

SAN JOSÉ STATE UNIVERSITY  
DEPARTMENT OF COMMUNICATIVE DISORDERS & SCIENCES  
**EDSP 112: TREATMENT AND MANAGEMENT OF SPEECH-LANGUAGE DISORDERS**  
Spring Semester 2014 – Section 1

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**I. COURSE INFORMATION**

**Instructor:** Marcella McCollum, MA, CCC-SLP  
**Office Location:** SH 118A  
**Telephone:** 924-3679  
**Email:** Contact through Canvas Learning (<https://sjsu.instructure.com>)  
**Office Hours:** [Click here to make an appointment](#)  
**Mondays 12:15-12:45 and by appointment**  
**Class Days/Time:** Monday 1:00-3:45 PM  
**Classroom:** SH 120

**A) Course Description:** The goal of this course is to develop student skills in the treatment and management of speech and language disorders in children and adults from backgrounds that are culturally and linguistically diverse.

**B) Student Learning Objectives:**

- a. To develop skill in the implementation of attainable goals and objectives from client assessment results and/or observation.
- b. To select or develop and use appropriate materials and instrumentation for prevention and intervention.
- c. To develop skills in the implementation of behavior modification techniques.
- d. To develop skills in the implementation of data taking techniques.
- e. To develop systematic strategies for therapy intervention.
- f. To develop skills in developing lesson plans and writing therapy reports.

**C) Readings**

**Required Texts:**

- Dwight, D. M. (2006). *Here's how to do therapy: Hands-on core skills in speech-language pathology*. San Diego, CA: Plural Publishing.
- Roth, F. & Worthington, C. (2011). *Treatment resource manual for speech-language pathology* (4<sup>th</sup> ed.). San Diego, CA: Singular Publishing Group.
- Readings as assigned on Canvas

**Recommended Text:**

- 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.

**Lecture Outlines:**

The purpose of these outlines is to provide you some help in following the lecture and improving your real-time comprehension of the material. Lecture outlines will be on the web, through Canvas if you wish to take advantage of this convenience. Please use the link below for information on how to log on.

- Log-in page: <https://sjsu.instructure.com>

**D) Course Requirements – Note: course schedule and learning activities are subject to change based on class needs. ALL ASSIGNMENTS ARE DUE BY 9AM ON THE DATE INDICATED (all written assignments are due on Tuesdays).**

Course Requirements	Description	Points	Date Due
Weekly Timed Quizzes First Quiz= January 31 <sup>st</sup>	Each week, you have the opportunity to quiz yourself and be sure you gathered important information from the readings. These quizzes are pass/fail (if you score 6-10, you passed).	10	Open Weekly from Friday 12PM- Sunday 6PM
Exams	Final exam includes one-on-one meeting and written exam.	90	May 16
Live/Action Work (“Visits”)	Lesson plans, SOAP notes, etc., actual work with adult clients	50	ongoing
Materials Development	Develop treatment materials to share with peers, design and create your own therapy kit	20	varied
Group Presentations	Choose based on interests/present to class on a population/treatment group	50	Varied (beginning mid-late April)
Participation/Ancillary projects	Overall participation in classes, online, and with projects, reflections, etc., observation assignment, ethics assignments.	30	ongoing

\* Late work is not acceptable, and will be reflected in scores/grades. Students who miss in-class work will have the opportunity to submit reflective writings based on subject matter covered in that class- it is your responsibility to come see me to request a make-up project. A maximum of two opportunities will be given.

\* Much of this course will involve group work. You may be asked to rate each other in terms of participation, which will impact your final grade. Online posts will be considered for grading participation. You are expected to participate in all online discussions.

\* Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five 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.

Expect approximately an average of 3 hours in seminar, 4 hours reading/writing, 2 hours implementation (observations, actual face-to-face work). This will vary from week to week, depending on our projects/activities.

## E) Grading

Grades will be determined using the percentage system detailed above.

Your letter grade is based on the following scale.

A+	100% to 98%	B+	89% to 87%	C+	79% to 77%	D	69% to 60%
A	97% to 94%	B	86% to 84%	C	76% to 74%	F	59% & below
A-	93% to 90%	B-	83% to 80%	C-	73% to 70%		

All work must be submitted on time. Points will be deducted for late work.

