

**San José State University**  
**Department of Communicative Disorders & Sciences (CDS)**  
**EDSP 112: Principles of Assessment and Treatment in Communicative Disorders**  
**3 Units; Spring, 2021; Section 2**

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Office Hours: Drop in: Tuesdays 8:00-9:00am (via Zoom link in Canvas)  
Drop in: Thursdays 8:00-9:00am (via Zoom link in Canvas)  
By appointment: as-scheduled (via Canvas email)  
Class Days/Times: Section 2: Friday, 8:30-11:15am  
Instructional Format: online, synchronous

Description: Fundamental principles of assessment and treatment of communicative disorders

Course Learning Outcomes (CLOs): Students will:

1. cite and analyze clinical principles related to assessment and intervention;
2. demonstrate knowledge of contemporary clinically-relevant topics;
3. describe client and family perspectives, and others' values, regarding clinical practices;
4. self-reflect and discuss their own clinically-related professional development;
5. describe inter-professional clinical considerations within service delivery settings;
6. describe prevention programs in communication disorders;
7. implement critical thinking skills (i.e., intellectual commitment and reasoning);
8. demonstrate the ability to lead and productively engage in group situations.

[Program Learning Outcomes \(PLOs\)](#): This course emphasizes all 8 CDS undergraduate PLOs:

- PLO 1: oral and written skills (linked to CLOs 1, 2, 3, 4, 5, 6, 7, 8);  
PLO 2: problem solving and critical thinking skills (linked to CLOs 2, 3, 5, 7);  
PLO 3: research methods and evidence-based practice (linked to CLOs 2, 7);  
PLO 4: basic communication and communicative disorders and differences across the lifespan (linked to CLO 1);  
PLO 5: clinical management of communicative disorders and differences (linked to CLOs 1, 2, 3, 4, 5, 6, 7);  
PLO 6: related professions and interprofessional collaborative models in service delivery (linked to CLOs 2, 5, 6, 7);  
PLO 7: professionalism and ethical standards (linked to CLOs 2, 3, 4, 5);  
PLO 8: awareness of and appreciation for their role as future professionals in a diverse society (linked to CLOs 1, 2, 3, 4, 5, 6, 7).

[California Commission on Teaching Credentialing \(CTC\) Standards](#): This course emphasizes 2 of the 8 CTC SLP, and 2 of the 7 CTC AUD standards:

- AUD Standard 4: Evaluation of hearing impairments (linked to CLOs 1-6);
- SLP Standard 4: Assessment of speech-language disorders (linked to CLOs 1-6);
- AUD Standard 5: Habilitation of hearing impairments (linked to CLOs 1-6);
- SLP Standard 5: Management of speech-language disorders (linked to CLOs 1-6).

ASHA Certification Standards: This course emphasizes multiple standards:

[CCC-A](#)

- Standard II-A8: Cultural and linguistic differences
- Standard II-A14: Diagnostic efficiency and treatment efficacy
- Standard II-A16: Client and family-centered care
- Standard II-A17: Interprofessional practice
- Standard II-A22: Legal and ethical practices

[CCC-SLP](#)

- Standard IV-D: Principles and methods of prevention, assessment, and intervention
- Standard IV-E: Knowledge of ethical conduct
- Standard V-A: Skills in oral and written communication

Andragogy (teaching approach): This course uses a flipped format. Students will: 1) review weekly slides, videos, podcasts, and readings prior to class, 2) post comments and questions (via the Chat feature on Canvas) prior to class, and 3) engage in discussions and problem-solving activities during class meetings.

Required Learning Resources:

1. Textbook: None
2. PowerPoint Slide Packet: This course includes 24 Topic Modules (in 247 slides) available via Canvas.
3. Videos (links are available in the Slide Packet)
  - a. Clinical Samples and Ideas:  
slides 5, 49, 50, 51, 52, 53, 54, 55, 56, 65, 124, 181, 192, 193, 194, 196, 204, 206, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 224
  - b. Instruction and Reflection Samples:  
slides 63, 67, 94, 125, 127, 134, 140, 157, 165, 169, 170, 195, 229, 230, 231, 233
4. Podcasts (links are available in the Slide Packet)
  - a. Educational Audiologists Navigate a School Year ... (slide 46)
  - b. On the Road with Home Health Care ... (slide 47)
  - c. What if Permanent Hearing Loss Could be Reversed (slide 70)
  - d. Talking Autism Treatment and the Family (slide 126)
  - e. Pam Wiley on Community Conversations about Policing and Race (slide 136)
  - f. When Communication Disorders and the Social Justice System Intersect (slide 138)

