



# California State University, Sacramento

## Department of Communication Sciences and Disorders

### GRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Spring 2020	Course: CSAD 228B Methods: Speech Disorders II	Section: 01
Meeting Days: Tuesdays	Meeting Times: 11:00 – 11:50AM	Location: Folsom 2206A
Instructor: Dr. Aishah Y. Patterson, CCC-SLP	Email: <a href="mailto:patterson@csus.edu">patterson@csus.edu</a>	Phone: 916-278-7341
Office Location: Folsom Hall 2316	Office Hours/Appointments: Tuesdays 12:00PM – 2:00PM / Thursdays 12:30PM – 1:30PM or by appointment	

#### Catalogue Course Description:

**CSAD 228B. Methods: Speech Disorders II.**

**1 Unit**

**Prerequisite(s):** [CSAD 123](#), [CSAD 127](#) or equivalents; [CSAD 228A](#), instructor permission.

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

**Term Typically Offered:** Fall, Spring

Techniques and materials for assessing and treating speech disorders emphasizing fluency and voice. Staffings and discussion of cases in the current caseload.

#### Place of Course in Program

CSAD 228B is taken during the 2<sup>nd</sup> semester of the M.S. degree program for fall starts and during the 3<sup>rd</sup> semester for spring start students.

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:

### 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 228B SPECIFIC STUDENT LEARNING OUTCOMES:

1. Identify and discuss aspects of preventing, assessing, identifying, and treating of voice and fluency disorders.
2. Reflect on ability to design, plan and carry out assessments using:
  - a. standardized tests
  - b. informal measures and observations
  - c. interviews and conferences
  - d. review of client files
  - e. acoustic, physiologic, and perceptual measures (e.g., VisiPitch) predominantly in the content areas of voice and fluency.
3. Demonstrate the ability to appropriately interpret and apply assessment information to the identification of voice and fluency disorders and design a treatment program. This program should be sequenced hierarchically and discussed in a behavioral objective format (including short- and long-term goals and treatment methods/procedures).
4. Create pertinent and appropriate case history questions and discuss interview techniques.
5. Discuss client cases and all aspects of client assessment and treatment in a proactive, compassionate manner.
6. Participate in group discussions that support efficient and effective treatment plan implementation for voice and fluency clients on the current caseload.
7. Discuss and evaluate effective ways to structure and organize session data tracking.
8. Discuss and evaluate the accuracy and clarity of written documentation that supports the CSAD 229B clinic (i.e., Initial and Final Case Reports).
9. Use professional behavior with clients, caregivers, and clinical instructors.

Course Learning Outcome	Components Indicating Competence	Grades Received
1 & 2	Chart Review, Class Participation/Discussion, Voice Lab Protocol, Online Voice Module, Online Fluency Module, Reflection-on-Action Assignments	

3	Chart Review, Class Participation/Discussion, Online Voice Module, Online Fluency Module, Reflection-on-Action Assignments	
4	Pre-Test, Chart Review, Interview Question Development, Class Participation/Discussion	
5, 6, 7, 8, 9	Pre-Test, Class Participation/Discussion, Online Voice Module, Online Fluency Module, Reflection-on-Action Assignments	

### Textbooks and Materials:

The following texts are **recommended** and have been made available in the clinic library, accessible via consultation with the Clinical Instructor:

