

Spring 2019

SACRAMENTO STATE DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS
COURSE SYLLABUS

Class Information

Course #: CSAD 242B
Title: Methods, Child Language Disorders
W: 1:00-1:50 p.m. FLS 2206C (Language/Literacy Lab)
Office hrs: **(T/W) 2:00-4:00

Personal Information

Instructor: Dr. Robert Pieretti
Office: Folsom Hall 2316
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****Please Schedule office hours at the front desk in the Department of Communication Sciences and Disorders office, Folsom 2316 (second floor of Folsom Hall), or call (916) 278-4867**

Place of Course in Program:

The purpose of this 1-unit graduate seminar is to introduce student clinicians to techniques and materials for assessing and treating children with disordered language secondary to a myriad of contributing factors including delayed development, neurological problems and various genetic conditions. Discussion of cases in the current caseload. **Prerequisite:** CSAD 223, CSAD 242A, Instructor Permission
Corequisite: CSAD 243B.

Course Objectives:

1. Introduce the student to tools and techniques to use in assessing receptive/expressive oral and written language skills in children with language disorders.
2. Explain how to effectively treat oral-written language disorders in children.
3. Explain how to write professional reports with diagnostic statements, goals and objectives.
4. Illustrate how to measure and report treatment outcomes.
5. Demonstrate how to integrate clinical goals and objectives with the client's functional daily living and the academic environment.
6. Review principles for effectively working with clients' family members or caregivers in carryover of clinical goals.
7. Model how to facilitate discussions with other clinicians through case presentations.

Learning Outcomes Competencies: Language Disorders Across the Lifespan (CSAD 242B)

Mastery of each student learning outcome listed below is indicated by a grade of B or better on each component of the corresponding measures listed in the table. Students are required to track their progress towards meeting each learning outcome and must make an appointment with the instructor for any grade equal to or less than a B. The instructor will suggest strategies to help you establish competence and knowledge in these areas.

Students should track their progress towards meeting each learning outcome by listing their grades on the table below over the course of the semester.

CSAD 242 B Specific Student Learning Outcomes: Upon completion of this course, students will:

1. Demonstrate ability to use appropriate tools and techniques in assessing receptive/expressive oral and written language skills in children with language disorders.
2. Demonstrate ability in effectively treating oral-written language disorders in children.
3. Write professional reports with diagnostic statements, goals and objectives.
4. Practice measuring and reporting treatment outcomes.
5. Integrate clinical goals and objectives with the client's functional daily living and with academic expectations.
6. Apply principles for effectively working with clients' family members or caregivers in carryover of clinical goals.
7. Facilitate discussions with other clinicians through case presentations.

Course Learning Outcome	Components Indicating Competence	Grades Received
1	Class participation (100%); Case Presentation (100%); Quizzes 100%; Reflection-On-Action Assignments (25%)	

2	Class participation (100%) Case Presentation (100%); Quizzes 100%; Reflection-On-Action Assignments (75%)	
3	Class participation (100%); Goal Assignments (100%)	
4	Class participation (100%); Goal Assignments (100%)	
5	Class participation (100%); Goal Assignments (100%); Case Presentation	
6	Class participation (100%); Case Presentation	
7	Class participation (100%); Case Presentation (100%)	

Tentative Schedule:

<i>Course Schedule:</i> NOTE: DATE	TOPIC	Sources to Review
WEEK #1 1/23/19	<p>Overview of course: Review language assessment areas; specific tests; interview questions; triangle of Assessment;</p> <p>Discuss clients assigned.</p> <p>Clinic to begin week of 2/4/19; Set up initial appointments with your Clinical Instructor now; Set up weekly appointment times with your Clinical Instructor now: These may be conducted in group format depending on what your Clinical Instructor and group decide, but you, or your Clinical Instructor, may request an individual meeting at any time.</p> <p>Begin writing your INITIAL CASE REPORT during your file review!!</p>	<p>Shiplee book; class notes from CSAD 112, CSAD 125, CSAD 222, and CSAD 223; Client files;</p> <p>REEL-3;</p> <p>MacArthur-Bates Communication Development Inventory;</p> <p>Rossetti Infant-Toddler Language Scale;</p> <p>CELF-5;</p> <p>CTOPP-2;</p> <p>TOPL-2;</p> <p>PLS-5;</p> <p>Posted LinguiSystems milestone charts</p> <p>Required Reading (Foreward & Pages 1-30)</p> <p>Required Reading Appendix B (Pages 43-48)</p>
WEEK #2 1/30/19	<p>Assessing for Literacy Lecture</p> <p>Continue to discuss clients assigned.</p> <p>Quiz 1 (Required Reading: Foreword and Pages 1-8)</p>	<p>Posted Assessment Triangle</p> <p>Posted "Assessing for Literacy" PPT</p>

