

**CMSD 645-01: Augmentative and Alternative Communication  
Communication Sciences and Disorders  
California State University, Chico  
Spring 2018**

**INSTRUCTOR INFORMATION**

Instructor: Shelley Von Berg, Ph.D.  
Class meetings: T 4-6:50 OCNL 239  
Phone: 898-4517

Office: AJH 130E  
Office Hours: T 1:30-3:30 W 12-1  
e-mail: svonberg@csuchico.edu

**COURSE DESCRIPTION**

This course examines augmentative and alternative communication strategies, techniques and technology that may aid individuals with communication impairments due to a variety of conditions, diseases and syndromes. Assessment, treatment, caregiver education and training and multidisciplinary team building will be addressed.

**COURSE MATERIAL**

**Required texts**

Beukelman, D.R. & Mirenda, P. (2005). Augmentative and Alternative Communication, (3rd ed.). Brooks Publishing, Baltimore, MD. We will continue to use the 3<sup>rd</sup> ed, even though there is a 4<sup>th</sup> ed.

**Readings:** Students are asked to follow the syllabus for reading assignments to extract essential information relevant to the class.

**ACADEMIC HONESTY**

Any work submitted that is not the product of the student who has his or her name on the work (which would include work taken from any other sources and not properly noted or work done by another student) is plagiarized work and will be prosecuted according to University Code. Any sign of cheating in any way on course exams or assignments will be addressed directly. Please review the University Catalog for more information on academic honesty.

**STUDENTS WITH DISABILITIES**

Any student with a documented disability needing academic adjustment or accommodation is required to speak with the instructor the first week of class. All discussions will remain confidential. Please contact ARC (University Center, 898-5959) on campus to obtain the appropriate documentation.

**ADD/DROP POLICY:**

Students may add or drop courses without restriction or penalty and without instructor approval during the first two weeks of the semester using the telephone registration system (TRACS) or using the Chico State Connection. During the third and fourth weeks of classes, COP forms are needed to add and drop and will require the approval signature of the instructor (COP Forms are available at: <http://em.csuchico.edu/sro/registration.asp>. After the end of the fourth week of the semester, all COP forms to add or drop will require a serious and compelling reason and require approval signatures of the instructor, department chair, and dean of the college. Do not assume that you will automatically be dropped for not attending class. It is your responsibility to make a commitment to dropping or staying in class by the end of the second week. It is your responsibility to follow the appropriate drop procedures or you risk getting a failing grade for the class.

Course Objective	Implementation	Criteria	Program SLO	Accreditation Standards		
				CAA	CFCC	CTCC
Identify augmentative and alternative communication processes, and assistive technology, including message management, symbols and rate enhancement, alternative access, aided AAC, unaided AAC, graphic symbols, selection set, and message organization and delivery	Class activities, exams, and labs	80% accuracy	1, 2.	3.1.2B	IV-C	SLP-2, 3
Discuss the principles of team building for AAC assessment and intervention	Class activities, exams and labs	80% accuracy	1, 2	3.1.sB	IV-C	SLP 3
Discuss characteristics of candidates for AAC, principles of assessment and assessment of specific capabilities	Class activities, exams, and lab	80% accuracy	3	3.1.3B	IV-D	SLP 5
Discuss vocabulary, assessment, communication competence and communication independence	Class activities, exams, and labs	80% accuracy	3	3.E	IV-D	PS 5 SLP 4
Implement communication interventions for individuals with developmental disabilities and individuals with acquired disabilities, including severe aphasia, degenerative cognitive and linguistic disorders, TBI and users in the ICU	Class activities, exams, and labs	80% accuracy	3	3.1.5B	IV-D	SLP 5
Discuss multicultural and linguistic correlates in regards to individuals with complex communication needs and their families	Class activities, exams, and labs		2	3.1.2B	IV-C	PS 4
List and discuss current assessment and intervention approaches as supported by Research	Class activities, exams, and labs		5	3.5B	IV-F	
Introduce intervention strategies and educational resources for family, care-partners and others who care for patients with AAC needs delivered in acute, rehab and skilled and home settings	Class activities, exams, and labs		5	3.1.6B	V-B	PS 4 SLP 7

## Program Student Learning Outcomes

1. Demonstrate the knowledge of basic communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.
2. Demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorder including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.
3. Demonstrate knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.
4. Successful completion of supervised clinical experiences, demonstrating knowledge and skill competencies,
5. Demonstrate knowledge and skill in Professional Practice Competencies which includes accountability, integrity, effective communication, clinical reasoning, evidence-based practice, concern for individuals, cultural competence, professional duties, collaborative practice.

