

San José State University
College of Education/ Department of Communicative Disorders & Sciences
EDSP 112 - Principles of Assessment and Treatment in Communicative Disorders

Section 1, Spring, 2018

Course and Contact Information

Instructor:	Marcella McCollum
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Email:	Marcella.McCollum@sjsu.edu
Office Hours:	Mondays 3:30-4:00, and by appointment
Class Days/Time:	Monday, 4:00-6:45 PM
Classroom:	Sweeney Hall 444
Prerequisites:	<i>EDSP 102, 111, 113, or instructor consent.</i>

Course Format

This course is an in person course, designed to support primarily in person learning. Internet connectivity and a computer will be required. Access to Microsoft Word and Power Point is helpful in this class. Class assignments will be submitted on Canvas and in person. Exams will be partially online and partially in class.

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](http://sjsu.instructure.com) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through Canvas to learn of any updates.

Course Description

The goal of this course is to provide fundamental principles of assessment and treatment of communicative disorders.

Course Learning Outcomes (CLO)

ASHA Certification Standards 2016

Standard IV-D

The applicant must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.

Learning Activities: Exams, Lectures, Readings, Participation, Video, Projects

Portfolio Evidence: Graded Exam, Project, Presentation
Evaluation Criteria: Instructor Grading

Standard IV-E

The applicant must have demonstrated knowledge of standards of ethical conduct.

Learning Activities: Exams, Lectures, Readings, Participation,
Portfolio Evidence: Graded Exam, Project, Presentation
Evaluation Criteria: Instructor Grading

Standard IV-F

The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.

Learning Activities: Exams, Lectures, Readings, Participation, Video, Projects
Portfolio Evidence: Graded Exam, Project, Presentation
Evaluation Criteria: Instructor Grading

Standard IV-G

The applicant must have demonstrated knowledge of contemporary professional issues.

Learning Activities: Exams, Lectures, Readings, Participation, Projects
Portfolio Evidence: Graded Exam, Project, Presentation
Evaluation Criteria: Instructor Grading

Standard IV-H

The applicant must have demonstrated 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.

Learning Activities: Quizzes, Exams, Lectures, Readings, Participation
Portfolio Evidence: Graded Exams
Evaluation Criteria: Instructor Grading

Standard V-A

The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.

Learning Activities: Exams, Lectures, Readings, Participation, Projects
Portfolio Evidence: Graded Exam, Project, Presentation, Class Participation
Evaluation Criteria: Instructor Grading

Required Texts/Readings

Textbook

All textbooks are available through the University Bookstore. In addition, information is listed below. I highly recommend you purchase the assessment books (rather than rent), as they contain material that will be beneficial in future clinical assignments.

- Paul, R. (2014). *Introduction to Clinical Methods in Communication Disorders* (3rd ed.). Baltimore, MD: Paul H. Brookes Publishing Co. ISBN-10: 1-59857-286-5 | ISBN-13: 978-1-59857-286-5. Available online at: www.brookespublishing.com
- Pomaville, F. & Hegde, MN. *Assessment of Communication Disorders (Adults and Children Bundle)*. San Diego, CA: Plural Publishing – bundle available here: https://www.pluralpublishing.com/publication_acdbund.htm
- OR individually:
- Pomaville, F. & Hegde, MN. *Assessment of Communication Disorders in Adults* (2nd ed.). San Diego, CA: Plural Publishing. ISBN-13: 978-1-59756-983-5
- Pomaville, F. & Hegde, MN. *Assessment of Communication Disorders in Children* (3rd ed.).

Other Readings

Additional Reading will be posted on Canvas.

Recommended Reading:

- Embry Burris, A. & Haynes, W. *Professional Communication in Speech-Language Pathology How to Write, Talk and Act Like a Clinician*. San Diego, CA: Plural Publishing
- Hegde, M.N. (2008). *Hegde's PocketGuide to Treatment in Speech-Language Pathology*. Clifton Park, NY: Thomson-Delmar Learning.
- Hegde, M.N. (2008). *Hegde's PocketGuide to Treatment in Speech-Language Pathology*. Clifton Park, NY: Thomson-Delmar Learning.

Other technology requirements / equipment / material

Access to Internet regularly – articles will be assigned through Canvas.

