



# California State University, Sacramento

## Department of Communication Sciences and Disorders

### UNDERGRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Fall 2019	Course: CSAD 147 Assessment Procedures	Section: 01
Meeting Days: Monday/Wednesday/Friday	Meeting Times: 8:00-8:50 AM	Location: Folsom Hall 1049
Instructor: Dr. Heather Thompson, CCC-SLP	Email: heather.thompson@csus.edu	Phone: 916-278-6654
Office Location: Folsom Hall 2316	Office Hours/Appointments: 12:00-1:30pm Monday/Wednesday, or by appointment	

#### Catalogue Course Description:

#### CSAD 147. Assessment Procedures. 3 Units

**Prerequisite(s):** [CSAD 125](#), [CSAD 126](#), [CSAD 145](#), [PSYC 2](#), [STAT 1](#), [CHDV 30](#), and [DEAF 51](#).

**Term Typically Offered:** Fall

Current principles, methods and materials used by the speech-language pathologist to assess communication disorders are presented. Issues related to a model of assessment, informal and formal testing, dynamic assessment, interview techniques, administration, scoring and interpretation of test results, report writing and related issues will be discussed.

#### Place of Course in Program:

This course is generally taken by students in the fall semester of the senior year of the undergraduate program or second bachelor's of science in Communication Sciences and Disorders.

Sacramento State Baccalaureate Learning Goals for the 21st Century (BLG)	Addressed by this course (Y/N)
<b>Competence in the Disciplines:</b> <i>The ability to demonstrate the competencies and values listed below in at least one major field of study and to demonstrate informed understandings of other fields, drawing on the knowledge and skills of disciplines outside the major.</i>	Y
<b>Knowledge of Human Cultures and the Physical and Natural World</b> <i>through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts. Focused by engagement with big questions, contemporary and enduring.</i>	Y
<b>Intellectual and Practical Skills, Including:</b> <i>inquiry and analysis, critical, philosophical, and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving, practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.</i>	Y
<b>Personal and Social Responsibility, Including:</b> <i>civic knowledge and engagement—local and global, intercultural knowledge and competence*, ethical reasoning and action, foundations and skills for lifelong learning anchored through active involvement with diverse communities and real-world challenges</i>	Y
<b>Integrative Learning**, Including:</b> <i>synthesis and advanced accomplishment across general and specialized studies</i>	Y

## Course Learning Outcomes:

Mastery of each student-learning outcome listed below is indicated by a grade of C 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 C. 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 147 SPECIFIC STUDENT LEARNING OUTCOMES:**

1. Discuss and describe the importance of causation and contributing factors to a speech/language diagnosis.
2. Explain common psychometric terms relevant to assessment and use those terms in classroom discussion and reports.
3. State verbally and in writing the eligibility criteria and timelines used for assessing and qualifying children for services in the California Public School System.
4. Select and write salient interview questions given a case history.
5. Review an assessment manual and, in writing, discuss what the assessment tool is designed to assess, provide a discussion of the reliability and validity of the assessment tool, and describe the normative pool on which the test was standardized.
6. Discuss the pros and cons of using a standardized testing/assessment instrument vs. non-standardized assessment measures.
7. Review test results and determine whether or not treatment is indicated.
8. Use the assessment data to design a treatment plan, including treatment goals and objectives, using curriculum-relevant language when writing these goals/objectives.
9. Demonstrate the ability to write assessment summaries given assessment results.
10. Discuss, verbally and in writing, how to present assessment results to the client and/or caregivers as well as the principles behind such a presentation.
11. Discuss the importance of culture on assessment and the modifications that might need to be made to achieve a valid and reliable assessment.
12. Discuss, verbally and/or in writing, ASHA's Code of Ethics and the principle of confidentiality as those concepts apply to assessment.

