



# California State University, Sacramento

## Department of Communication Sciences and Disorders

### GRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Fall 2019	Course: CSAD 228C Methods: Speech Disorders III.	Section: 01
Meeting Days: Tuesdays	Meeting Times: 12:00-12:50 PM	Location: Folsom Hall 1051
Instructor: Dr. Lisa D'Angelo	Email: dangelo@csus.edu	Phone: 530-400-1970 text only, or emergencies
Office Location: Folsom Hall 2316	Office Hours/Appointments: Wednesdays 3:30-4:30, Thursdays 11:30-1:30 or by appointment	

#### Catalogue Course Description:

**CSAD 228C. Methods: Speech Disorders III. 1 Unit**

**Prerequisite(s):** [CSAD 218](#), [CSAD 228B](#); [CSAD 221](#) may be concurrent; instructor permission.

**Corequisite(s):** [CSAD 229C](#).

**Term Typically Offered:** Fall, Spring

Techniques and materials for assessing and treating clients with disordered speech secondary to developmental disabilities and syndromes, degenerative diseases or complex problems associated with English as a second language (ESL). Discussions of cases in the current caseload.

#### Place of Course in Program

The purpose of this graduate course is to introduce student clinicians to methods, materials, and procedures in use with children and adults who demonstrate multiple communication disorders, emphasizing speech disorders secondary to developmental disabilities, syndromes, degenerative disease, motor speech disorder, and those requiring augmentative and alternative communication. CSAD 229C is a co-requisite.

The goal of CSAD 228C is to assist students in building problem solving and critical thinking skills. Students are encouraged to be active participants and bring topics to discuss with the class. Topics may include, but are not limited to: challenges with clients, therapy techniques, assessment, etc. This class is primarily conducted in a seminar and discussion format.

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

## 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 228C SPECIFIC STUDENT LEARNING OUTCOMES:**

Upon completion of this course the student will be able to:

- 1) Students will discuss and identify major categories to be addressed in an interview
- 2) Students will demonstrate ability to use appropriate tools and techniques in assessing clients with multiple speech and/or language disorders
- 3) Students will design appropriate and effective measures to obtain an accurate baseline
- 4) Students will write professional reports with all pertinent case history information
- 5) Students will present data clearly and accurately in reports and other forms of written documentation and oral report
- 6) Students will develop specific, measurable, attainable, results oriented, time-bound goals
- 7) Students will describe and implement appropriate techniques to accurately measure and report treatment outcomes
- 8) Students will integrate goals into the client's functional daily living by providing home carryover activities
- 9) Students will involve caregivers in the therapy and/or home carryover process through participation in treatment planning, therapy, and planning of home carryover activities
- 10) Students will facilitate discussions and demonstrate critical thinking skills with other students through class presentations
- 11) Students will list and describe behavior management and reinforcement techniques
- 12) Students will discuss a variety of treatment activities
- 13) Students will identify and implement techniques to effectively communicate with other students, clinical instructors and other professionals
- 14) Students will identify and make appropriate referrals

Course Learning Outcome	Components Indicating Competence	Grades Received
1,4	Client Chart Review and Interview Question	
2,3,7	Assessment Plan	
12,11	Materials Presentation	
13	Weekly Self Reflection	
10,13	Attendance/Participation	
8,9,10,14	Community Resources Presentation	

## Textbooks and Materials:

None, however handouts and materials will be shared and uploaded to Canvas.

## Online Resources:

**Canvas:** This course is embedded into a Web Course format. You *must* have an active csus email and use CSUS's Canvas platform to access handouts, course assignments, class discussions and class email.

## Course Requirements/Components:

### Assignments

**Chart Review and Interview Questions:** Submit a brief outline of interview questions for your client(s). A grading rubric will be provided at least 1 week before the assignment due date.

**Assessment Plan:** Submit an outline of your planned assessment. This includes and what information you plan to obtain and how you will assess each given area. A grading rubric will be provided at least 1 week before the assignments due date.

**Client Summary Presentation:** A summary of your clients that states age, diagnosis, pertinent medical history, past and current intervention, assessment tools used, and goals.

**Community Resources Presentation:** This presentation will focus on a disability or organization. You will be asked to create a one page flyer.

**Materials Presentation:** The student will discuss a therapy material or assessment that they used during the semester.

**Weekly Self-Reflection:** Students will submit a reflection on a session of therapy each week (10 total). Focus will be on appreciating success/learning, and identifying areas for growth.

## Grading Policy:

Your grade will be based on the total points you achieve for the semester out of the total possible. Letter grades will be as follows:

95-100%.....A	90-94%.....A-	87-89%.....B+	83-86.....B
80-82%.....B-	77-79%.....C+	73-76%.....C	70-72%.....C-
67-69%.....D+	64-66%.....D	60-63%.....D-	Below 60%....F

Chart Review, Assessment Plan, Interview Questions	100 points
Community Resources Presentation	50 points
Materials Presentation	50 points
Weekly Self-Reflection	10x10 points=100
Attendance/Participation	50 points
Mock IEP participation/preparation	50 points

Letter grades are assigned according to the following scores

Points	%	Letter
380+	95-100	A
360-379	90-94	A-
348-359	87-89	B+
332-347	83-86	B
320-331	80-82	B-
308-319	77-79	C+
292-307	73-76	C
280-291	70-72	C-
268-279	67-69	D+
256-267	64-66	D
240-255	60-63	D-
239 and below	59 and below	F

## Course Policies/Procedures:

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. D’Angelo **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: Interactive 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.

\*\*Participation is required and all computers and phones will be closed during this meeting.

Assignments are due at the beginning of the class period. Late assignments will automatically drop your grade 10 points for each day it is late.

## TENTATIVE Course Schedule/Outline:

Please note: each class will have a seminar component in which students may discuss challenges or ask questions

<u>Week</u>	<u>Topic</u>	<u>Reminders/Due Dates</u>
1	Course overview, review syllabi Discussion: Chart Review and Interview Questions	
2	Discussion: Assessment Plan, Prep for Client Summary Discussion: Tests for different areas Discussion: Behavior Management and Reinforcement	Client Chart Review and interview questions due
3	Prepare client summaries Goal writing review and Baseline data Using Interpreters Cueing, Fading, Reinforcement	Clinic starts this week! Assessment Plan Due
4	Discussion: Clients and Initial Case Reports Goals writing, EBP	Bring goal plans/ideas
5	Students present Client Summaries from Chart Review	Client Summary Presentation Due  Reflection on Action report
6	Student present client summaries from Chart Review Discussion: Prompting and visual schedules	Reflection on Action report
7	Materials	Be prepared to discuss materials used, needed
8	Identify target Community Resources and Discussion: IEP, IFSP Roles, collaboration	Reflection on Action report
9	Discussion: IEP, IFSP roles, collaboration continued	Reflection on Action report
10	Students present Community Resources Presentation	Community Resources Handout Due Reflection on Action report
11	Students present Community Resources Presentation	Reflection on Action report
12	Discussion: Parent involvement and home carryover	Reflection on Action report
13	Guest speaker	Reflection on Action report
14	Discussion: Collecting Final Data and Review of semester with parent and reporting progress	Reflection on Action report
15	Mock IEP Dec 7	Reflection on Action for Mock IEP
16	Finals Week- No Class	

## 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 228C Methods: Speech Disorders III

### 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: 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.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: communication modalities, 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 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.
- 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.