## E) Remediation

For students entering the professions of speech-language pathology and audiology, the ultimate goal is not merely to earn a passing grade in a course or on an examination or assignment. Rather, it is to demonstrate the acquisition of knowledge and skills relative to certification standards in the profession(s). As such, students are required to demonstrate adequate proficiency in essential knowledge and skill areas, as determined by the academic instructor. If student performance for one or more specific knowledge/skill area is below expectations, instructors may require remediation and implement strategies that may include, but are not limited to, the following:

- Rewriting/resubmitting incorrect/incomplete test answer(s)
- Providing oral explanations of content material
- Redoing all or part of academic projects
- Completing directed readings
- Viewing supplemental videos
- Other targeted activities

These additional remediation activities **will not** alter the grade earned on a particular examination or assignment; however, they will ensure that each student has demonstrated acquisition of each of the knowledge and/or skill areas targeted in the course.

**F) Illness and Absence Policy for Exams and Assignments:** If the midterm exam is missed with a legitimate and documented reason you may meet with the instructor during the next office hour for a make-up which may be an alternative paper or oral exam, at the instructor's discretion. There will be no make up opportunities for the final exam. Missing the final will result in an incomplete grade. You will then be required to turn in a literature review paper to replace the exam grade. The paper will be graded on the corresponding point scale and once completed; your final grade will be computed accordingly.

## G) Class Policies:

- In consideration of others in the class please arrive to class on time and make sure your cell phones are turned off or are on silent mode.
- You are responsible for obtaining copies of any class notes or handouts that were presented and distributed on a day you were absent.
- Read and use your greensheet.
- In ALL work, use person-first language to be consistent with IDEA. Emphasize the person more than the disability (i.e., a child with Down syndrome, NOT a Down syndrome child).
- Be prepared and ready to answer questions during any given class
- Participate in class discussions by making comments, answering and asking questions
- Function as a good classroom citizen by respecting other opinions and being an active listener
- Communicate with me about concerns as they arise

## H) Adding/Dropping

- Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the [current academic calendar](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/) web page located at [http://www.sjsu.edu/academic\\_programs/calendars/academic\\_calendar/](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/).
- The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/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](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

## II. UNIVERSITY POLICIES

### Academic Integrity Statement

- Let me start by saying that the following information is **not** meant to scare you but rather to inform you, so you and I can avoid misunderstandings that pertain to your work.
- Part of your training in CD&S involves understanding ethics and ethical behavior in practice and research. Information on academic honesty is the first step toward this goal.
- As a member of this class and a student at SJSU, you are honor bound to observe and demand academic honesty and integrity from yourself and those around you.
- SJSU's policy on Academic Integrity will be STRICTLY followed for this course. Your own commitment to learning, as evidenced by your enrollment at San Jose State University (SJSU), and the University's Integrity Policy require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Judicial Affairs. The policy on academic integrity can be found at:
  - [http://sa.sjsu.edu/judicial\\_affairs/index.html](http://sa.sjsu.edu/judicial_affairs/index.html)
- If you are caught cheating on any assignment and if this transgression is verified after due process, you will receive a zero for that specific assignment and/or an F for the entire course, depending on the severity of the infraction.
- Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, *all assignments are to be completed by the individual student unless otherwise specified*. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.
- In summary, all students are responsible for maintaining the highest standards of honesty and integrity in every phase of their academics. The penalties for academic dishonesty are severe and *ignorance is not an acceptable defense*. The Student Conduct Code defines academic offenses and details procedures for dealing with them. All students are expected to be familiar with the content of the Student Conduct Code.

### Campus policy in compliance with the Americans with Disabilities Act

- If you need course adaptations or accommodations because of a disability, or if you need 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 requires that students with disabilities register with the Disability Resource Center (DRC) to establish a record of their disability. Accommodations of Students with Special Needs Students are referred to the [Disability Resource Center](http://www.drc.sjsu.edu/policies/default.htm), Administration Building 110, (408) 924-6000 (voice), (408) 924-5990 (TDD). You may access their policies and services via the website at: <http://www.drc.sjsu.edu/policies/default.htm>.