<b>Course Learning Outcome</b>	<b>Components Indicating Competence</b>	<b>Grades Received</b>
1	Exam 1, Assignment 1	
2	Exam 1, 2, Assignment 6	
3	Exam 2	
4	Assignment 1	
5	Assignment 2	
6	Exam 1, 2	
7-9	Exam 2, Assignment 5, 6, 8	
10	Exam 2, Assignment 6	
11	Exam 1, Assignment 3, 7	
12	Exam 1, Assignment 4	

## Textbooks and Materials:

Shipley, K. G. and McAfee, J. (2021) *Assessment in Speech-Language Pathology: A Resource Manual, 6<sup>th</sup> edition*, San Diego, CA: Thompson-Delmar-Singular Publishing Group, Inc.

SimuCase Software: As part of this class, SimuCase software will be used. Students can access a SimuCase account at [www.SimuCase.com](http://www.SimuCase.com). Subscriptions are available for 1 semester or 1 year, with pricing available on the website. A discounted subscription is available as part of the class, with information to be posted via flyer on canvas. So that grades can be imported, it is important that you use your Sac State email address when signing up for an account.

### Online Resources:

Information will be provided on Canvas.

### Course Requirements/Components:

Students will be required to attend class, contribute to and listen to class discussion, complete SimuCase case assignments, and complete two exams, including one midterm and one final exam. All students will be required to read all assigned readings as well as study the reading materials intently and learn through discussion that takes place in class. Questions for the exams will come from readings, lectures, SimuCase assignments, and discussion. Students are encouraged to study individually and in groups. Focus questions will be provided to give examples of types of concepts to be evaluated, but focus questions are in no way meant to be an exhaustive list of all concepts to be assessed. Students must study well beyond the information provided on the list of focus questions to achieve high grades on tests.

*CSAD 147: Assessment Procedures* is a challenging class. Concepts must be studied and learned over time. SimuCase cases have been chosen to help students learn concepts of assessment. However, students must also be actively engaged in the process of learning and take responsibility for the material covered. Students are encouraged to read assigned materials, ask questions in class, and attend office hours if they have questions after reading assigned materials.

### Grading Policy:

Students will have the opportunity to earn points towards their grade through assignments, exams and class participation.

Source	Points	% of Grade
Exam 1	100	25%
Assignments 1-8	25x8=200	50%
Exam 2	100	25%
<b>Total</b>	<b>200</b>	<b>100%</b>

Letter grades are assigned according to the following scores:

Points	%	Letter
184+	92-100	A
180-183	90-91	A-
174-179	87-89	B+
166-173	83-86	B
160-165	80-82	B-
154-159	77-79	C+
146-153	73-76	C
140-145	70-72	C-
134-139	67-69	D+
128-133	64-66	D
120-127	60-63	D-
≤119	<60	F

