra; Roth & Worthington, Chapter 4

Clinical Observation #1 due

4/6/15 Intervention for School-Age Children through Adolescence
Required Reading: Centeno; Roth & Worthington, Chapter 5

4/13/15 Clinical Observation Release Time

4/20/15 Intervention for Adult Language and Motor Disorders
Required Reading: Inglebret; Roth & Worthington, Chapter 6

4/27/15 Intervention for Stuttering
Required Reading: Lee & Sancibrian; Roth & Worthington, Chapter 7
Clinical Observation #2 due

5/4/15 Intervention for Voice Disorders
Required Reading: Roth & Worthington, Chapter 8

5/11/15 Intervention for Articulation and Phonology in Children
Required Reading: Watson & Bell; Roth & Worthington, Chapter 3
10 Observation Hours due

5/18/15 **Final Exam**

Appendix: EDSP 112 Weekly Reading Study Questions

Study Questions: Caesar & Nelson (1/26/15)

1. Prior to reading this article, what did you know about the speech-language and literacy development of migrant farm workers and their children?
2. What was the goal of the project?
3. What does it mean to speak *with children* and not *at children*?
4. What are some of the characteristics associated with migrant farm worker parents? Why do these characteristics place their children at-risk for language and literacy development?
5. Both the experimental and control conditions are forms of treatment.
 - a. What were the outcomes for both groups?
 - b. Why do you think the home school journaling activity worked?
6. What did you like or dislike about the two treatments? Why?
7. What did you learn from the article that can be applied in your future clinical work?

Study Questions: Law & Dunham (2/2/15)

Orthodox Jewish Example

1. Prior to this article, what did you already know about the Orthodox Jewish community?
2. When is it acceptable and not acceptable to touch an Orthodox Jewish client of the opposite gender?
3. How might you identify that someone is from the Orthodox community?
4. What is a *sheitel* and why do married Orthodox women wear them?
5. Other than the hearing aid example, what other audiology and speech-language pathology topics might be influenced by Sabbath practices?

Muslim Example

6. Prior to this article, what did you already know about Ramadan and food consumption practices?
7. As a speech-language pathologist in dysphagia management, what will you need to remember if you are working with someone who observes Ramadan?
8. State and defend your opinion about how this patient was managed?

Native American Example

9. If your Clinical Fellowship was as a speech-language pathologist to a Native American community, how does this example help you think about service provision?

Study Questions: Munoz et al. (2/9/15)

1. Prior to this article, did you think that speech-language pathologists used apps and mobile devices in speech-language intervention? Why or why not?
2. These authors are especially interested in the integration of student clinicians' personal and pre-professional technology experiences. Why?
3. Describe Figure 1 and the ICF model.
4. The authors address several salient topics about how and why apps and mobile devices apply to speech-language intervention. Briefly summarize the following:
 - a. Factors that influence how mobile devices and apps are integrated into the treatment process;
 - b. Factors that influence a client's interest in using mobile devices;
 - c. The scientific evidence for apps and mobile devices;
 - d. Treatment planning factors pertinent to apps and mobile devices;
 - e. Factors related to app selection and use.
5. The authors describe two case examples. After reading them, state and defend an opinion about the value (or lack of value) in using apps and mobile devices during speech-language intervention.

Study Questions: Davis (2/23/15)

1. Prior to this article, what did you already know about the health status of Native Hawaiians?
2. In the literature review, the authors provide a considerable amount of background information about the Native Hawaiian community. Summarize:
 - a. the core health outcome disparities of Native Hawaiians;
 - b. the significant health barriers that contribute to their high incidence of poor health outcomes.
3. Did the purpose of the study make sense? Why or why not?
4. Did the data collection format make sense? Why or why not?

5. Did the data analysis make sense? Why or why not?
6. Although this article was written from a nursing perspective, the four themes might apply to any health care or educational professional, including speech-language pathologists.
 - a. Briefly summarize each theme;
 - b. Describe how each theme might impact speech-language intervention to Native Hawaiians.

Study Questions: Bodoïn et al. (3/2/15)

1. Prior to this article, did you think that speech-language pathologists worked with persons who are transgender Male to Female? Why or why not?
2. Summarize the four factors that may influence speech-language therapy for persons who are transgender Male to Female (p. 41). Of these topics, which one(s) were already familiar to you?
3. Did the purpose of the study make sense? Why or why not?
4. Table 1 provides demographic characteristics of the participants. Are these characteristics what you would have expected? Why or why not?
5. Did the data collection format make sense? Why or why not?
6. Did the data analysis make sense? Why or why not?
7. As you read the results (pp. 44 to 46), consider their impact on speech-language intervention. Describe three results that interest you and state how you will use them if you work with someone who is transgender Male to Female.

Study Questions: Namazi (3/9/15)

1. Was your prior knowledge of the Iranian-American community consistent with the descriptions provided at the article's onset? Why or why not?
2. How does this author describe the language choice patterns of Iranian-Americans?
3. Identify which phonemes (consonants and vowels) may be difficult to pronounce for a native Persian speaker who is learning to speak English.
4. Identify which syllable shapes may be difficult for a native Persian speaker who is learning to speak English.

5. As children who speak Persian learn to speak English, what morphosyntactic patterns might occur?
6. How might this article be useful to you as a speech-language pathologist who works among persons from the Iranian-American community?

Study Questions: Mahendra (3/30/15)

1. Why are ethnographic interviews relevant to service provision by speech-language pathologists?
2. The author presents two case examples based upon ethnographic interviews. What insights did you gain from these examples? How might these examples influence the way you think about working with individuals who are South-Asian?

Study Questions: Centeno (4/6/15)

1. In the initial two pages of this article, the author makes a strong argument for using bilingualism questionnaires. Describe three of the author's reasons why bilingualism questionnaires are important to clinical practice.
2. Contrast parallel and non-parallel language recovery.
3. Contrast simultaneous from sequential bilingualism.
4. The author comments on many factors that cause language use to vary. Describe three of these factors.
5. Did you gain insights from the case example? If yes, describe them. If no, describe why not.
6. How might you use a bilingualism questionnaire in your own clinical practices?

Study Questions: Inglebret (4/20/15)

1. Why is it important for a speech-language pathologist to consider a child's socio-cultural foundation when planning and implementing speech-language services?
2. Why is it important to consider storytelling differences between the American Indian/Alaska Native oral tradition and the public school context?
3. What is the role of the *tribal cultural specialist* and why might an SLP consult with this person as part of treatment planning?

4. State and defend your opinion of the case illustration. How might it be useful (or not useful) to your own clinical practice?

Study Questions: Lee & Sancibrian (4/27/15)

1. Describe your personal experiences among people with foreign accents. Did you think they were candidates for speech-language therapy? Why or why not?
2. How does Korean phonology differ from English phonology?
3. Describe how the segmental and contrastive approaches to intervention are similar and different?
4. Based on the results of their study, do you think you would incorporate segmental and/or contrastive approaches to intervention for persons with other foreign accents? Why or why not?

Study Questions: Watson & Bell (5/11/15)

1. Describe how tube feeding varies across the United States and internationally. Why might these variations exist?
2. Describe race and ethnic variations associated with tube feeding. Why might these variations exist?
3. The authors suggest several variations in the tube feeding decision-making process associated with different groups of people. Identify, describe, and state why two of these groups are interesting (or not interesting) to you.
4. What is *institutional culture*? Why is it relevant to feeding tube decisions?
5. Do the ideas in this paper enhance your viewpoint about tube feeding? Why or why not?