		<p>Posted "Simple View" & "Reading Problems by Type" handouts</p> <p>Required Reading (Foreward & Pages 1-30)</p> <p>Required Reading Appendix B (Pages 43-48)</p>
<p>WEEK #3 2/6/19</p>	<p>Clinic begins this week.</p> <p>Continue Assessing for Literacy Lecture</p> <p>Hot Topics from Clinic</p> <p>Quiz 2 (Required Reading Pages 9-13)</p>	<p>Posted "Assessing for Literacy" PPT</p> <p>Posted "Simple View" & "Reading Problems by Type" handouts</p> <p>Required Reading (Foreward & Pages 1-30)</p>
<p>WEEK #4 2/13/10</p>	<p>Assessing for Literacy Activity</p> <p>Hot Topics from Clinic</p> <p>Quiz 3 (Required Reading Pages 13-18)</p> <p>Reflection-on-Action Form 1 due in class this week, hard copy</p>	<p>Posted "Assessing for Literacy" PPT</p> <p>Posted "Simple View" & "Reading Problems by Type" handouts</p> <p>Required Reading (Foreward & Pages 1-30)</p>
<p>WEEK #5 2/20/19</p>	<p>Review report formats and standard scores across the diagnostic team.....</p> <p>Hot Topics from Clinic</p> <p>Quiz 4 (Required Reading Pages 18-30)</p>	<p>Posted report templates</p> <p>Posted Standard Score Handout</p> <p>Required Reading (Foreward & Pages 1-30)</p>
<p>WEEK #6 2/27/19</p>	<p>Writing goals and objectives clinical way</p> <p>Hot Topics from Clinic</p> <p>INITIAL DRAFT OF INITIAL CASE REPORT DUE APPROXIMATELY THIS WEEK: Check specific date with your Clinical Instructor.....</p> <p>Reflection-on-Action Form 2 due in class this week, hard copy</p>	<p>Required Reading Appendix D (Pages 49-56)</p>
<p>WEEK #7 3/6/19</p>	<p>Writing goals and objectives to the Common Core Standards</p> <p>Hot Topics from Clinic</p> <p>Assign Presentations and Discuss Format for Handouts</p>	

WEEK #8 3/13/19	<p>Topic of the Day: Phonological Awareness and Morphological Awareness</p> <p>Hot Topics from Clinic</p> <p>Case presentations/technique teaching</p> <p>MID SEMESTER EVALUATION MEETINGS DUE THIS WEEK. Check specific date with your Clinical Instructor.....</p>	Clinical and Common Core Goals Due
WEEK #9 3/20/19	SPRING BREAK	
WEEK #10 3/27/19	<p>Topic of the Day: Semantics</p> <p>Hot Topics from Clinic</p> <p>Case presentations/technique teaching</p> <p>Reflection-on-Action Form 3 due in class this week, hard copy</p>	
WEEK #11 4/3/19	<p>Topic of the Day: Syntax, Oral Narrative, Modified RAVE-O, Expository Texts (new focus with the Common Core Standards)</p> <p>Hot Topics from Clinic</p> <p>Case presentations/technique teaching</p> <p>Begin Post-assessing and planning for final case report as appropriate.</p>	
WEEL #12 4/10/19	<p>Topic of the Day: Social Pragmatics</p> <p>Hot Topics from Clinic</p> <p>Case presentations/technique teaching</p>	
WEEK #13 4/17/19	<p>Case presentations/technique teaching</p> <p>INITIAL DRAFT OF FINAL CASE REPORT DUE APPROXIMATELY THIS WEEK: Check specific date with your Clinical Instructor.....Begin Post-assessing and planning the report as appropriate.</p> <p>Reflection-on-Action Form 4 due in class this week, hard copy</p>	
Week #14 4/24/19	Case presentations/technique teaching	
WEEK #15 5/1/19	Case presentations/technique teaching	

Week #16 5/8/19	<p>Review of your experience in LII. “AHAs.” Tell us what your favorite child language therapy technique and material has been.</p> <p>Wrap up.</p> <p>REGULAR CLINIC ENDS WEEK OF 4/29. All make-ups must be completed by 5/10/19. Remember, all final reports AND required paperwork must be completed, signed, distributed to the client, and filed on the last scheduled therapy day for each of your clients.</p> <p><u>Final evaluation conference MUST take place by 5/10/19 unless otherwise scheduled.</u></p> <p>CONGRATULATIONS!!!</p>	
Week # 17 5/15/19	Finals Week	

Required Reading:

California Speech-Language-Hearing Association (2016): Roles and Responsibilities of SLPs with Respect to Literacy in Children and Adolescents in California. Retrieved April 21, 2017 from: <http://www.csha.org/Member-Center/Position-Papers>

Assignments:

1. Class participation: Attend and interact as described in the General Policies section of this syllabus
2. Turn in one “clinical” goal and the same goal written to the Common Core Standards
3. Turn in four hard copy “Reflection-on-Action” reports, using the given template, reflecting on two therapy sessions for each client
4. Case Presentations: Present a video of one client to the class for discussion. You must have selected a particular segment of video that demonstrates some teaching technique that you will show in video and demonstrate to the class. Don’t just show part of video you like because the client had a “good day.” We want to see the real thing—even if it didn’t work as well as you would have hoped. In these cases, we can problem solve how to modify the methods/materials you present. You will actually be teaching your fellow clinicians a therapy technique so be prepared to show your video, then instruct. ***Post a handout with client diagnosis, age, and goal the activity targets for your peers to the appropriate discussion thread on CANVAS. The handout **must** include specific instructions and pointers to help your classmates should they choose to adopt your methodology and it **must** be posted to CANVAS PRIOR to your class presentation. NOTE: A sample handout has been posted to CANVAS. Please review it and follow it as a guide. Be sure to bring any necessary materials from the supply room as appropriate to demonstrate on the day of your presentation. If needed, we will break into teams of two and practice the therapy technique you have taught.
5. Required Reading

