



California State University, Sacramento

Department of Communication Sciences and Disorders

GRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Fall 2019	Course: CSAD 228A Methods: Speech Disorders I.	Section: 01
Meeting Days: Tuesday/Thursday	Meeting Times: 10:30-11:20 AM	Location: Folsom Hall 2206A Speech Lab
Instructor: Dr. Tonia Davis, CCC-SLP	Email: tonia.davis@csus.edu	Phone: 916-278-6679
Office Location: Folsom Hall	Office Hours/Appointments: Mondays/Tuesdays/Wednesdays	

Catalogue Course Description:

CSAD 228A. Methods: Speech Disorders I.2 Units

Prerequisite(s): [CSAD 125](#), [CSAD 126](#), [CSAD 143](#), [CSAD 145](#), [CSAD 146](#), [CSAD 148](#) or equivalents; instructor permission.

Corequisite(s): [CSAD 229A](#).

Term Typically Offered: Fall, Spring

Diagnosis and treatment as applied to the current caseload, including articulation and phonological disorders and characteristics associated with English as a second language (ESL) populations. Methods for both children and adults. Staffings, case studies and presentations, demonstrations and class discussions.

Sacramento State Graduate Learning Goals (GLG)	Addressed by this course (Y/N)
Disciplinary knowledge: <i>Master, integrate, and apply disciplinary knowledge and skills to current, practical, and important contexts and situations.</i>	Y
Communication: <i>Communicate key knowledge with clarity and purpose both within the discipline and in broader contexts.</i>	Y
Critical thinking/analysis: <i>Demonstrate the ability to be creative, analytical, and critical thinkers.</i>	Y
Information literacy: <i>Demonstrate the ability to obtain, assess, and analyze information from a myriad of sources.</i>	Y
Professionalism: <i>Demonstrate an understanding of professional integrity.</i>	Y
Intercultural/Global Perspectives: <i>Demonstrate relevant knowledge and application of intercultural and/or global perspectives.</i>	Y

Course Learning Outcomes:

GRADUATE

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 228A SPECIFIC STUDENT LEARNING OUTCOMES:

1. Demonstrate clinical competence in phonetic transcription of typical and disordered sounds of the English language.
2. Discuss interviewing techniques with focus on culturally and linguistically diverse (CLD) clients.
3. List and discuss principles of screening and assessment.
4. Evaluate common standardized and unstandardized assessments on reliability, validity, sensitivity, specificity, and application to CLD clients.
5. Apply principles of privacy and confidentiality (HIPAA) to case studies and discussions.
6. Compare/contrast different cognitive-linguistic (including phonological) and motor learning intervention approaches.
7. Apply intervention approaches to own clients or case study clients including (a) articulation disorder, (b) phonological disorder, (c) motor-based speech disorder (i.e., dysarthria), and (d) accent modification.
8. Design an appropriate, client-specific baseline and post-treatment assessment measure for trained, untrained, and generalization targets.
9. Present data from sessions clearly and accurately.
10. Apply reinforcement and behavioral management principles to clients and discuss the outcome.
11. Reflect on present levels of performance and identify areas to target for improvement in own clinical practice.
12. Demonstrate understanding on the iterative process of clinical writing through peer reviews of case reports.
13. Discuss professional integrity within the context of the ASHA Code of Ethics and State Licensing Board requirements.

Course Learning Outcome	Components Indicating Competence	Grades Received
1	IPA Labs 1 & 2	
2	Class participation; in class activities	
3	Class participation; in class activities	
4	Class participation; in class activities	
5	Grand Rounds; class participation; in class activities	
6	Research Review/Technique Talk	
7	Research Review/Technique Talk; class participation; in class activities	
8	Grand Rounds; class participation; in class activities	
9	Grand Rounds	
10	Grand Rounds; class participation; in class activities	

11	Reflection assignments 1 & 2	
12	Peer review; class participation	
13	Class participation; in class activities	

Textbooks and Materials:

Required Readings

1. All required readings are posted on Canvas.

Recommended Texts

1. Secord, WA. (2007). *Eliciting Sounds: Techniques and Strategies for Clinicians*, 2nd ed., Cengage Learning.
2. Williams, AL., McLeod, S & McCauley, RJ. (2010). *Interventions for Speech Sound Disorders in Children*. Brookes Publishing.
3. McKinney, R (2019). *Here's How To Do: Accent Modification*. Plural Publishing.