- Adler, R. K., Hirsch, S., & Pickering, J. (2019). *Voice and Communication Therapy for the Transgender/Gender Diverse Client: A Comprehensive Clinical Guide* (3<sup>rd</sup> ed.). San Diego, CA: Plural Publishing, Inc ISBN: 1944883304
- Boone, Daniel (2019). Boone, D. R., McFarlane, S. C., Von Berg, S. L., & Zraick R. I. (2019). *The Voice and Voice Therapy* (10th ed.). Boston, MA: Pearson Education, Inc. ISBN: 0134893654 (**\*CSAD 123 Text also available via CSAD 123 Course Library Reserves**)
- Guitar, B. (2019). *Stuttering: An integrated approach to its nature and treatment* (5<sup>th</sup> ed.). Philadelphia, PA: Wolters Kluwer ISBN: 1496346122 (**\*CSAD 123 Text also available via CSAD 123 Course Library Reserves**)
- Olszewski, A., Sullivan, S., & Cabral, A. (2019). *Here's How to Teach Voice and Communication Skills to Transgender Women*. San Diego, CA: Plural Publishing, Inc ISBN: 1635500656
- Shipley, K.G. & McAfee, J.G. (2015). *Assessment in speech-language pathology: A resource manual* (5<sup>th</sup> ed.). Boston, MA: Cengage Learning ISBN: 978-1285198057

### Online Resources:

<http://canvas.csus.edu/>

This course is paired with Canvas, an online learning resource. Students are required to log onto <https://my.csus.edu/> (accessible from any computer with an internet connection and up-to-date web browser) **regularly** to access posted course materials, resources, announcements and grades. Additional assistance with Canvas is available through Information Resources & Technology (IRT) at:

<https://www.csus.edu/information-resources-technology/get-support-consultation/service-desk.html>.

In person support is available at the AIRC, Rm 2005 (Monday – Friday, 8:00am – 5:00pm). Need help? Phone (916) 278-7337 or email [servicedesk@csus.edu](mailto:servicedesk@csus.edu).

## Course Requirements/Components:

Participation in this course will minimally require active participation in all small and large group discussions of client cases, development of an initial case summary (file review) and case history/interview questions, completion of Voice Lab protocols, and a Reflection-On-Action recorded therapy session presented to the class during Grand Rounds. Students will also complete an online pre-test by the first day of class, in addition to two online modules covering voice and fluency prior to the start of clinic.

## Grading Policy:

CSAD 228B is associated with a total of 100 points. Each student will begin the semester with 100 points (A). Point deductions will occur on the following schedule:

1. Missing class 5-point deduction
2. Tardiness 2.5-point deduction
3. Missing assignment 5-point deduction
4. Non-participation in class discussions and demonstrations 5-point deduction
5. Repeated inappropriate or unprofessional behavior 5-point deduction
6. Online pre-test and modules are to be completed with 83% accuracy or above by posted deadlines. Modules **may be repeated** and are to be completed **independently**. Modules completed after the deadline (or with less than 83% accuracy by the deadline) will incur a 10-point deduction.

**Excused absences for emergencies require documentation. All other absences will be considered unexcused. Students are permitted one (1) unexcused absence for the term. Each additional unexcused absence will result in a drop of the final grade by ½ letter grade (e.g., A- to B+).**

**Class comments and discourse should be constructive and respectful – of each other, clients, and clinical personnel at all times. Inappropriate or unprofessional behavior will be provided a warning (addressed individually or to the class as a whole). Continued inappropriate or unprofessional behaviors will result in point deductions per associated incident.**

Letter grades are assigned according to the following points:

Points / %	Letter
100 – 93	A
92 – 90	A-
89 – 87	B+
86 – 83	B
82 – 80	B-
79 – 77	C+
76 – 73	C
72 – 70	C-
69 – 67	D+
66 – 63	D
62 – 60	D-
≤ 59	F

## Course Policies/Procedures:

CSAD 228B meets on Tuesdays from 11:00am – 11:50am in Folsom Hall (FLS), 2206A Speech Lab. Meetings will consist of small and large group discussions, in and out of class assignments, student demonstrations of therapeutic techniques and clinical information, and invited speakers (to be arranged).

### Office Hours:

Office hours are established weekly (hours TBD), beginning on the first day of classes (1/21/20) and running until the last day of classes (5/8/20). On the rare occasion that regular office hours need to be cancelled or rescheduled, an announcement will be posted on Canvas. If students are **unable** to attend regular office hours (Folsom Hall, 2404B), they are welcome to email the instructor to set up a separate appointment time for an *in-person* meeting or meeting via *virtual office hours*. The instructor will respond to the email to confirm the appointment day and time. If the student is unable to keep the scheduled appointment time, a courtesy email is requested to cancel and/or reschedule the appointment.