## Course Policies/Procedures:

1. **Attendance:** Professional attendance is required. Students must report absences to the instructor in person or by email prior to class meeting. Practice attending now as attendance (and promptness) at scheduled meetings is a professional behavior that students will need to develop and maintain.
2. **Students are responsible for all materials covered in their absence.** This means that students must obtain any materials handed out during a missed session from either a classmate.
3. **Class meetings and participation:** It is expected that students will complete all readings and review focus questions prior to class. Teaching strategies will include lecture, discussion, observation, and functional assignments. Active listening, critical thinking, and discussion are expected in this course. Students are strongly encouraged to take notes by hand to aid in the retention of materials.
4. **Cellphones/Recording/Electronic Devices:** Please silence all cellphones and other communication devices prior to class. To facilitate students' learning (practice in note-taking) and out of respect for fellow classmates (to allow all students to feel comfortable actively participating in class discussion), students are not permitted to audio or video record lectures. If students require an accommodation and additional support in note-taking, please see the instructor.
5. **Technology use in the classroom:** It is a course expectation that students will participate fully in class discussion and give classmates and discussion full and undivided attention. Laptops or other technological devices will only be permitted to be used during class time if they allow students to take notes on lecture materials and if they are able to be physically and mentally present in class. Students are not permitted to engage in other homework or extracurricular activities during class time. "Multitasking" will not be permitted.
6. **Exams:** Examinations must be completed on the scheduled day. There will be one midterm held in class and one final exam held during the final exam period. Examinations will be based on class lectures, assigned readings, class activities/homework, and class discussion. Exams may be composed of multiple choice, true/false, matching and/or short answer questions. Information about study guides is presented below. In the case of a documented medical emergency prior to the midterm, the student will be required to notify the instructor in advance of the exam and provide documentation of the illness/injury or emergency. A make-up exam may be available, scheduled during dead week. Make-up exams may be essay format. Students who fail to complete one or more of the exams by the last day of the final exam period may receive a "0" on their exam(s) as per instructor discretion. Grades for this class are earned. Students are not permitted to email the instructor with requests to "bump up" a grade.
7. **Study Guides:** Each semester, students request a study guide. Focus questions have been provided to guide students' ability to think critically about a given topic, but these questions are in no way an exhaustive list of all material to be studied. Due to the fact that the course material is not conducive to simply memorizing terms and definitions (but rather applying concepts learned throughout other aspects of the speech-language pathology and audiology program), students are encouraged to develop their own personal study guide for this class to best support their learning. Students may wish to develop charts to compare/contrast key terms, and are encouraged to pay close attention to being able to describe relationships between etiologies of different disorders and make decisions about assessments given case scenarios. Students are encouraged to always keep in mind that critical thinking is a key component to assessment and a given case scenario can have many different correct answers.
8. **Assignments:** Eight assignments will be due throughout the semester to support the application of concepts presented through class and reading materials. Assignments must be submitted via the SimuCase software and are due prior to class on the debrief day as per the syllabus. Emailed assignments will not be accepted. Late assignments will be reduced by 20% per day and the late penalty will be applied at the time the assignment is received by the instructor.
9. **Course Evaluations:** At the completion of the course, each student is expected to comment on the nature of this course. This procedure allows the instructor to modify segments of the course in order to make it more applicable to future students' educational and professional growth.

TENTATIVE Course Schedule/Outline:

Date	Topic/Class Content	Readings	Assignment/ Activities
08/26-08/30	Course Direction & Design; Syllabus; SimuCase; Introduce assignments; Assessment Process Case History; Interviewing Techniques	Review Syllabus ASHA code of ethics <a href="http://www.asha.org/Code-of-Ethics/">http://www.asha.org/Code-of-Ethics/</a> Shipley & McAfee Ch 1, 2, 3	Focus Questions; Start SimuCase assignments
09/02	<b>Labor Day – Class not held 09/02</b>		
09/04-09/06	Case History Analysis; Formulating hypotheses; Determining Etiology; Multicultural Considerations Debrief assignment #1	Roseberry-McKibbin & O’Hanlon (2005) De Lamo White & Jin (2011) Paradis et al (2010) Betz et al (2013)	<b>Assignment #1 Due – 09/04 BEN</b>
09/09-09/13	Test Construction and Psychometric Principles; Selecting Test Procedures Debrief – Assignment #2		<b>Assignment #2 Due – 09/09 CAMERON</b>
09/16-09/20	Review of Published Tests; Oral Mechanism Exam; Hearing Evaluation	Review Tests in Class; Shipley & McAfee Ch 5, 16	Focus Questions
09/23	<b>No lecture – dedicated time for work on Assignment #3</b>		
09/25-09/27	Administration of Standardized Tests; Assessment of Speech Sound Disorders & Error Analysis Debrief assignment #3	Review UCLA Phonetics Website <a href="http://www.phonetics.ucla.edu/">http://www.phonetics.ucla.edu/</a> Shipley & McAfee Ch 6	<b>Assignment #3 Due – 09/25 JJ CELF-5 Part-Task Trainer</b>
09/30-10/04	Baseline Data Collection Using SSD as an example		
10/07-10/11	Debrief Assignment #4 Test Interpretation and Goal Writing; IEPs; Reporting and Analysis of Test	Review the website: <a href="http://www2.ed.gov/parents/needs/spced/iepguide/index.html">http://www2.ed.gov/parents/needs/spced/iepguide/index.html</a> and IEP California Screening reading Shipley & McAfee Ch 4	<b>Assignment #4 Due - 10/07 WITTEN</b>