- g. Author Ijeoma Oluo on Race, Communication, and Microaggressions (slide 160)
  - h. What COVID Means for SLPs Treating Swallowing Disorders (slide 211)
  - i. Confronting Racial Issues in the Workplace ... (slide 239)
5. Snapshot Articles (links are available in the Slide Packet)
- a. Babajianians, T. (2019). Giving voice to gender expression. *ASHA Leader*, February. (slide 123)
  - b. Coleman, J., & McHale-Small, M. (2019). Interprofessional intervention for students with specific learning disability. *ASHA Leader*, November. (slide 79)
  - c. Cornejo, C. (2020). A Latina SLP's perspective on supporting Latinx families. *ASHA Leader*, October. (slide 6)
  - d. Deal-Williams, V. (2020). Addressing disparities in the wake of injustice, violence, and COVID-19. *ASHA Leader*, June. (slide 129)
  - e. Desormes, I (2020). What lies beneath: What it means to be a Black SLP. *ASHA Leader*, June. (slide 6)
  - f. Finn, P. (2019). Countering the false promise of pseudoscience in schools. *ASHA Leader*, July. (slide 146)
  - g. Foo, L. (2019). CSD program makes college possible after brain injury. *ASHA Leader*, June. (slide 57)
  - h. Gregory, K (2020). Moving forward as a profession in a time of uncertainty. *ASHA Leader*, August. (slide 128)
  - i. Hammond,, C. (2019). 5 Quick tips for selecting materials to respect clients' cultural backgrounds. *ASHA Leader*, April. (slide 161)
  - j. Hutchins, S.D. (2019). A communication bridge from school to work. *ASHA Leader*, January. (slide 58)
  - k. Hutchins, S. D. (2016). Value proposition. *ASHA Leader*, June. (slide 130)
  - l. Kornak, J. (2019). A hand up: Connecting low-income patients with hearing aids. *ASHA Leader*, January. (slide 27)
  - m. Marrone, N., Wong, A., & Coco, L. (2019). Bolstering access to hearing care for older Hispanic adults. *ASHA Leader*, March. (slide 28)
  - n. Morehouse, P. (2019). Early word immersion for children who'd otherwise lack it. *ASHA Leader*, September. (slide 175)
  - o. Piller, A., & Barimo, J. (2019). Strategies to calm and engage children with ASD. *ASHA Leader*, April. (slide 86)
  - p. Polovoy, C. (2019). Once a professional singer, now a professional voice specialist. *ASHA Leader*, November. (slide 59)
  - q. Stransky, M.L., & Morris, M.A. (2019). Communication: It's critical to care. *ASHA Leader*, March. (slide 174)
  - r. Volkers, N. (2019). Does truth have a future. *ASHA Leader*, July. (slide 147)
6. Research Articles (links are available in the Slide Packet or Canvas)
- a. Bartow, C., Collins, N., Kopp, E., Guillaumondegui, O. (2018). Benefits of a multidisciplinary tracheostomy team: Acute care experience. *Perspectives of the ASHA Special Interest Groups, SIG 13*, 3(part 3), 89-100. (slide 71)

- b. Langdon, H.W., & Saenz, T.I. (2016). Working with interpreters to support students who are English language learners. *Perspectives of the ASHA Special Interest Groups, SIG 16*, 1(part 1), 15-27. (slide 91)
- c. Lund, E., Young, A., & Yarbrough, E. (2020). The effects of co-treatment on concept development in children with Down syndrome. *Communication Disorders Quarterly, 41*(3), 176-187. (slide 87)
- d. Maldonado, C., Ashe, A. Bubar, K., & Chapman, J. (2019). American speech-language pathologists' training and legislative knowledge when working with immigrant and refugee populations: A qualitative study. *Perspectives of the ASHA Special Interest Groups, SIG 17*, 4, 1148-1161. (slide 163)
- e. Mohan, H.S., Anjum, A., & Rao, P.K.S. (2017). A survey of telepractice in speech-language pathology and audiology in India. *International Journal of Telerehabilitation, 9*(2), 69-80. (slide 42)
- f. Neave-DiToro, D., Fuse, A., & Bergen, M. (2019). Law enforcement interactions: The role of communication sciences and disorders professionals. *Communication Disorders Quarterly, 40*(4), 250-256. (slide 135)
- g. Snow, P.C. (2019). Speech-language pathology and the youth offender: Epidemiological overview and roadmap for future speech-language pathology research and scope of practice. *Language, Speech, and Hearing Services in Schools, 50*, 324-339. (slide 137)
- h. Taylor, S., Barr, B-D., O'Neal-Khaw, J., Schlichtig, B., & Hawley, J.L. (2018). Refining your queer ear: Empowering LGBTQ+ clients in speech-language pathology practice. *Perspectives of the ASHA Special Interest Groups, SIG 14*, 4(part 3), 72-84. (slide 162)
- i. Wylie, K., McAllister, L., Davidson, B., & Marshall, J. (2018). Communication rehabilitation in sub-Saharan Africa: The role of speech and language therapists. *African Journal of Disabilities, 7*, 1-9. (slide 44)