### Consent for Recording of Class and Public Sharing of Instructor Material

You must obtain the instructor's permission audio/video recordings in seminars. 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.

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without 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.

### III. COLLEGE AND DEPARTMENTAL POLICIES

#### Vision Statement

The Lurie College of Education is an inclusive, engaged, diverse, intellectual community where teacher-scholars inspire life-long learning and advocacy for excellence and equity in education.

#### Mission Statements

*College of Education:* The mission of the Lurie College of Education is to empower graduates with the skills, knowledge and dispositions that ensure access to excellence and equity in education for every student in our diverse, technologically complex, global community. The policies and practices of the Connie L. Lurie College of Education at San José State University are based on the belief that teaching in a democracy requires and must ensure that:

- Students have access to an excellent and equitable education;
- Educators at every level have knowledge of their subject matter and their students, value and engage in ethical practice and excellent pedagogy, and develop dispositions and habits of the mind that ensure that all students have equitable access to an excellent education;
- Stakeholders be involved in the collegial community engaged in the professional conversation and decision making that delineate standards, assign resources, guide program design, and reward accomplishment in the College

*Department:* 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.

#### HIPPA Policy

Students will be considered members of the clinic workforce under regulations established by the Health Insurance Portability and Accountability Act (HIPAA). Students will receive instruction in following HIPAA policies and will be required to adhere to these policies.

#### Confidentiality

All clients have the right to confidentiality. Students are not to discuss cases outside of the Communicative Disorders & Sciences Clinic or in public access areas within CDS (e.g., restrooms, hallways, observation booths, etc.). Known violations of confidentiality will result in a professional infraction. *Serious and/or repeated violations will warrant referral to the Chair of the Communicative Disorders & Sciences Department for disciplinary action.*

### IV. ADDITIONAL INFORMATION/RESOURCES

Library liaison: Valeria Molteni

[valeria.molteni@sjsu.edu](mailto:valeria.molteni@sjsu.edu)

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

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#### ASHA Certification Standards 2014

#### Standard IV-D

For each of the areas specified in Standard IV-C, 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.**

**Implementation: The applicant must have demonstrated knowledge of the principles and rules of the current ASHA Code of Ethics.**

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

*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.**

**Implementation: The applicant must have demonstrated knowledge of the principles of basic and applied research and research design. In addition, the applicant must have demonstrated knowledge of how to access sources of research information and have demonstrated the ability to relate research to 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.**

**Implementation: The applicant must have demonstrated knowledge of professional issues that affect speech-language pathology. Issues typically include trends in professional practice, academic program accreditation standards, ASHA practice policies and guidelines, and reimbursement procedures.**

*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.**

**Implementation: The applicant must have demonstrated communication skills sufficient to achieve effective clinical and professional interaction with clients/patients and relevant others. In addition, the applicant must have demonstrated the ability to write and comprehend technical reports, diagnostic and treatment reports, treatment plans, and professional correspondence.**

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

*Portfolio Evidence: Graded Exam, Project, Presentation, Class Participation*

*Evaluation Criteria: Instructor Grading*

### **CALENDAR/ASSIGNMENTS – Available on Canvas - SUBJECT TO CHANGE BY INSTRUCTOR**

- Topic coverage is flexible and strongly influenced by the pace of the class. Changes in the format and pace of the course during the semester are up to the discretion of the instructor.
- We are learning via modules, and as such, this schedule may be modified to ensure sufficient time is given to each concept.
- The green sheet is only a general plan for the semester and deviations announced to the class by the instructor (via email, Canvas, and/or class lectures) may be necessary as the semester progresses.

- Remember to consult Canvas frequently for updates or announcements- set up settings so that you receive information as it comes.

