



# California State University, Sacramento

## Department of Communication Sciences and Disorders

### GRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Fall 2019	Course: CSAD 242A Methods: Language Disorders I & Professional Writing - Field of Speech-Language Pathology & Audiology	Section: 01
Meeting Days: Monday/Wednesday	Meeting Times: 11:00-11:50 AM	Location: Folsom Hall 1051
Instructor: Dr. Heather Thompson	Email: heather.thompson@csus.edu	Phone: 916-278-6654
Office Location: Folsom Hall	Office Hours/Appointments: 12:00-1:30pm Monday/Wednesday, or by appointment	

#### Catalogue Course Description:

##### CSAD 242A.

**Methods: Language Disorders I & Professional Writing-Field of Speech-Language Pathology & Audiology. 2 Units**

**Prerequisite(s):** Admission to Graduate Program

**Corequisite(s):** [CSAD 243A](#)

**Term Typically Offered:** Fall, Spring

Methods, materials and procedures in language disorders with emphasis on working with children and adults with peripheral hearing loss or central auditory processing disorders (CAPD). Includes staffing and discussion of cases in the current caseload. Focus on professional writing in the field of Speech-Language Pathology through the development of treatment plan proposals, critical responses, and clinic reports.

#### Place of Course in Program

This course is generally taken by students in the first semester of the graduate program and is the methods class that accompanies the clinical course taken in the same semester.

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>	Y
<b>Communication:</b> <i>Communicate key knowledge with clarity and purpose both within the discipline and in broader contexts.</i>	Y
<b>Critical thinking/analysis:</b> <i>Demonstrate the ability to be creative, analytical, and critical thinkers.</i>	Y
<b>Information literacy:</b> <i>Demonstrate the ability to obtain, assess, and analyze information from a myriad of sources.</i>	Y
<b>Professionalism:</b> <i>Demonstrate an understanding of professional integrity.</i>	Y
<b>Intercultural/Global Perspectives:</b> <i>Demonstrate relevant knowledge and application of intercultural and/or global perspectives.</i>	Y

## Course Learning Outcomes:

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. The instructor will use a variety of activities and strategies that implement both quantitative and qualitative assessment measures to ensure maximizing students' opportunities to learn and to integrate information presented in this course. The quantitative and qualitative data from these measures will be triangulated to evaluate students' mastery of each learning outcome.

### **CSAD 242A SPECIFIC STUDENT LEARNING OUTCOMES:**

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

1. Understand the major research and/or professional conventions, practices, and methods of inquiry of the field of Speech-Language Pathology and Audiology.
2. Understand the major formats, genres, and styles of writing used in the field of Speech-Language Pathology.
3. Practice reading and writing within the field of Speech-Language Pathology and Audiology.
4. Produce written work that adheres to the appropriate format and is coherent and appropriate for the defined audience.
5. Practice reading and writing as a learning process that involves peer and instructor feedback, revision, critical reflection, and self-editing.
6. Edit to ensure documentation is free of errors in sentence structure, grammar, spelling, punctuation and capitalization.
7. Assess his/her own writing and develop strategies for addressing weaknesses.
8. Summarize test results, take into account the historical information and develop a written diagnostic statement that describes the speech/language/hearing problem(s) being addressed.
9. Demonstrate appropriate writing style by selecting the appropriate tone, sentence length, phrasing and use of professional terminology.
10. Clearly document the progress a client has made or lack thereof and include a discussion of the barriers to greater success/progress in the Final Case Report.
11. Write goals and objectives that address the area of need/baseline and are S.M.A.R.T (specific, measurable, attainable, results-oriented and timely.)
12. List and discuss principles of speech pathology assessment for auditory processing disorders, for hearing impaired clients, and for children with phonological disorders.
13. Locate and discuss the most useful testing tools to be used with clients with these disorders.
14. Discuss and be able to list the most important interview questions to be asked of clients and parents of children with hearing, auditory processing disorders and speech sound disorders.
15. Discuss the application of ethical principles and confidentiality (HIPAA) in the clinical setting.
16. Discuss and describe different approaches for the treatment of hearing, auditory processing and speech sound disorders. Compare, contrast and evaluate these approaches verbally and in writing.
17. List and describe principles and procedures of reinforcement.
18. Explain principles and procedures of generalization of treatment targets. Apply information to assigned clients in clinic.
19. Demonstrate critical thinking skills by critically evaluating assessment and treatment ideas presented by the instructor and by classmates for clients with a variety of hearing, auditory processing and speech sound disorders.
20. Discuss the techniques used in clinic to communicate assessment findings, prevention and/or treatment methods, and home programming, professionally with adult clients, child clients, and families.