	Results; Final conference		
10/14 - 10/18	Exam; Non-standardized Assessment Procedures	<b>Midterm Exam – 10/14/19</b>	Focus Questions
10/21 - 10/25	Dynamic Assessment; AAC	Hasson et al, 2012; Shipley & McAfee Ch 10	Focus questions
10/28 - 11/1	Prelinguistic and Emerging Language Assessment Debrief Assignment #5 Midterm Review	Shipley & McAfee Ch 7	<b>Assignment #5 Due – 11/18 LATREECE</b>
11/4 - 11/8	Developing Language Assessment; Later Language Assessment	Shipley & McAfee Ch 8	
11/11	<b>Campus Closed- Veteran's Day</b>		
11/13 - 11/15	Advanced Language & Writing Assessment; ASD Debrief – Assignment #6	Shipley & McAfee Ch 9	<b>Assignment #6 Due – 11/25 COLT</b>
11/18- 11/22	Fluency & Voice; Dysarthria; Apraxia	Shipley & McAfee Ch 11, 12, 14	<b>Assignment #7 Due – 11/8 SARAH</b>
11/25- 11/27	Debrief – Assignment #7; Aphasia; Dysphagia	Shipley & McAfee Ch 13, 15	<b>Assignment #8 Due – 11/14 ROBERT</b>
11/29	<b>No class – Thanksgiving Holiday</b>		
12/2 - 12/6	Debrief – Assignment #8 Genetic Syndromes	Shipley & McAfee Ch 17	Focus Questions
12/9- 12/13	Finals week	Review course content	<b>Final exam as scheduled</b>

## REFERENCES & RESOURCES

### Articles and Chapters:

1. Betz, SK., Eickhoff, JR., and Sullivan, SF., (2013). Factors influencing the selection of standardized tests for the diagnosis of specific language impairment, *LSHSS*, 44, 133-146.
2. De Lamo White, C. & Jin, L. (2011) Evaluation of speech and language assessment approaches with bilingual children, *Int J Lang Commun Disord*, 46 (6), 613–627.
3. Hasson, N., Camilleri, C., Jones, C., Smith, J., and Dodd, B. (2012). Discriminating disorder from difference using dynamic assessment with bilingual children, *Child Language Teaching and Therapy*, 29(1), 57-75.
4. Paradis, J. Emmerzael, K. and Sorenson Duncan, T. (2010) Assessment of English language learners: Using parent report on first language development, *Journal of Communication Disorders* 43 (2010) 474–497.
5. Paul, R & Norbury, CF. (2012). *Language Disorders From Infancy through Adolescence: Listening, Speaking, Reading, Writing and Communicating*, 4<sup>th</sup> edition. Elsevier, St. Louis: MO.
6. Peterson-Falzone, S. Trost-Cardamone, J., Karnell, M. & Hardin-Jones, M. (2006). *The Clinician’s Guide to Treating Cleft Palate Speech*. Mosby, St. Louis, Missouri.
7. Roseberry-McKibbin & O’Hanlon (2005) Nonbiased Assessment of English Language Learners: A Tutorial *Communication Disorders Quarterly* 26(3), 178–185.
8. Shipley, K. and McAfee, J. (2009). *Assessment in Speech-Language Pathology: A Resource Manual*, 4<sup>th</sup> edition, Delmar, New York, NY.