Textbooks (except the accent modification textbook, which is on order) are available in the Clinical Instructor Room in the clinic.

Online Resources:

All assignments, in-class activities, articles, labs, and supplemental materials will be posted on Canvas.

<http://csus.instructure.com>

Course Requirements/Components:

This is a seminar course. There are no exams; there are no quizzes; there are no major papers. Instead, you are expected to show up to each class prepared and ready to engage actively with the material. Each assignment has a purpose, which are briefly described and explained below.

Assessment	Points	Due Date
IPA Lab 1	25	9/3
IPA Lab 2	25	9/10
Technique Talk or Research Review	50	Variable
Video Reflection 1	10	10/17
Grand Rounds	50	Variable
Video Reflection 2	10	11/19
Attendance	50	12/5
Participation	50	12/5
Total: 270 points		

- **IPA Labs:** Transcription using the international phonetic alphabet (IPA) is a prerequisite skill of this clinic. This assignment contains activities designed to allow students to demonstrate competence with phonetic transcription using the international phonetic alphabet (IPA). This is a criterion based assignment. Scores include 25 (<5 errors), 20 (5-10 errors), 10 (>10 errors), and 0 (not completed). Students may resubmit the assignment to improve their grade within one week of receiving a score. Late penalties will apply.
- The **Technique Talk/Research Review** is an individual handout assignment and presentation (10 minutes) based off a published article. Each student will be assigned a day to summarize an article and apply it to Speech I clients. Each handout must be submitted both on Canvas and with a hard copy, which will be kept in a binder in the Speech Lab.
- To complete each **Video Reflection**, students must watch a video of themselves during a therapy session and complete the full Video Reflection Assignment on Canvas. Video Reflections should demonstrate reflective and solutions-based thinking. Completing this assignment without a video is considered a violation of academic integrity.
- **Grand Rounds** presentations are structured, 10-minute presentations about a client in the Speech I clinic. A rubric will be provided.
- **Attendance** is scored according to the Attendance Policy below, with -5 points/day for absences after the first unexcused absence.
- **Participation** is scored based on thoughtful, respectful discussion and communication. The instructor will notify the student in the event that they will lose participation points during the semester so that the student can correct the behavior.

Grading Policy:

Letter grades will be based upon the following. Please note that students will be required to retake the course if they receive a final grade below an 83% (B).

	A 95-100%	A- 90-94%
B+ 87-89%	B 83-86%	B- 80-82%
C+ 77-79%	C 73-76%	C- 70-72%

D+ 67-69%	D 63-66%	D- 60-62%
	F Below 60%	

Course Policies/Procedures:

Attendance

This course is a professional seminar. Attendance is mandatory. You are expected to attend all classes. You have (1) unexcused absence. For any additional absences, you must provide **documentation of need**. Some common reasons for an excused absence include: significant or serious illness (student or immediate family member), religious observance, natural disasters, and serious motor vehicle accidents. Ultimately, the instructor is the arbiter of what constitutes an excused absence. This may differ from class to class, or from instructor to instructor. Please check with the instructor if you have any concerns about what might constitute an excused absence.

All students must sign into class for each class period. If you are late or if you forget to sign in, that will be documented as an absence. You will lose 5 points for each absence after your (1) unexcused absence.

Participation and Discussion

You are responsible for your own education. **It is not enough to sit back and passively observe.** You are expected to participate in each and every class, either in small group or large group discussion. I encourage you to use this course as an opportunity to problem-solve, think critically, and make mistakes. Making mistakes shows me that you are being brave: you are stepping out of your comfort zone. Making new and different mistakes shows me that you are reflecting, responding, and thinking critically. Be brave: use this course as an opportunity to grow.

