

San Jose State University
Department of Communicative Disorders and Sciences
EDSP 112: Treatment and Management of Speech-Language Disorders
Spring, 2016

Course and Contact Information

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Office Hours: Wednesdays 3:00-4:00 PM
Class Days/Times: Wednesday 4:00-6:45
Classroom: Sweeney Hall 238
Dates: 2/3/16 - 3/16/16

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:

- demonstrate knowledge of the influence of the American Speech-Language-Hearing Association on the treatment and management of speech-language disorders;
- prove her/his knowledge of service delivery within a multicultural framework;
- deliberate upon and convey (via written communication) how an ecological framework and others' values impact treatment and management of speech-language disorders;
- critically analyze (via written and oral communication) how others treat and manage speech-language disorders;
- reflect upon and discuss evidence-based practice per the extant literature, session plans, and SOAP notes;
- describe (via written and oral communication) the collaborative nature of treatment and management of speech-language disorders within a service setting;
- reflect upon and discuss her/his personal philosophy regarding treatment and

- management of speech-language disorders;
- demonstrate knowledge of prevention programs for speech-language disorders;
- 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;
- 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 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.

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.

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.

SJSU Resources Related to EDSP 112:

- 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.

- King Library Services: <http://libguides.sjsu.edu/CDS>
- Writing Center: <http://www.sjsu.edu/writingcenter/>
- Counseling Services: <http://www.sjsu.edu/counseling/>
- Peer Connections: http://peerconnections.sjsu.edu/about_us/

| Assignments: Grade | Date | % of |
|--|-------------|-------------|
| Class Participation/Quizzes | Weekly | 20% |
| Self-Reflection and Family Perspective Paper | 2/17/16 | 20% |
| Observation Analysis #1 | 3/16/16 | 20% |
| Cultural Visit | 4/13/16 | 20% |
| Observation Analysis #2 | 5/11/16 | 20% |
| 10 Observation Hours | 5/11/16 | P/I |

Self Reflection and Family Perspective Project (due 2/17/16):

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 | Relationship with others | Role of education |
| Communication rules | | |

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.

Cultural Visit Project (due 4/13/16):

Each student will be a participant-observer in a program/place that is different from their background and culture. The participant-observer role is not just sitting quietly jotting down field notes; the participant-observer becomes part of the group and engages in interactions with a group that allows them to experience what the group experiences in some small way. 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 by answering the following questions.

1. What program did you participate in and what was your role: helper, helpee, leader, and facilitator? Describe.
2. Describe the group culture, how was this culture different from your own background, did you find any commonalities between your culture and this group?
3. What were the rules of communication and interaction, describe both verbal and non-verbal behaviors. What types of behaviors were acceptable, unacceptable, were you comfortable with the behaviors? Who kept order within this group?
4. During the group session, did you try to observe the interactions that were taking place and then step back and try to observe yourself? How did you feel with the group, were you comfortable and did you contribute, did you feel accepted?
5. What strategies did you use to gain access to this group? Was the interaction successful, what would you do differently?

Clinical Observation Analysis and 10 Observation Hours

(Written papers due 3/16/16 and 5/11/16; Cumulative Observations due 5/11/16):

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

- Identify and describe the goals of the session.
- Identify and describe the behavioral objectives for the session.
- 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

- 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.
- Describe which clinical strategies were used to elicit specific speech-language behavior. Offer and defend your opinion about whether the strategies were successful.
- 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 | 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+ = 66.5 to 69.4 | D = 62.5 to 66.4 | D- = 59.5 to 62.4 |
| F = < 59.4 | | |

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.

University Policies

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 SJSU's 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://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, 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. 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/>.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

“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.”

- o It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.

- o 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.”

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires 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. The Student Conduct and Ethical Development website is available at <http://www.sjsu.edu/studentconduct/>.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make 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 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

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>

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.

- 2/3/16 Review Course Syllabus; Treatment in Speech-Language Pathology; Treatment Approaches; Session Plans; Scope of Practice; Clinical Practice Areas
- 2/10/16 Intervention for Speech Sound Disorders
Required Reading: Law & Dunham
- 2/17/16 Intervention for Voice and Resonance
Family Perspective Project Due
Required Reading: Bodoin, Byrd & Adler
- 2/24/16 *Clinical Observation Release Time*
- 3/2/16 Intervention for Fluency
Required Reading: Caesar & Nelson
- 3/9/16 Intervention for Language and Cognition
Required Reading: Inglebret & Jones
- 3/16/16 Intervention for Feeding and Swallowing
Clinical Observations Analysis #1 Presentation/Paper Due
Required Reading: Centeno
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- 3/23/16 ASHA and Clinical Practice; Clinical Domains versus Professional Domains; Clinical Certification Requirements
Required Reading: Munoz, Hoffman & Brimo
- 3/30/16 *Spring Recess*
- 4/6/15 Clinical Support; Related Professional Organizations; Professional Credentials related to Clinical Practice; Specialty Certification
Required Reading: Davis
- 4/13/16 Self-Reflection; Essential Functions; Multicultural Considerations in Clinical Practice; Service Delivery Impact; Diversity Perspectives and Comfort Levels
Cultural Visit Due
Required Reading: Lee & Sancibrian
- 4/20/16 Team Collaboration in Clinical Practice; Collaboration Values; Physical Therapy; Occupational Therapy; Speech-Language Pathology Assistants; Family/Caregivers; Acronyms in Clinical Practice

Required Reading: Mahendra

- 4/27/16 *Clinical Observation Release Time*
- 5/4/16 Behavioral Objectives; SOAP Notes; Data Collection; Treatment Acceptability; Supervision
Required Reading: Namazi
- 5/11/16 Ethics in Clinical Practice; the ASHA Code of Ethics; Safeguarding Client Welfare; Competent Practice; Preferred Practice Patterns; Conflict of Interest; Misrepresentation; Ethical Deliberation and Case Examples
Required Reading: Watson & Bell
**Clinical Observations Analysis #2 Presentation/Paper Due 10
Observation Hours due**
- 5/18-5/24/16 **Final Exam Day**