Library Liaison:

Suzie Bahmanyar, MLIS

suzie.bahmanyar@sjsu.edu

408.808.2654

<http://libguides.sjsu.edu/CDS>

Course Requirements and Assignments

Upon successful completion of this course, students will be able to:

1. Demonstrate understanding of the ASHA Code of Ethics, ASHA Practice Policies, and the importance of ASHA's role in professional advocacy and public policy (via quizzes, exam, discussion).
2. Identify current issues in ethics and practice that may impact clinicians (via discussions, projects).
3. Demonstrate understanding of general principals for assessment and intervention (via assignments, discussions, quizzes).
4. Describe clinical service delivery across work settings for speech-language pathologists and audiologists (via quizzes, exam, discussions).
5. Develop basic assessment plans, therapy plans and objectives, data collection tools, and documentation of services and outcomes (via assignments and discussion).
6. Demonstrate understanding and exhibit proper notation of terminology specific to various work settings (via quizzes, exam).
7. Demonstrate understanding of assessment and treatment approaches for various speech, language, and swallowing disorders in children and adults (via quizzes, exam, discussions, assignments).
8. Demonstrate knowledge of effective client and family counseling and family-centered practice (via discussions, quizzes, exam).
9. Demonstrate knowledge on the impact of cultural and linguistic diversity on assessment intervention and reflect on how personal beliefs and culture affect how a clinician approaches treatment, management, and counseling (via discussion, quizzes, exam, assignment).
10. Provide critical analysis of observed treatment and management of speech, language and hearing disorders (via assessment, discussion)

11. Define assistive technology, describe the use of technology in clinical practice, and reflect on the issue related to the use of mobile technology (via discussion, quizzes, exam).
12. Demonstrate attentiveness to professionalism and knowledge of the collaborative nature of the profession (via discussion, quizzes, exam).

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 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 practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

Final Examination or Evaluation

Final Examination will be cumulative.

Grading Information

Course Requirements	Description	%	Date Due
Assignments	<ul style="list-style-type: none"> • Assessment Materials/Tools Assignment • In Class Teaching- Assessment • Develop treatment materials to share • Design and create your own therapy kit • Choose based on interests/present to class information on a target population • Lesson Plan Assignment • Data collection Assignment 	80%	Varied
Quizzes		10%	Varied
Final Exam		10%	5/21/17

Grading Policy: Grades will be determined based on successful completion of requirements listed above. Your letter grade is based on the scale below:

A+: 100 to 96.5	A: 96.4 to 92.5	A-: 92.4 to 89.5
B+: 89.4 to 86.5	B: 86.4 to 82.5	B-: 82.4 to 79.5
C+: 79.4 to 76.5	C: 76.4 to 72.5	C-: 72.4 to 69.5
D: 69.4-60.0	F: 59 and below	

All work must be submitted on time, and completed in an acceptable and ethical manner. See Academic Integrity Statement. When completing assignments or exams, you may not use any outside websites, tools, etc. unless given explicit direction. Late assignments will be subject to a 10% grade drop per day late, barring proof of an exigent circumstance.

Classroom Protocol

It is expected that students will arrive on time, having completed all assigned readings. It is encouraged for students to explore and ask questions regarding materials, information provided, and be prepared to answer questions in class. It is requested that students ask questions in a thoughtful, respectful manner, and respect peer contributions as well as faculty knowledge and

experience. Please close all web browsers/apps not directly related to this class if you are on your computer during class-time.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

Course Schedule

Schedule is subject to change based on the pace and needs of the class. Announcements will be made via Canvas. Readings will be assigned via Canvas, and links provided.

Wee k	Date	Topics- Readings
1	1/29	Course Introduction, Standards, Basics- (CH 1, Paul)
2	2/5	Ethics, work settings (Ch 2, 8, and 9, Paul)
3	2/12	Multicultural Issues- CLD (CH 10, Paul)
4	2/19	Assessment Basics (Ch 4 and 5, Paul)
5	2/26	Assessment/ Children , Alternative Assessment (Ch1-3, Hegde, Pomaville)
6	3/5	Assessment/ Adults (Ch 1-2, Hegde, Pomaville)
7	3/12	Protocols (quick overview on pedi/adult standard assessment)
8	3/19	In-Class Presentations on Assessments
9	3/26	SPRING BREAK- NO CLASS
10	4/2	Individual Meetings/Class check in (no class together- set up a time to meet with me)
11	4/9	Basic Principles of Intervention, EBP (CH 6, and 13, Paul)
12	4/16	Counseling, Family Centered Practice (Ch 7 and 12, Paul)
13	4/23	Special Populations: AAC/Voice/Fluency (Ch 11, Paul; Ch 9-12, 15 Hegde/Pomaville Child; Ch 15-18 Hegde, Pomaville ADULT)
14	4/30	Videos/Review
15	5/7	In Class Presentations on Treatment
16	5/14	Final Review
Final	5/21	5:15-7:00