Late Assignments

Late assignments are accepted with a 10% penalty per day late. Late assignments will not be graded if submitted more than one week after the due date. Every assignment in this course has a purpose. Failure to turn in an assignment will result in a zero on the assignment AND a zero in your participation score. For example:

- Student turns in assignment 2 days late: 20% penalty
- Student turns in assignment 8 days late: 0% on assignment; no effect on participation score
- Student does not turn in assignment at all: 0% on assignment; 0% on participation (unlikely to pass the course in this circumstance)

Electronic Devices

Electronic devices may be used to access course materials during each class session. Cell phones should be on silent. If you need to be reached during the class for an emergency, please inform the instructor prior to the start of class. In CSAD 111, you may audio-record during **lectures only**. You may not record during labs or when going over exams.

Research consistently demonstrates that students retain information more accurately when notes are taken by hand. Even when students do *not* multi-task, handwritten notes promote retention over typed notes (Mueller & Oppenheimer, 2014). While students are welcome to use devices in class to access powerpoints, research articles, or group project materials, students should be aware of this research.¹

¹ Mueller, P. A., & Oppenheimer, D. M. (2014). The pen is mightier than the keyboard: Advantages of longhand over laptop note taking. *Psychological science*, 25(6), 1159-1168.

<https://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/>

Office Hours Policies

Please feel free to drop by office hours – you do not need an appointment, and you may come in groups/join others. In most cases, you will have the same questions as other students, and it is useful to learn from one another. If you would like to have a private appointment, please schedule one with the instructor by email.

ASHA Code of Ethics Statement

As a future clinician, I expect you to follow the Sacramento State Commitment to Integrity (see [Additional Information](#)) as well as the American Speech Language Hearing Association (ASHA) Code of Ethics.

The four Principles of Ethics form the underlying philosophical basis for the Code of Ethics and are reflected in the following areas:

- (I) responsibility to persons served professionally and to research participants, both human and animal;*
- (II) responsibility for one's professional competence;*
- (III) responsibility to the public; and*
- (IV) responsibility for professional relationships.²*

Letters of Recommendation

I feel strongly that students should have the opportunity to apply for scholarships to offset the cost of graduate education. To that end, I will accept requests for letters of recommendation *for scholarships* with no designated “please request by” date. Please understand that if you request a letter with short notice, I may not be able to provide you with such a letter. However, please **do** ask for a letter, and I will write one if I can.

Commitment to a Safe Learning Environment

I am committed to each student’s success in learning within a caring, responsive, and safe environment that is free of discrimination, violence, and bullying. Our program works to ensure that all students have the opportunity and support to develop to their fullest potential and share a personal and meaningful bond with peers and faculty within the program. Please don’t be a bystander to acts of harassment, discrimination, or hatred.

² <https://www.asha.org/code-of-ethics/>

TENTATIVE Course Schedule/Outline:

Date	Clinic Week	Topic	Preparation	Report Writing	Assignments
8/27	0	Clinical Policies and Procedures	Please read client files prior to class. We will discuss profiles in class!	--	
8/29	0	Assessment Practice <i>In-Class Activity</i>	---	--	
9/3	0	Assessment Practice	Assessment practice at home	--	IPA lab 1 due
9/5	0	Case History <i>In-Class Activity</i>	Westby 2003	--	
9/10	1	Tuning Your Ear: Accent Modification <i>In-Class Activity</i>	None – just prep for clinic!	--	IPA lab 2 due
9/12	1	Speech Sampling <i>In-Class Activity</i>	Shriberg 1997	Start your ICR! Complete case history	
9/17	2	Goal Writing <i>In-Class Activity</i>	Kamhi 2006	--	Pick Technique Talk & Research Review days
9/19	2	Baselining <i>In-Class Activity</i>	--	ICR assessment section	
9/24	3	Technique Talk 1 & 2 Clinic Check-In	Klein 1996 & Glaspey & Stoel-Gammon , 1997	--	Technique talk due dates are variable – please fill yours into the calendar
9/26	3	Technique Talk 3 & 4 Clinic Check-In	Barlow & Gierut , 2002 & Sabin & Ingram , 1991	ICR goals & begin baselines	
10/1	4	Technique Talk 5 & 6 Clinic Check-In	Akahane-Yamadah et al., 1996 & Cleave et al., 2015	Peer review is required	
10/3	4	Technique Talk 7 & 8 Clinic Check-In	Crosbie et al., 2005 & Kummer , 2011	Submit to CIs	Make sure you can access video for reflection 1
10/8	5	Technique Talk 9 & 10 Clinic Check-In	Camarata et al., 2006 & Tyler et al., 2003	Make ICR edits	
10/10	5	“How to” /r/ /s/ /k/ <i>In-Class Activity</i>	Bring tongue depressors, floss, penlights, breath mints, etc	Peer review is expected	
10/15	6	Disruptive Behaviors: Class Discussion	McKinney 2005	Submit to CIs	
10/17	6	Growth Mindset: Class Discussion & Pep Talk	---		Reflection 1 due
10/22	7	Organizing Your Session: Class Discussion	--	--	