### **Tentative Course Outline**

**Please note that this is a general outline, and is subject to change based on a variety of factors. Changes will be posted on Canvas, or announced in class. Please make sure you remain flexible to changes.**

Week	Date	Topic	Required Work (if no date is listed, it is due by class start)
<b>Module 1: Getting Ready for Therapy</b>			
Week 1	1/27	Who am I? Class Expectations Who are we? Scope of Practice, Professionalism, Ethics	<b>Discuss:</b> why you want to be a professional in this field.
Week 2	2/3	Observations – No in-class meeting	<b>Read:</b> ASHA Scope of Practice, Code of Ethics, Dwight Ch. 1 <b>Visit CCO</b> , schedule orientation <b>Contact</b> an SLP, schedule your first site observation <b>Complete:</b> Survey and Self-Reflection (Due 2/4: 9AM)
Week 3	2/10	Ethics, Laws, SLPs throughout the lifespan, settings, IEP	<b>Read:</b> Dwight Ch. 2 & 4, Roth & Worthington (R&W) pg 71-75 <b>Complete:</b> Seating Assignment, & Ethics Assignment (due 2/11) <b>*Dress Professionally, introduce yourself in class</b>
<b>Module 2: What Does Therapy Look Like?</b>			
Week 4	2/17	Creating Therapy Plans, service delivery models, learning styles	<b>Read:</b> R&W Ch. 1, Dwight Ch. 3 <b>Complete:</b> Observation #1 Assignment Due 2/18
Week 5	2/24	Anatomy of a treatment session, Therapeutic specific skills	<b>Read:</b> Dwight Ch. 5& 6 <b>Come Prepared:</b> to role-play
Week 5	3/3	Goal Writing, Data Collection, SOAP notes	<b>Watch</b> assigned videos <b>Complete:</b> Roth & Worthington Appendix 1-B & 1-C, website sharing assignment

<b>Module #3: Writing</b>			
<b>Week 6</b>	<b>3/10</b>	<b>Goal Writing, Lesson Plans, SOAP notes</b>	<b><u>Read</u> R&amp;W Ch. 2</b> <b>Complete: visit 3 different websites, comment on them (Canvas assignment)</b>
<b>Week 7</b>	<b>3/17</b>	<b>Progress Reports/Notes, IEP, school documentation, medical documentation</b>	<b><u>Submit:</u> “Lesson Plan” for your ‘client’ (due 3/18)</b>
<b>Module #4: Ancillary Support for Successful Treatment Sessions</b>			
<b>Week 8</b>	<b>3/24</b>	<b>Cueing, Prompting, Feedback, Behavior Modification, Data Collection</b>	<b><u>Review:</u> prior reading related to the topic (R&amp;W Ch. 1, Dwight Ch.5&amp;6)</b> <b><u>Read:</u> Selections posted on Canvas</b> <b>Visit and <u>implement</u> ‘treatment plan’ #1</b> <b><u>Submit:</u> First day reflection (Due 3/25)</b>
<b>No Class 3/24 &amp; 3/31</b>			
<b><u>Assignment Due 4/1-</u> mid-term reflection</b>			
<b>Week 9</b>	<b>4/7</b>	<b>Logistics</b> <b>Catch-Up Week (Review based on mid-term reflection requests)</b>	<b><u>Read:</u> Dwight Ch. 7</b> <b>Visit #2</b>
<b>Module 5: Counseling &amp; Multicultural Considerations</b>			
<b>Week 10</b>	<b>4/14</b>	<b>Mid-term</b> <b>Many Cultures, Many Languages</b>	<b><u>Read:</u> R&amp;W Ch. 10</b> <b>Visit #3</b>
<b>Week 11</b>	<b>4/21</b>	<b>Counseling</b>	<b><u>Read:</u> R&amp;W Ch. 9</b> <b>Visit #4</b>
<b>Module 6: Learning From Each Other (Class Presentations)</b>			
<b>Week 12</b>	<b>4/28</b>	<b>Presentations</b>	<b>Visit #5: Final visit</b> <b><u>Submit:</u> Materials Project (Due 4/29)</b>
<b>Week 13</b>	<b>5/5</b>	<b>Presentations</b>	<b><u>Submit:</u> Observation #2 (Due 5/6)</b>
<b>Week 14</b>	<b>5/12</b>	<b>Presentations</b>	<b><u>Submit:</u> Final Evaluation (due 5/13)</b>
	<b>5/16</b>	<b>Final</b>	<b><u>Submit</u> Therapy Kit (in person)</b>