Grading:

A total of 500 points are possible. Your final grade will be calculated as a % of points out of 500 points. Points possible are assigned as follows:

Class Attendance and Participation. This participation is defined as your team participation. Performance here is demonstrated by offering constructive observations and feedback regarding the cases of your colleagues as well as comments on assigned readings. Bottom line: If you don’t follow the attendance policy and participate in this methods class you won’t get an “A” grade in the course.	100 points
4 Quizzes on Required Reading	100 points
Case Presentation and Handout for Peers	100 points
Clinic Goal and Common Core Goal	100 points
4 Reflection-on-Action Reports	100 points
Total	500 points

Final Grade:

Final grades assigned according to the following rubric:

100-96%	A
95-90%	A-
89-87%	B+
86-83%	B
82-80%	B-
79-77%	C+
76-73%	C
72-70%	C-
69-67%	D+
66-63%	D
62-60%	D-
Below 60%	F

General Policies:

Presentations: Late presentations will drop your FINAL grade one letter grade per week late.

Attendance. This course involves verbal interaction among the students and the instructor. You cannot really “get” what was covered in class via classmates’ notes. A modified Socratic method will be employed, whereby students will be called upon randomly to contribute to classroom discussions. Because of this, class attendance is required. Roll will be taken for the entire group each day and roll will be taken on an individual basis via this Socratic method: If you are not in class or not present when your name is selected for discussion, you will be considered absent. You must report absences to Dr. Pieretti **via email prior** to class meetings. Excused absences will be granted for documented emergencies or conflicts: ***You must provide written documentation of the emergency or conflict to the instructor.*** All other absences will be considered unexcused. **Two or more (2) unexcused absences will result in your final grade dropping one letter grade via reduction of the 100 participation points.** Working as a Speech-Language Pathologist requires being present, on time, and prepared. Practicing those skills now will prepare you for what this career will be like. If you do need to miss a class, you are responsible for all materials covered in your absence. This means you must get any materials handed out during your missed session from a classmate, not the instructor.

Class meetings and participation: Lecture + discussion + observation format will be followed. Because this is a seminar, active listening, participation, and problem solving is expected. For example when you are listening to another student present his/her ideas, you should take notes and offer suggestions. Comments such as “I agree” or “great idea,” are okay. Substantive participation (e.g., comments that help advance the discussion, or that help develop a new angle on a problem) is considered to be far more meaningful participation. Speech-Language Pathology is a profession in which you need to actively problem solve at all times.

Equal Access:

California State University-Sacramento, Department of Communication Sciences and Disorders, seeks to provide equal access to its programs, services, and activities for people with disabilities. If you have a documented disability and verification from the Office of Services to Students with Disabilities (SSWD), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student’s responsibility to provide documentation of disability to SSWD and meet with a SSWD counselor to request special accommodation before classes start. **Sacramento State Services to Students with Disabilities (SSWD)** offers a wide range of support services and accommodations for students in order to ensure students with disabilities have equal access and opportunity to pursue their educational goals. Working collaboratively with students, faculty, staff and administrators, SSWD provides consultation and serves as the information resource on disability related issues to the campus community. SSWD is located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) or (916) 278-7239 (TDD only) or via email at sswd@csus.edu.

CSAD 242B: METHODS: LANG DISORDERS II

This course has been designed to be in direct support of the following American Speech-Language Hearing Association (ASHA) Knowledge and Skills Acquisition for certification in Speech-Language Pathology:

CSAD 242B Methods: Language Disorders II

Standard IV-C: Speech, Language, Hearing, Communication, and Swallowing Disorders and Differences

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: receptive and expressive language disorders (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, and executive functioning), including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: social aspects of communication (e.g., behavioral and social skills affecting communication), including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.

Standard IV-D: Prevention, Assessment, and Intervention

- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities.
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, and executive functioning).
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding social aspects of communication (e.g., behavioral and social skills affecting communication).

Standard IV-E, IV-G, IV-H: Contemporary Professional Issues

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: standards of ethical conduct.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: contemporary professional issues and advocacy.

Standard IV-F: Research

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: processes used in research and integration of research principles into evidence-based clinical practice.

Standard V-A: Oral and Written Communication

- The student will demonstrate skill in oral and written or other forms of communication sufficient for entry into professional practice.

Standard IV-B: Basic Human Communication Processes

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: biological bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: neurological bases of human communication.

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: psychological bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: developmental/lifespan bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: linguistic bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: cultural bases of human communication differences.