Optional Learning Resource: Students are encouraged to schedule appointments with the CDS Library Liaison [Suzie Bahmanyar](mailto:suzie.bahmanyar@sjsu.edu): 408-808-2654 & [suzie.bahmanyar@sjsu.edu](mailto:suzie.bahmanyar@sjsu.edu)

#### Course Assignments Menu:

Students will choose 6 (six) assignments to demonstrate their knowledge of the course objectives. Five (5) of these assignments will count for the course grade (20% each). Students will self-select which assignment tasks best match the student's learning style and professional development goals. Students will select 1 (one) task from each of the following 4 (four) categories. The remaining 2 (two) assignments can be from any of the categories. Students can complete these tasks individually, in 2- to 4-person groups, or a mix of both. Groups will be assigned a single grade. Appendices 1 to 4 provide grading rubrics for each task. Students will submit assignments via Canvas email attachments and use the following naming convention: last name(s), first word of assignment task (i.e., snapshot, video, ASHA, or research), and the assignment's number out of 6 (for example, Cascella, video, #3 of 6).

Schedule: Assignments will be due on the following dates: 2/12/21, 3/5/21, 3/26/21, 4/16/21, 5/7/21, 5/19/21. Students are welcome to submit assignments before the required due dates.

### I. Snapshot Reviews from the *ASHA Leader*

1. This task emphasizes CLOs 1-7, PLOs 1-2 & 4-8, and CTC standards 4 & 5.
2. Task: Students will read and critically respond to ASHA snapshot articles. Students will orally report (via videorecording; 5 to 8 minutes) responses to the following questions:
  - a. Why did you select this snapshot article?
  - b. What were 3 of the main points emphasized by the writers?
  - c. How did this article help your knowledge of clinical practice?
  - d. What additional steps can you take to deepen your knowledge of this topic?

### II. Video Reflections

1. This assignment emphasizes CLOs 1-5 & 7-8, PLOs 1-2 & 4-8, and CTC standards (SLP) 4 & 5.
2. Task: Students will watch and critically respond to video-samples. In a written paper (3 to 4 pages), students will respond to the following questions:
  - a. Why was this video interesting to you?
  - b. What were 3 (three) new ideas you learned from this video?
  - c. Why are these 3 (three) new ideas important to your professional development?
  - d. If you could talk to the speaker(s) in this video, what 2 (two) questions would you ask that would deepen your understanding of clinical services?

### III. Podcast Reflections from the ASHA Voices Webpage

1. This assignment emphasizes CLOs 1-5 & 7-8, PLOs 1-2 & 4-8, and CTC standard 5 (AUD and SLP).
2. Task: Students will listen to and critically respond to ASHA Voices Podcasts. In an orally videorecorded report (5 to 8 minutes each) or a written paper (3 to 4 pages), students will respond to the following questions:
  - a. Before listening to this Podcast, why did the title and introductory written information initially draw your attention?
  - b. Identify 4 (four) of the presenter(s) core ideas, two (2) of which you agreed with and two of which you either disagreed with or to which you had a neutral reaction. Explain why you had these responses.
  - c. Describe how the content of this podcast could be implemented in your future clinical practice as an AUD, SLP, or other professional.

### IV. Research Articles

1. This assignment emphasizes CLOs 2-8, PLOs 1-8, and CTC standards 4 & 5 (SLP).
2. Task: Students will read and critically respond to published research reports. In an orally videorecorded report (5 to 8 minutes each) or a written paper (3 to 4 pages), students will respond to the following questions:
  - a. Why did you select this article?
  - b. Describe 5 new ideas you learned from this article?
  - c. Why is this article important to the development of your clinical knowledge and skills?
  - d. If you could talk with the researcher(s), what 2 questions might you ask to help deepen your knowledge of this topic?

