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 3

Instructor: Paul W. Cascella
Office Location/Phone: Sweeney Hall, Room 232; 408-924-3753
Email: paul.cascella@sjsu.edu
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 3: Friday, 1:00-3:45pm
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:
   - b. Instruction and Reflection Samples:

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)
   e. Desormes, I (2020). What lies beneath: What it means to be a Black SLP. *ASHA Leader*, June. (slide 6)
   g. Foo, L. (2019). CSD program makes college possible after brain injury. *ASHA Leader*, June. (slide 57)

6. Research Articles (links are available in the Slide Packet or Canvas)


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

Course Assignments Menu:

Students will choose 6 (six) assignments to demonstrate their knowledge of the course objectives. Five (5) of the assignments will count for the final 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 are due on the following dates: 2/19/21, 3/12/21, 3/26/21, 4/9/21, 4/30/21, and 5/24/21. Students are welcome to submit assignments before the due dates.

EDSP 112: Principles, Spring, 2021
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 standards 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:

1st 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)

2nd 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)

3rd class, Friday, February 12, 2021
   - Topic 1: Module 4 International Perspectives (slides 37-44)
   - Topic 2: Module 5 Work Setting Examples (slides 45-60)

4th 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)
   - **Assignment 1 due**

5th class, Friday, February 26, 2021
   - Topics 1 & 2: Module 9 Ethics in Clinical Practice (slides 93-121)

6th 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)

7th class, Friday, March 12, 2021 (CSHA Conference)
   - **Assignment 2 due**
8th 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)

9th 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)

Friday, April 2, 2021
  No Class; Spring Recess

10th 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)
  Assignment 3 due

11th 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)

12th class, Friday, April 23, 2021
  Topics 1 & 2: Module 18 Treatment Principles (slides 197-209)

13th class, Friday, April 30, 2021
  Topics 1 & 2: Module 19 Treatment Examples (slides 210-224)
  Assignment 4 due

14th 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)

15th class, Friday, May 14, 2021
  Topic 1: Module 23 Clinical Supervision (slides 236-240)
  Topic 2: Module 24 Applications (slides 241-247)
  Assignment 5 due

Final Exam Schedule

16th Class, Section 3 Final Exam, Monday, May 24, 12:15-2:30pm
  Assignment 6 due
Appendix 1. Snapshot Reviews

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<thead>
<tr>
<th></th>
<th>Exemplary (A Range)</th>
<th>Accomplished (B Range)</th>
<th>Developing (C Range)</th>
<th>Beginning (D/F Range)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why did you select this snapshot article?</td>
<td>Provides and explains multiple reasons</td>
<td>Provides multiple reasons and an initial explanation</td>
<td>Provides one reason and an initial explanation</td>
<td>Provides no reasons nor explanation</td>
</tr>
<tr>
<td>What were 3 of the main points emphasized by the writers?</td>
<td>Accurately describes the main points and their nuances</td>
<td>Accurately describes the main points</td>
<td>Partially describes the main points</td>
<td>Inaccurately describes main points</td>
</tr>
<tr>
<td>How did this article help your knowledge of clinical practice?</td>
<td>Provides a thorough and detailed rationale</td>
<td>Provides multiple comments and the beginnings of a detailed rationale</td>
<td>Provides few comments and an initial rationale</td>
<td>Provides no comments nor a rationale</td>
</tr>
<tr>
<td>What additional steps can you take to deepen your knowledge of this topic?</td>
<td>Provides numerous logical steps</td>
<td>Provides several logical steps</td>
<td>Provides initial and somewhat logical steps</td>
<td>Provides no logical steps</td>
</tr>
<tr>
<td>Presentation Format</td>
<td>Very effective oral or written conventions</td>
<td>Effective oral or written conventions</td>
<td>Somewhat effective oral or written conventions</td>
<td>Ineffective oral or written conventions</td>
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Appendix 2. Video Reflections

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<tr>
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<th><strong>Exemplary (A Range)</strong></th>
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<th><strong>Developing (C Range)</strong></th>
<th><strong>Beginning (D/F Range)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Why was this video interesting to you?</td>
<td>Provides and explains multiple reasons</td>
<td>Provides multiple reasons</td>
<td>Provides an initial explanation</td>
<td>Provides no explanation</td>
</tr>
<tr>
<td>What were 3 (three) new ideas you learned from this video?</td>
<td>Describes new ideas and their nuances</td>
<td>Identifies new ideas</td>
<td>Partially describes new ideas</td>
<td>Inaccurately describes new ideas</td>
</tr>
<tr>
<td>Why are these 3 (three) new ideas important to your professional development?</td>
<td>Provides a thorough and detailed rationale</td>
<td>Provides multiple comments and the beginnings of a detailed rationale</td>
<td>Provides few comments and an initial rationale</td>
<td>Provides no comments nor a rationale</td>
</tr>
<tr>
<td>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?</td>
<td>Identifies relevant and interesting questions</td>
<td>Identifies somewhat relevant and interesting questions</td>
<td>Provides one somewhat relevant and interesting question</td>
<td>Does not provide a relevant or interesting question</td>
</tr>
<tr>
<td>Presentation Format</td>
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## Appendix 3. ASHA Voices Podcast Reflections

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<th>Beginning (D/F Range)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Before listening to this Podcast, why did the title and introductory written information initially draw your attention?</strong></td>
<td>Provides and explains multiple reasons</td>
<td>Provides multiple reasons and an initial explanation</td>
<td>Provides one reason and an initial explanation</td>
<td>Provides no reasons nor an explanation</td>
</tr>
<tr>
<td><strong>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.</strong></td>
<td>Accurately describes and explains the main ideas and their nuances; offers insights about responses</td>
<td>Accurately describes the main ideas; offers preliminary insights about responses</td>
<td>Partially describes the main ideas; offers preliminary insights about responses</td>
<td>Inaccurately describes the main ideas; doesn’t include insights about responses</td>
</tr>
<tr>
<td><strong>Describe how the content of this podcast could be implemented in your future clinical practice as an AUD, SLP, or other professional.</strong></td>
<td>Identifies relevant and interesting insights</td>
<td>Identifies somewhat relevant and interesting insights</td>
<td>Provides one somewhat relevant and interesting insight</td>
<td>Does not provide a relevant or interesting insight</td>
</tr>
<tr>
<td><strong>Presentation Format</strong></td>
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### Appendix 4. Research Articles

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