### Websites:

1. UCLA Phonetics Website: <http://www.phonetics.ucla.edu/course/chapter1/chapter1.html>
2. SALT website: <http://www.saltsoftware.com/>
3. Special Education Teacher Requirements: <https://www.cde.ca.gov/sp/se/>
4. Phonemic Inventories Across Languages: <http://www.asha.org/practice/multicultural/Phono/>
5. ASHA Code of Ethics: <http://www.asha.org/Code-of-Ethics/>

### Additional Resources:

1. Angeleri, R. R., Bosco, F. M., Zettin, M. M., Sacco, K. K., Colle, L. L., & Bara, B. G. (2008). Communicative Impairment in Traumatic Brain Injury: A Complete Pragmatic Assessment. *Brain And Language*, 107(3), 229-245.
2. Baxendale, J., Lockton, E., Adams, C., & Gaile, J. (2013). Parent and teacher perceptions of participation and outcomes in an intensive communication intervention for children with pragmatic language impairment. *International Journal Of Language & Communication Disorders*, 48(1), 41-53. doi:10.1111/j.1460-6984.2012.00202.x
3. Bleile, Kenneth M., Manual of Articulation and Phonology Disorders: Infancy Through Adulthood, Plural Publishing, San Diego, CA, 2003.
4. Blockolsky, Valeda D., Frazer, Joan M., & Frazer, Douglas H., 40,000 Selected Words: Organized by Letter, Sound, and Syllable, Psychological Corporation, 1998.
5. Blockolsky, Valeda D., Book of Words: 17,000 Words Selected by Vowels & Diphthongs, Communication Skill Builder, 1990.
6. Blyth, T., Scott, A., Bond, A., & Paul, E. (2012). A comparison of two assessments of high level cognitive communication disorders in mild traumatic brain injury. *Brain Injury*, 26(3), 234-240. doi:10.3109/02699052.2012.654587
7. Boudreau, D. & Costanza-Smith, A. (2011). Assessment and treatment of working memory deficits in school-age children: the role of the speech-language pathologist, *LSHSS*, 42, 152-166.
8. Bruce, C., Brush, JA., Sanford, JA., Calkins, MP. (2013). Development and evaluation of the environment and communication assessment toolkit with speech-language pathologists, *Seminars in Speech and Language*, 34(1), 42-51.
9. Chan, A. S., Cheung, J., Leung, W. W. M., Cheung, R., Cheung, R., & Cheng, M. (2005). Verbal expression and comprehension deficits in young children with autism. *Focus on Autism and Other Developmental Disabilities*, 20, 117-124.
10. Charman, T., Taylor, E. D., Drew, A., Cockerill, H., Brown, H., & Bairk, G. (2005). Outcome at 7 years of children diagnosed with autism at age 2: Predictive validity of assessments conducted at 2 and 3 years of age and pattern of symptom change over time. *Journal of Child Psychology and Psychiatry*, 46, 500-513.