Additional Grading Information: Late work will be assigned a zero (0) grade. *Late* is defined as any assignment not sent to the instructor at the end of the class period when it is due. Extra credit opportunities will not be available. Final course grades will be assigned as:

A+ = 97.5 to 100%	A = 93.5 to 97.4%	A- = 89.5 to 93.4%
B+ = 87.5 to 89.4%	B = 83.5 to 87.4%	B- = 79.5 to 83.4%
C+ = 77.5 to 79.4%	C = 73.5 to 77.4%	C- = 69.5 to 73.4%
D+ = 67.5 to 69.4%	D = 63.5 to 67.4%	D- = 59.5 to 63.4%
		F = <59.5%

[Classroom and University Policies](#): Students will be expected to actively prepare, participate and engage in weekly chat and class discussions. Students will also be expected to conduct themselves in an ethical, collegial, and professional manner. Student attendance is expected at every class. As a professional courtesy, the instructor should be notified of anticipated and unanticipated absences.

Anticipated Week-by-Week Calendar:

1<sup>st</sup> class Friday, January 31, 2021

Topic 1: Introduction; Syllabus Review; Teaching Format (Andragogy) (slides 1-2)

Topic 2: Module 1 Initial Self-Reflection (slides 3-10)

2<sup>nd</sup> class, Friday, February 5, 2021

Topic 1: Module 2 Clinical Practice Credentials (slides 11-18)

Topic 2: Module 3 Clinical Practice Knowledge, Skills, & Guidance (slides 19-36)

3<sup>rd</sup> class, Friday, February 12, 2021

Topic 1: Module 4 International Perspectives (slides 37-44)

Topic 2: Module 5 Work Setting Examples (slides 45-60)

**Assignment 1 due**

4<sup>th</sup> Class, Friday, February 19, 2021

Topic 1: Module 6 Inter-Professional Practice (slides 61-68)

Topic 2: Module 7 Team Collaboration Examples (slides 69-87) and Module 8

Collaborating with Support Personnel (slides 88-92)

5<sup>th</sup> class, Friday, February 26, 2021

Topics 1 & 2: Module 9 Ethics in Clinical Practice (slides 93-121)

6<sup>th</sup> class, Friday, March 5, 2021

Topic 1: Module 10 Contemporary Perspective-Taking Topics (slides 122-130)

Topic 2: Module 11 Objectivity & Professional Interactions (slides 131-138)

**Assignment 2 due**

7<sup>th</sup> class, Friday, March 12, 2021 (CSHA Conference)

8<sup>th</sup> class, Friday, March 19, 2021

Topic 1: Module 12 Evidence-Based (Informed) Practice (slides 139-147)

Topic 2: Module 13 [part 1]: Diversity & Multicultural Values (slides 148-156)

9<sup>th</sup> class, Friday, March 26, 2021

Topic 1: Module 13 [part 2]: Diversity & Multicultural Values (slides 157-167)

Topic 2: Module 14 Intersectionality Examples (slides 168-172)

**Assignment 3 due**

Friday, April 2, 2021

No Class; Spring Recess

10<sup>th</sup> class, Friday, April 9, 2021

Topic 1: Module 15 Addressing Healthcare and Education Disparities and Inequities (slides 173-175)

Topic 2: Module 16 [part 1] Assessment Considerations (slides 176-181)

11<sup>th</sup> week, Friday, April 16, 2021

Topic 1: Module 16 [part 2]: Assessment Considerations (slides 182-190)

Topic 2: Module 17 Treatment Orientations (slides 191-196)

**Assignment 4 due**

12<sup>th</sup> class, Friday, April 23, 2021

Topics 1 & 2: Module 18 Treatment Principles (slides 197-209)

13<sup>th</sup> class, Friday, April 30, 2021

Topics 1 & 2: Module 19 Treatment Examples (slides 210-224)

14<sup>th</sup> class, Friday, May 7, 2021

Topic 1: Module 20 Session Plans (slides 225-231)

Topic 2: Module 21 Data Collection (slides 232-233) & Module 22 Prevention of Communication Disorders (slides 234-235)

**Assignment 5 due**

15<sup>th</sup> class, Friday, May 14, 2021

Topic 1: Module 23 Clinical Supervision (slides 236-240)

Topic 2: Module 24 Applications (slides 241-247)