10/24	7	Taking Data: Class Discussion	--	--	Pick Grand Rounds days
10/29	8	Research Reviews 11 & 12 Clinic Check-In	McLeod & Hewett, 2008 & Elbert et al., 1990	--	
10/31	8	Research Reviews 13 & 14 Clinic Check-In	Roberts & Kaiser, 2011 & Murray et al., 2014	--	
11/5	9	Research Reviews 15 & 16 Clinic Check-In	Cummings et al., 2019 & Maas & Farinella, 2012	--	
11/7	9	Research Reviews 17 & 18 Clinic Check-In	McCauley & Strand, 2008 & Sjole et al., 2016	--	
11/12	10	Grand Rounds (1-4)	Presentations	--	
11/14	10	Grand Rounds (5-8)	Presentations	--	
11/19	11	Grand Rounds (9-12)	Presentations	Start working on FCRs	Reflection 2 due
11/21	11	ASHA	ASHA	ASHA	ASHA
11/26	12	Grand Rounds (13-16)	Presentations	Peer review is required	
11/28	12	Thanksgiving	Thanksgiving	Thanksgiving	Thanksgiving
12/3	0	Grand Rounds (17-18)	Presentations	Submit FCR to CIs	
12/5	0	Course evaluations & LOA Potluck brunch	Computer lab/conference room		

#	Topic & Article	Presenter
1	Traditional Treatment Approaches Klein, 1996	
2	Scaffolding Scale of Stimulability Glaspey & Stoel-Gammon, 2007	
3	Contrast Approaches Barlow & Gierut, 2002	
4	Minimal Pairs Sabin & Ingram, 1991	
5	Speech Perception Training Akahane-Yamadah et al., 1996	
6	Broad Target Recasts Cleave et al., 2015	
7	Phonological Contrasts vs. Core Vocabulary Crosbie, Holm, & Dodd, 2005	
8	Treatment of SSD Secondary to Cleft Palate Kummer, 2011	
9	Targeting Intelligibility and Morphology Camarata, Yoder, & Camarata, 2006	
10	Alternating Attack Strategies Tyler et al., 2003	
11	Variability of Production McLeod & Hewett, 2008	
12	Generalization to Conversational Speech Elbert et al., 1990	
13	Meta-Analysis for Parent Implementation of TX Roberts & Kaiser, 2011	
14	Systematic Review for Childhood Apraxia of Speech (CAS) Murray, McCabe, & Ballard, 2014	
15	Word Lexicality & Dose Frequency Cummings et al., 2019	
16	Random vs. Blocked Practice (DTTC) Maas & Farinella, 2012	
17	Non Speech Oral Motor Exercises in CAS McCauley & Strand, 2008	
18	Biofeedback for Rhotic Generalizability Sjole et al., 2016	

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.

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/>

Mental Health and Counseling:

If you or a loved one are in crisis, please reach out. For immediate assistance, consider <https://www.crisistextline.org/>. For additional counseling support, Sacramento State offers counseling services through the WELL. Or just reach out to any of your instructors, and we can help you to find the resources you need.

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 228A Methods: Speech Disorders I

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: phonology, articulation disorders (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: 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: 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 articulation.
- 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 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: acoustic 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.