### Student Responsibilities:

**Attendance:** Student clinicians are responsible for attending all class meetings. **Attendance is mandatory.** Each missed class session will result in a 5-point deduction. Attendance will be taken each class session where students will be required to sign-in at the start of class. Class tardiness will result in a 2.5-point deduction. Students are permitted one (1) absence during the term (excused or unexcused) without incurring point deductions.

**Professionalism:** Participation in class discussions should be conducted in a professional manner. At a minimum, student clinicians must maintain a level of respectful, courteous behavior expected of a professional in the field of speech-language pathology.

**Participation:** Student clinicians are expected to actively participate in all discussions. **Participation is mandatory.** The online pre-test and modules are intended to assess **individual** student knowledge and learning.

## TENTATIVE Course Schedule/Outline:

Weeks/Session Dates	Topic/Class Content	Assignment/Activities	Readings
		<p>Students are expected to review pre-requisite course material in the areas of voice and fluency to be appropriately prepared for the first week of class.</p> <p><b>Complete Online Pre-Test with 83% accuracy or above by: 11:59pm 1/21/20</b></p>	<p><i>Guitar (2019)</i> Chapter 1: Introduction to Stuttering Chapter 2: Primary Etiological Factors in Stuttering</p> <p><i>Boone (2019)</i> Chapter 1: An Introduction to Voice Disorders and Their Management Chapter 2: Normal Voice: Anatomy and Physiology Throughout the Lifespan</p>

<p>WEEK #1 1/21/20</p>	<p><b>Lecture:</b> Foundations of voice and fluency disorders and differences, including: etiological, anatomical, physiological, acoustic, psychological, linguistic, developmental &amp; cultural characteristics</p> <p>Overview of course requirements</p> <p>Discussion of clinical assignments</p>	<p>Contact CIs during Week 1 to set-up initial and weekly appointments:</p> <p>Sean Green <a href="mailto:sean.green@csus.edu">sean.green@csus.edu</a> Ragna Thordardottir <a href="mailto:ragna.thordardottir@csus.edu">ragna.thordardottir@csus.edu</a> Tracy Stage <a href="mailto:tracy.stage@csus.edu">tracy.stage@csus.edu</a></p> <p>Assign: File Review Client Case Descriptions - <b>succinct</b> client descriptions should include: demographic info; disorder; treatment history; proposed treatment plan.</p>	<p>Current Student Clinic Handbook</p> <p>Students should begin file reviews immediately following clinical assignments during Week 1</p>
<p>WEEK #2 1/28/20</p>	<p><b>Lecture:</b> Continuation of foundations of voice and fluency disorders.</p> <p><b>Voice Lab Protocol</b> Acoustic, Physiologic, &amp; Perceptual Measures</p> <p><b>Discussion Topic -</b> Case Hx - child vs adult, interviewing techniques, and information gathering</p>	<p>Complete: <i>Student Clinician Self-Reflection</i></p> <p><b>Due:</b> Client Case Descriptions 1/28/20</p> <p><b>Complete Online Voice Lab with 83% accuracy or above by: 11:59pm 1/31/20</b></p>	<p>Canvas resources - Obtaining and Evaluating Pre-Assessment Information</p>
<p>WEEK #3 2/4/20</p>	<p><b>Lecture:</b> Prevention of Voice and Fluency Disorders</p> <p><b>Discussion Topic -</b> Assessment and identification in Voice <i>behavioral observation, auditory-perceptual rating, acoustic analysis (F<sub>0</sub>)</i></p> <p>Assessment and identification in Fluency <i>stuttering-like disfluencies, rate, secondary characteristics, feelings/attitudes, speech sample</i></p>	<p>In-class review and practice with voice and fluency measures (formal and informal)</p> <p>Student lead practice using appropriate voice and fluency protocols and questionnaires</p> <p><b>Complete Online Fluency Lab with 83% accuracy or above by: 11:59pm 2/7/20</b></p>	<p>Canvas resources - Assessment in Voice and Fluency</p> <p><b><i>Clinic Begins 2/3/20</i></b></p>
<p>WEEK #4 2/11/20</p>	<p><b>Discussion Topic -</b> Assessment in Voice and Fluency continued</p>	<p>In-class practice with formal and informal assessment measures</p>	<p>Canvas resources - Assessment in Voice and Fluency</p>