11. Collis, J., & Bloch, S. (2012). Survey of UK speech and language therapists' assessment and treatment practices for people with progressive dysarthria. *International Journal Of Language & Communication Disorders*, 47(6), 725-737. doi:10.1111/j.1460-6984.2012.00183.x
12. DeVeney, S.L., Hoffman, L. & Cress, C.J. (2012). Communication-based assessment of developmental age for young children with developmental disabilities, *JSLHR*, 55, 695-709.
13. Dietz, A., Quach, W., Lund, S., & McKelvey, M. (2012). AAC assessment and clinical-decision making: the impact of experience. *Augmentative And Alternative Communication (Baltimore, Md.: 1985)*, 28(3), 148-159. doi:10.3109/07434618.2012.704521
14. Dwight, Debra M., Here's How to do Therapy: Hands-On Core Skills in Speech-Language Pathology, Plural Publishing, 2006, San Diego.
15. Farmer, M. & Oliver, A. (2005). Assessment of pragmatic difficulties and socioemotional adjustment in practice. *International Journal of Language and Communication Disorders*, 40. 403-429.
16. Freeman, B. J., Cronin, P., & Candela, P. (2002). Asperger syndrome or autistic disorder? *Focus on Autism and Other Developmental Disabilities*, 17, 145-151.
17. Gerber, S. (2003). A developmental perspective on language assessment and intervention for children on the autistic spectrum. *Topics in Language Disorders*, 23, 74-94.
18. Gierut, J.A., Elbert, M. & Dinnisen, (1987) A functional analysis of phonological knowledge and generalization learning in misarticulating children, *JSHR*, 30, 462-479.
19. Gillam, S.L. & Bentley Ford, M. (2012). Dynamic assessment of phonological awareness for children with speech sound disorders, *Child Language Teaching and Therapy*, 28(3), 297-308.
20. Gillam, S., Fargo, J., Foley, B., & Olszewski, A. (2011). A Nonverbal Phoneme Deletion Task Administered in a Dynamic Assessment Format. *Journal Of Communication Disorders*, 44(2), 236-245.
21. Goldstein, B. (2000). Cultural and linguistic diversity resource guide for speech-language pathologists. San Diego, CA: Singular.
22. Goldstein, B.A. & Fabiano, L. (2007). Assessment and intervention of bilingual children with phonological disorders, *The ASHA Leader*, 6-31.
23. Hancock, A. B., & Garabedian, L. M. (2013). Transgender voice and communication treatment: a retrospective chart review of 25 cases. *International Journal Of Language & Communication Disorders*, 48(1), 54-65. doi:10.1111/j.1460-6984.2012.00185.x
24. Hasson, N., Camilleri, B., Jones, C., Smith, J., & Dodd, B. (2012). Discriminating disorder from difference using dynamic assessment with bilingual children, *Child Language Teaching and Therapy*, 29(1), 57-75.
25. Hegde, M.N. and Davis, D.D., *Clinical Methods and Practicum in Speech-Language Pathology*, 3<sup>rd</sup> edition, Singular Publishing Group, Inc., San Diego, CA, 1995.
26. Hegde, M. N. Pomaville, Frances, *Assessment of communication disorders in children, resources and protocols* 2<sup>nd</sup> edition, San Diego, CA, US: Plural Publishing, 2013.
27. Johnston, S., Nelson, C., Evans, J., Palazolo, K. (2003). The use of visual support in teaching young children with autism spectrum disorder to initiate interactions. *Augmentative and Alternative Communication*, 19, 86-103.
28. Jones, C., O'keeffe, K., Kingston, C., & Carroll, A. (2013). Alleviating psychosocial issues for individuals with communication impairments and their families following stroke: A case series of interdisciplinary assessment and intervention. *Neurorehabilitation*, 32(2), 351-358.
29. Jones, C., O'Keeffe, F., Kingston, C., & Carroll, A. (2013). 'Alleviating psychosocial issues for individuals with communication impairments and their families following stroke: A case series of interdisciplinary assessment and intervention.: *Neurorehabilitation*, 32(4)
30. Kapantzolou, M., Restrepo, MA & Thompson, MS. (2012). Dynamic assessment of word learning skills: identifying language impairment in bilingual children, 43, 81-96.
31. Kennedy, G. T., Fawcus, R. R., Coates, C. C., & Bakheit, A. O. (1997). Assessment of Intelligibility of Dysarthric Speech--shortened. *Disability And Rehabilitation*, 29104-107.
32. Kitzing, P., Maier, A., & Åhlander, V. (2009). Automatic speech recognition (ASR) and its use as a tool for assessment or therapy of voice, speech, and language disorders. *Logopedics Phoniatrics Vocology*, 34(2), 91-96. doi:10.1080/14015430802657216
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34. Mansell, W. & Morris, K. (2004). A survey of parents' reactions to the diagnosis of an autistic spectrum disorder by a local service. access to information and use of services. *Autism: The International Journal of Research and Practice*, 8, 387-407.
35. Marcus, L. M., Garfinkle, A., & Wolery, M. (2001). Issues in early diagnosis and intervention with young children with autism. *The Research Basis of Autism Intervention*, 171-185.