Course Learning Outcome	Components Indicating Competence	Grades Received
1, 3, 4, 6, 7, 9	Homework	
1-11, 13, 16-20	Report Writing & Peer Review Process	
1-3, 5, 16, 19	Literature Review	
2-7, 9, 10, 13, 15-20	Reflection On Action Form and Paper	
1, 11-20	Case Presentation	
2-7, 9	Professional Letter	
8	Attendance and Participation	

## Textbooks and Materials:

1. Goldfarb, R & Serpanos, Y.C. (2020). Professional writing in speech-language pathology and audiology, 3<sup>rd</sup> edition ISBN13: 978-1-63550-013-4 (**G&S; Required text**)
2. Readings assigned for CSAD 228A and 229A

Additional Resources that may be of assistance to your clinical practice:

1. Bell, N. (1991). *Visualizing and Verbalizing: for Language Comprehension and Thinking*. San Luis Obispo, CA: Gander Educational Publishing. \*
2. Chermak, G.D. and Musiek, F.E. (1997). *Central Auditory Processing Disorders: New Perspectives*. San Diego, CA: Singular Publishing Group, Inc.\*
3. American Psychological Association (2009). *Publication Manual of the American Psychological Association, 6<sup>th</sup> Edition*. Washington, DC: American Psychological Association.
4. Geffner, D & Ross-Swain, D. (2007). *Auditory Processing Disorders: Assessment, Management and Treatment*. San Diego, CA: Plural Publishing Group, Inc.\*
5. Goldsworthy, C. (2010). *Linking the Strands of Literacy*. San Diego, CA: Plural Publishing Group, Inc.
6. Johnson, C. (2011). *Auditory Rehabilitation: A Contemporary Issues Approach*. Boston, MA: Pearson Education Inc.\*
7. APA formatting: <http://www.apastyle.org/>

## Online Resources:

Resources will be posted on Canvas, as indicated in the syllabus.

## Course Requirements/Components:

Most undergraduate classes have a lecture format, where the responsibility is primarily upon the instructor. However, the purpose of this methods course is 1) for students to dialogue with the instructor and with each other about working with clients and 2) to develop writing skills used for the field of speech-language pathology. Throughout the course there will be an emphasis on writing, critical thinking, problem-solving, and real-world application of theory and knowledge. Thus, although the instructor will occasionally lecture, the course is primarily a seminar format which is discussion-centered. Students are encouraged to bring questions to class to discuss with the whole group. These can be questions about clinic procedures, challenges with particular clients, and the process of writing in the field. The goal is that students be actively involved in the learning process, helping each other to

gain knowledge and experience in working with clients who have speech sound disorders, hearing and/or processing concerns. Verbal participation by the student is required.

## Grading Policy:

Your grade will be based upon the total # of points you achieve for the semester out of the total possible.

Source	Points	% of Grade
Homework	100	16%
Report Writing	225	38%
Peer Review	25	4%
Literature Review	60	10%
Reflection Paper	60	10%
Case Presentation	40	7%
Letter	40	7%
Attendance and Participation; Reflection On Action Form/Paper	50	8%
<b>Total Points</b>	<b>600</b>	<b>100%</b>

Letter grades are assigned according to the following scores:

Points	%	Letter
552+	92-100	A
540-551	90-91	A-
522-539	87-89	B+
498-521	83-86	B
480-497	80-82	B-
462-479	77-79	C+
438-461	73-76	C
420-437	70-72	C-
402-419	67-69	D+
384-401	64-66	D
360-383	60-63	D-
<359	<60	F

## Course Policies/Procedures:

**Attendance:** Attendance at scheduled events, such as this course, is a professional responsibility and obligation. Role will be taken each class session. You are allowed two unexcused absences. After the second absence, the instructor has the option of decreasing your grade by a ½ grade (e.g., from an A- to a B+) with each additional absence unless you have a note from a medical doctor. It is your responsibility to inform the methods instructor if you will be absent for a class session.

**Drop/Adds:** If you are enrolled in the corresponding practicum course (CSAD 243A), you are not allowed to drop this course without also dropping that course. Once you have accepted a client and a treatment session day and time, you are not allowed to drop CSAD 242A.

