

SAN JOSÉ STATE UNIVERSITY
DEPARTMENT OF COMMUNICATIVE DISORDERS & SCIENCES
EDSP 162: Communication Disorders of Aging
Spring Semester 2014

I. COURSE INFORMATION

| | |
|-------------------------|---|
| Instructor: | Anita Schaack MS CCC |
| Office Location: | SH 113 |
| Telephone: | 924-3665 |
| Email: | anita.schaack@sjsu.edu (Preferred contact) |
| Office Hours: | By appointment |
| Class Days/Time: | TH 1:00-3:45 |
| Classroom: | SH 120 |

A. Course Description This course will review healthy, normal aging processes and concerns as they relate to communication. We will review communication disorders most commonly associated with aging and discuss relevant assessment and treatment strategies. **Rationale:** As clinicians you are required to have a solid foundation in the normal aging process in order to recognize disruptions to that process.

B. Student Learning Objectives

This course is designed to develop the following knowledge and skills in management of adult neurologically based language and communication disorders.

1. The neuropathological foundations of language and communication disorders in healthy, normal aging. (Standard III B)
2. Identification of pathological changes in communication and cognition associated with aging (Standard III-C)
3. Students will identify assessment strategies and tools for differential diagnosis of cognitive-communication changes in the aging population. (Standard III-D)
4. Students will identify theory, understand the rationale and identify appropriate treatment goals and strategies for ethical service delivery to patients exhibiting communication disorders of aging. (Standard III-D, III E).
5. Students will understand research related to evidenced-based foundations for treatment of communication disorders in aging adults. (Standard III-F).

| Course Objective/ Learning Outcome | Course Requirement | | | | |
|---------------------------------------|--------------------|--------|----------------------|----------------------------------|--|
| | Exam 1 | Exam 2 | Discussion Questions | Getting to know a senior Project | |
| III B | X | X | X | X | |
| III-C | X | X | X | X | |
| III-D | | X | X | X | |
| III-E | | X | X | X | |
| III-F | | X | X | X | |

C. Readings

Required text: Shadden, B. Toner, M. & Gluth, M. (2011). Aging and Communication. Austen: Pro-Ed

Other Suggested Resources:

- Pamphlets and articles posted on Canvas

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.

D. Course Requirements

| Course Requirements | Description | Points toward final grade | Date Due |
|---------------------|--|---------------------------|----------|
| Mid-Term Exam | In class | 50 | 3/13 |
| Final Exam | Cumulative | 100 | 5/8 |
| Discussion Postings | Questions are posed on Canvas related to course content. Students will respond following individual directions for each post | 80 | Varied |
| Class Project | Getting to know a Senior Project (In Pairs) | 80 | 4/13 |

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.

E. Grading

Grades will be determined using the point 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% | | |

Grievance Procedure: Students dissatisfied with course policies or grading practices should refer to grievance policy procedures on file in the Special Education and Rehabilitative Services (SERS) office in Sweeney Hall 204.

F. 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.

G. Illness and Absence Policy for Exams and Assignments

ALL ASSIGNMENTS MUST BE SUBMITTED ON TIME. I WILL NOT ACCEPT LATE ASSIGNMENTS WITHOUT A DOCUMENTED ILLNESS EXCUSE.

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.**

Class Etiquette: 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**. If you need to take a call please excuse yourself from the room.

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/.
- 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
- 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>.

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.*

Consent for Recording of Class and Public Sharing of Instructor Material

You must obtain the instructor's permission audio/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.

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.

CALENDAR – SUBJECT TO CHANGE BY THE 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.
- The greensheet 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

| Week | Date | Topic | Reading | |
|---------------|-------------|---|----------------|-------|
| Week 1 | 1/23 | Green Sheet Review –Introduction | Chapter | 1 |
| Week 2 | 1/30 | Normal Aging – Sociological Normal Aging – Physiological | Chapter | 2, 3 |
| Week 3 | 2/6 | Normal Aging - Physiological Discussion Question Due | Chapters | 5, 6 |
| Week 4 | 2/13 | Normal Aging and Language Language Disorders | Chapters | 9, 10 |
| Week 5 | 2/20 | Language Assessment and Treatment Disorders of Speech/Voice/Swallowing Discussion Question Due | Chapters | 4 |
| Week 6 | 2/27 | Normal Aging and Cognition | Chapter | 7 |
| Week 7 | 3/6 | Cognitive Disorders Review for Mid-Term | Chapter | 8 |
| Week 8 | 3/13 | Mid-Term Exam (in-class) | | |
| Week 9 | 3/20 | Cognitive Disorders Discussion Question Due | Chapter | 8 |
| Week 10 | 3/27 | Spring Break – NO Class | | |
| Week 11 | 4/3 | Progressive Neurological Diseases | | |
| Week 12 | 4/10 | Assessment & Treatment in the Elderly | | |
| Sunday | 4/13 | Project Write-ups Due | | |
| Week 13 | 4/17 | Counseling/Educating Discussion Question Due | Chapter | 12 |
| Week 14 | 4/24 | End of life, palliative Care Review for Final Exam | Chapter | 11 |
| Week 15 | 5/8 | Last day of class -- FINAL EXAM | | |