36. McLeod, S., Harrison, L.J., & McCormack, J. (2012). The intelligibility in context scale: validity and reliability of a subjective rating measure, *JSLHR*, 55, 648-656.
37. Moon Meyer, S., Survival Guide for the Beginning Speech-Language Clinician, Aspen Publishers, Inc., Gaithersburg, MD, 1998.
38. Moore, Susan M. & Pearson, Lynea, Competencies and Strategies for Speech-Language Pathology Assistants, Thomson-Delmar Learning, Canada, 2003.
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45. Secord, Wayne A., Eliciting Sounds: Techniques and Strategies for Clinicians, second edition, Cengage Learning, 2007, Canada.
46. Skanhan, SM., Watson, M. & Lof, G. (2007). Speech-language pathologists' assessment practices for children with suspected speech sound disorders: results of a national survey, 16, 246-259.
47. Steel, J., Ferguson, A., Spencer, E., & Togher, L. (2013). Speech pathologists' current practice with cognitive-communication assessment during post-traumatic amnesia: A survey. *Brain Injury*, 27(7/8), 819-830. doi:10.3109/02699052.2013.775492
48. Tager-Flusberg, H. (1999). A psychological approach to understanding the social and language impairments in autism. *International Review of Psychiatry*, 11, 325-334.
49. Westby, C. (2009). Considerations in working successfully with culturally/linguistically diverse families in assessment and intervention of communication disorders. *Seminars In Speech & Language*, 30(4), 279-289. doi:10.1055/s-0029-1241725
50. Young, E. C.; Diehl, J. J. Morris, D., Hyman, S. L., & Bennetto, L. (2005). The use of two language tests to identify pragmatic language problems in children with autism spectrum disorders. *Language, Speech, and Hearing Services in Schools*, 36, 62-72.

## Additional Information

### Commitment to Integrity:

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

### Sac State's Academic Honesty Policy & Procedures:

“The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento expects that both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades.” Read more about Sac State's Academic Honesty Policy & Procedures at the following website: <http://www.csus.edu/umannual/student/stu-0100.htm>

**Definitions:** At Sac State, “cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means.” **Plagiarism** is a form of cheating. At Sac State, “plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate

acknowledgement of that person's contribution." Source: Sacramento State University Library Note: Any form of academic dishonesty, including cheating and plagiarism, may be reported to the office of student affairs.

### Understand When You May Drop This Course:

It is the student's responsibility to understand when he/she need to consider disenrolling from a course. Refer to the Sac State Course Schedule for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons include: (a) documented and significant change in work hours, leaving student unable to attend class, or (b) documented and severe physical/mental illness/injury to the student or student's family. Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if there is a compelling extenuating circumstance. All incomplete course assignments must be completed by the department's policy.

### 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](mailto:sswd@csus.edu).

### Basic Needs Support

If you are experiencing challenges in the area of food and/or stable housing, help is just a click, email or phone call away! Sacramento State offers basic needs support for students who are experiencing challenges in these areas. Please visit our Basic Needs website to learn more about your options and resources available.

<https://www.csus.edu/basicneeds/>

### Other Resources

Testing Center: <https://www.csus.edu/testing/>

Library: <https://library.csus.edu/>

Services to Students with Disabilities: <https://www.csus.edu/sswd/>

Student Health and Counseling Services at The WELL: <https://www.csus.edu/shcs/>

Peer & Academic Resource Center: <https://www.csus.edu/parc/>

Student Academic Success and Education Equity Programs: <https://www.csus.edu/saseep/>

Case Manager, Office of Student Affairs: <https://www.csus.edu/student/casemanager/>

# Knowledge And Skills Acquisition (KASA) For Certification in Speech-Language Pathology

## CSAD 147 Assessment Procedures.

This course has been designed to be in direct support of the following American Speech-Language Hearing Association (ASHA) 2017 Knowledge and Skills Acquisition for certification in Speech-Language Pathology:

### 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 articulation.
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding fluency.
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding voice and resonance.
- 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, screening, and intervention regarding hearing, including the impact on speech and language.
- 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).
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of assessment and intervention regarding communication modalities.

### 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.

### Standard IV-B: Basic Human Communication Processes

- 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.