**Technology use in the classroom:** It is a course expectation that you will participate fully in class discussion and give your classmates and discussion your full and undivided attention. Laptops or other technological devices will not be permitted to be used during class time in order for you to be physically and mentally present in class. You are not

permitted to engage in therapy planning or complete other homework or clinical activities during class time. “Multitasking” will not be permitted.

Assignments for this class were developed as per the requirements for a graduate level intensive writing class. The purpose of the assignments is to allow you to improve in your writing ability across the semester and to foster your writing for a variety of purposes required for a practicing professional in the field of speech-language pathology. Please ensure that each assignment has the associated rubric turned in with the assignment. Failure to hand in the rubric with an assignment will result in a loss of 5% of the grade for the assignment.

## TENTATIVE Course Schedule/Outline:

Date	Topic/Class Content	Readings	Assignment/Activities
08/26	Introductions, review syllabus, assignments, client confidentiality	Read syllabus, clinic manual, G&S Ch 1	Review client files
08/28	Planning for the first CI conference, planning for the 1 <sup>st</sup> session	G&S Ch 4	Make a list of possible tests to use with Language 1 client <b>Homework #1 due.</b>
09/02	<b>Class not held – Labor Day</b>		
09/04	Assessment, interviews	Read G&S Ch 2	
09/09	Language testing, hearing screening	(AR) Reading #1	<b>Homework #2 due.</b>
09/11	Writing objectives & SOAPS, review interview questions	G&S Ch 5	<b>List of client interview questions for LI client due</b>
09/16	Baseline data collection	(AR) Reading #2 (AP) Geffner, Ch 7 (AP) Moore et al, 2011	Bring a list of errors to class.
09/18	Troubleshooting testing, starting intervention, report writing and sample report	G&S Ch 9	Record and transcribe language sample for MLU.
09/23	<b>Class not held – complete homework #3</b>		
09/25	Review of intervention for speech sound disorders, writing goals, first session updates, research paper	G&S Ch 3	<b>Homework #3 due. Complete steps 1-3 of the handout “How to establish baselines and develop goals”</b>
09/30	Writing a treatment plan; connecting baseline data to intervention methodology	G&S Ch 8	<b>Homework #4 due. Complete steps 4-5 of the handout “How to establish baselines and develop goals”</b>
10/02	Peer editing & review; Make revisions from peer editing after class.	Read Weiner, 1981	<b>First draft of ICR due for in-class peer review.</b>
10/07	Class discussion of intervention and clinic; Intervention for PA	Read Williams, 2004	<b>ICR due for grading.</b>
10/09	Class discussion of intervention and clinic; Language intervention	Read Tyler et al., 2003	Make ICR revisions based on instructor feedback.
10/14	Class discussion of intervention and clinic developing clinical portfolio	G&S Ch 4	<b>ICR due to CI.</b>
10/16	Class discussion of intervention and clinic; Intervention for AR and APD	G&S Ch 6; Read Crosbie, Holm & Dodd, 2005	<i>For clients starting 09/30/19 or later, ICR with peer review due in class.</i>

10/21	Writing progress in treatment and diagnostic summaries		<b>Make revisions to ICR following CI feedback</b>
10/23	Writing - professional letters		<b>Literature review Due.</b>
10/28	Peer editing and review		<b>First draft of FCR due for in-class peer review.</b> <i>Late start clients: ICR due to CI</i>
10/30	Class discussion - intervention		
11/04	End of semester procedures		<b>FCR due in-class.</b>
11/06		G&S Ch 7	Make final FCR revisions based on instructor feedback.
11/11	<b>No class- Campus Closed for Veteran's Day</b>		
11/13	Case presentations		<b>FCR due to CI.</b> <b>Professional Letter Due.</b>
11/18	Case presentations		<b>Reflection Paper Due.</b>
11/20	Case presentations		<b>Finalize paperwork in clinic.</b>
11/25	Case presentations		
11/27	Case presentations		
12/2	Case presentations		
12/4	Case presentations		

\*AR = Aural rehab, AP = auditory processing, PA= Phonological Disorders

# 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/>

The University Reading and Writing Center <http://www.csus.edu/writingcenter/>



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

## **CSAD 242A Methods: Language Disorders I Professional Writing-Field of Speech-Language Pathology Audiology**

### 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: hearing disorders (including the impact on speech and language 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, 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 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: 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.