CAA - Council on Academic Accreditation in Audiology and Speech-Language Pathology.  
<https://caa.asha.org/wp-content/uploads/Accreditation-Standards-for-Graduate-Programs.pdf>

CFCC - Council for Clinical Certification in Audiology and Speech-Language Pathology  
<https://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/>

CTCC - California Commission on Teaching Credentialing [https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/special-education-standards-2013.pdf?sfvrsn=9c98fd69\\_0](https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/special-education-standards-2013.pdf?sfvrsn=9c98fd69_0)

### **ATTENDANCE:**

Regular and on-time attendance is critical, as a large portion of coursework is performed in class. Please notify the instructor in advance if it is necessary to miss a class. Students should contact the instructor by telephone or e-mail. No quiz or exam make-ups will be offered for unexcused absences.

### **MAKE-UP POLICY:**

**There will be no opportunity to make up in-class assignments** unless the student presents the instructor with a physician's note (other compelling reasons will also be considered on a case-by-case basis).

It is imperative that you take examinations when scheduled. Make-up examinations will only be administered under extraordinary circumstances, when there is a documented reason of a serious and compelling nature. A make-up examination will not be the same as the original examination but will be based on the same body of material and information.

All assignments must be turned in by their assigned due date. One point will be deducted for each day the assignment is late (including weekends). Assignments will not be accepted 3 days after their due date without discussion with the professor. There are no make-ups for missed in-class projects. All written assignments will be graded on content, spelling accuracy and adherence to the style of the American Psychological Association. A half point (0.5) will be deducted for each spelling or grammatical error. It is highly recommended that you verbally proof your work prior to submitting it.

## GRADING

There are 300 points possible in this class. To determine your grade, divide your total points by 3.0 to arrive at your overall percentage score. Compare your percentage score with the following grade scale:

Percentage Score	Grade	60-69	D
94-100	A	59 & below	F
90-93	A-		
87-89	B+		
83-86	B		
80-82	B-		
77-79	C+		
73-76	C		
70-72	C-		

## COURSE REQUIREMENTS/EVALUATION

**Examinations and projects:** There is a **midterm and a final**. The midterm is worth 100 points; the final is worth 50 points. These examinations may be delivered as in-class or take home. There are multiple AAC labs **worth 150 points**.

**COURSE OUTLINE 2018 SCHEDULE IS SUBJECT TO CHANGE DUE TO SCHEDULING OF GUEST SPEAKERS.**

- 1/23 AAC Intro; Diving Bell and Butterfly Chapters 1 & 2
- 1/30 Assessment; Chapter 2 (Lab 1, **device selection, outside class 30 points**)
- 2/6 Message management & symbol selection continued (Chapter 3)
- 2/13 Alternative access and assessment review; Chapters 4 & 6 (**Lab 2, documentation of performance, in and outside class 10 points**)
- 2/20 Certain Proof. Assessment continued. Chapters 6 & 7 (Lab 3 in class **10 points**)
- 2/27 AAC in the ICU. Chapters 18 and 19. (Lab 4 outside class eye-tran board with PCS (Boardmaker) **30 points**)
- 3/6 **Administration of midterm**. Case study from AAC Interactive Clinical casebook. Chapter 9.
- 3/13 Lingraphica workshop (**in class 10 points**). Midterm due to instructor. **Introduction of AAC client**.
- 3/20 Spring break and CSHA!**
- 3/27 AAC and the dysarthrias Chapter 15 (ALS) (head gaze visor outside class Lab 6, **10 points**)
- 4/3 Getting the most from your iPad (Kenyan Martin)
- 4/10 Global aphasia, Chapter 16 (**10 points**)
- 4/17 Saltillo inservice
- 4/24 The dementias (wearable AAC smock **10 points**)
- 5/1 TobiiDynavox workshop
- 5/8 Finding Emilie radio lab + Alive Inside

Labs will almost always be distributed in class due to their detailed nature. If the student misses class, it is the student's responsibility to secure the lab from a classmate or the instructor.

**Semester lab = 30 points**. Begins February 16 and ends May 4 at PTC. *Lab schedule will be discussed in class*. Instructor and student will work around internship schedules. Students are required to attend only two, 1-hour sessions, although there are opportunities to attend more sessions.