WEEK #5 2/18/20	<b>Discussion Topic -</b> Results interpretation, reporting, and goal writing	In-class practice with measurable goal writing; evaluation of unmeasurable goals	Canvas resources - Selecting Tx Targets; Writing Measurable Goals
WEEK #6 2/25/20	<b>Discussion Topic -</b> Results interpretation, reporting, and goal writing continued	In-class practice with selecting appropriate reinforcement specific to disorder, client motivation, age, and additional relevant factors	Canvas resources - reinforcement and controlling undesirable behaviors
WEEK #7 3/3/20	<b>Discussion Topic -</b> Counseling tips for voice and fluency client	Student lead practice using appropriate counseling techniques for various client needs	Canvas resources - counseling in speech-language pathology
WEEKS #8 - #10 3/10/20 3/17/20 3/24/20	<b>Grand Rounds - Student Cases and Clinical Problem Solving</b>	As a group, discuss, problem solve, and generate additional solutions for reported clinical challenges <i>Presenting clinicians submit completed Reflection-On-Action</i>	Utilize Reflection-On-Action Form (pg. 1 only for student observers; pgs. 1-2 for presenting clinician)
WEEK #11 3/31/20	<b>Spring Recess</b>	<b>No Class</b>	
WEEKS #12 - #15 4/7/20 4/14/20 4/21/20 4/28/20	<b>Grand Rounds - Student Cases and Clinical Problem Solving</b>	As a group, discuss, problem solve, and generate additional solutions for reported clinical challenges <i>Presenting clinicians submit completed Reflection-On-Action</i>	Utilize Reflection-On-Action Form (pg. 1 only for student observers; pgs. 1-2 for presenting clinician)  <i>Clinic Ends 5/1/20</i>
WEEK #16 5/5/20	2 <sup>nd</sup> Semester Grad Student Course Evaluations	Students report to FLS 2307 Clinician Lab	<b><i>Last Day of Classes</i></b> <b><i>5/8/20</i></b>

# 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.

## Sacramento 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 Sacramento State's Academic Honesty Policy & Procedures at the following website:

<http://www.csus.edu/umannual/student/stu-0100.htm>

**Definitions:** At Sacramento 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 Sacramento 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, shall be reported to the Office of Student Conduct, Division of Student Affairs.

## Understand When You May Drop This Course:

It is the student's responsibility to understand when he/she needs to consider disenrolling from a course. Refer to the Sacramento 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).

California State University (CSU) policy prohibits discrimination on the basis of age, disability (physical and mental), gender (or sex), gender identity (including transgender), gender expression, genetic information, marital status, medical condition, nationality, race or ethnicity (including color or ancestry), religion (or religious creed), sexual orientation,



sex stereotype, and veteran or military status. California State University prohibits all forms of discrimination, harassment (including harassment, sexual misconduct, dating and domestic violence, and stalking) and retaliation. The University Policy Manual is available at <http://csus.edu/umannual/>.

### 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 228B Methods: Speech Disorders II

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

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: fluency 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: voice and resonance 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: 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 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 social aspects of communication (e.g., behavioral and social skills affecting communication).

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

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

## Standard IV-F: Research

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

## Standard V-A: Oral and Written Communication

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

## Standard IV-B: Basic Human Communication Processes

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