### [Final Exam Schedule](#)

16<sup>th</sup> Class, Section 2 Final Exam, Wednesday, May 19, 7:15-9:30am

**Assignment 6 due**

Appendix 1. Snapshot Reviews

	<b>Exemplary (A Range)</b>	<b>Accomplished (B Range)</b>	<b>Developing (C Range)</b>	<b>Beginning (D/F Range)</b>
Why did you select this snapshot article?	Provides and explains multiple reasons	Provides multiple reasons and an initial explanation	Provides one reason and an initial explanation	Provides no reasons nor explanation
What were 3 of the main points emphasized by the writers?	Accurately describes the main points and their nuances	Accurately describes the main points	Partially describes the main points	Inaccurately describes main points
How did this article help your knowledge of clinical practice?	Provides a thorough and detailed rationale	Provides multiple comments and the beginnings of a detailed rationale	Provides few comments and an initial rationale	Provides no comments nor a rationale
What additional steps can you take to deepen your knowledge of this topic?	Provides numerous logical steps	Provides several logical steps	Provides initial and somewhat logical steps	Provides no logical steps
Presentation Format	Very effective oral or written conventions	Effective oral or written conventions	Somewhat effective oral or written conventions	Ineffective oral or written conventions



Appendix 2. Video Reflections

	<b>Exemplary (A Range)</b>	<b>Accomplished (B Range)</b>	<b>Developing (C Range)</b>	<b>Beginning (D/F Range)</b>
Why was this video interesting to you?	Provides and explains multiple reasons	Provides multiple reasons	Provides an initial explanation	Provides no explanation
What were 3 (three) new ideas you learned from this video?	Describes new ideas and their nuances	Identifies new ideas	Partially describes new ideas	Inaccurately describes new ideas
Why are these 3 (three) new ideas important to your professional development?	Provides a thorough and detailed rationale	Provides multiple comments and the beginnings of a detailed rationale	Provides few comments and an initial rationale	Provides no comments nor a rationale
If you could talk to the speaker(s) in this video, what 2 (two) questions would you ask that would deepen your understanding of clinical services?	Identifies relevant and interesting questions	Identifies somewhat relevant and interesting questions	Provides one somewhat relevant and interesting question	Does not provide a relevant or interesting question
Presentation Format	Very effective oral or written conventions	Effective oral or written conventions	Somewhat effective oral or written conventions	Ineffective oral or written conventions

Appendix 3. ASHA Voices Podcast Reflections

	<b>Exemplary (A Range)</b>	<b>Accomplished (B Range)</b>	<b>Developing (C Range)</b>	<b>Beginning (D/F Range)</b>
Before listening to this Podcast, why did the title and introductory written information initially draw your attention?	Provides and explains multiple reasons	Provides multiple reasons and an initial explanation	Provides one reason and an initial explanation	Provides no reasons nor an explanation
Identify 4 (four) of the presenter(s) core ideas, two (2) of which you agreed with and two of which you either disagreed with or had a neutral reaction to. Explain why you had these responses.	Accurately describes and explains the main ideas and their nuances; offers insights about responses	Accurately describes the main ideas; offers preliminary insights about responses	Partially describes the main ideas; offers preliminary insights about responses	Inaccurately describes the main ideas; doesn't include insights about responses
Describe how the content of this podcast could be implemented in your future clinical practice as an AUD, SLP, or other professional.	Identifies relevant and interesting insights	Identifies somewhat relevant and interesting insights	Provides one somewhat relevant and interesting insight	Does not provide a relevant or interesting insight
Presentation Format	Very effective oral or written conventions	Effective oral or written conventions	Somewhat effective oral or written conventions	Ineffective oral or written conventions

Appendix 4. Research Articles

	<b>Exemplary (A Range)</b>	<b>Accomplished (B Range)</b>	<b>Developing (C Range)</b>	<b>Beginning (D/F Range)</b>
Why did you select this article?	Provides and explains multiple reasons	Provides multiple reasons	Provides an initial reason and explanation	Provides no reasons or explanations
Describe 5 new ideas you learned from this article?	Describes new ideas and their nuances	Describes new ideas	Partially describes new ideas	Doesn't describe new ideas
Why is this article important to the development of your clinical knowledge and skills?	Provides a thorough and detailed rationale	Provides the beginnings of a detailed rationale	Provides a very brief initial rationale	Provides no rationale
If you could talk with the researcher(s), what 2 questions might you ask to help deepen your knowledge of this topic?	Identifies relevant and interesting questions	Identifies somewhat relevant and interesting questions	Provides one somewhat relevant and interesting questions	Does not provide a relevant or interesting question
Presentation Format	Very effective oral or written conventions	Effective oral or written conventions	Somewhat effective oral or written conventions	Ineffective oral or written conventions