



California State University, Sacramento

Department of Communication Sciences and Disorders

## GRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Spring 2020	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
Instructor: Tonia Davis, PhD, CCC-SLP	Email: tonia.davis@csus.edu	Phone: 916-278-6679
Office Location: Folsom Hall 2204D	Office Hours/Appointments: Tuesdays 10am-12pm, Fridays 11am-12pm, and 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
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## 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:

#### **Reading and Writing Outcomes:**

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.)

#### **Clinical Methods Outcomes:**

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	Rapid Research Review & Literature Review	
2-7, 9, 10, 13, 15-20	Reflection On Action 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
2. Readings as posted on Canvas.

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/>

## 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
Professional Conduct Quizzes	10	
Homework	5 x 20	
Report Writing	2 x 100	
Peer Review	2 x 20	
Rapid Research Review & Presentation	100	
Literature Review	50	
Professional Letter	50	
Case Presentation	50	
Reflection Paper	50	
Attendance	50	
Professional Conduct	50	
<b>Total Points</b>	<b>750</b>	

Each assignment is explained in brief below:

- Professional conduct quizzes are due on the first day of the course. They are open-book and are to be completed independently.
- Homework assignments: Three homework assignments come from the assigned reading, while two homework assignments are related to language sampling.
- Report writing: The Initial Case Report and the Final Case Report undergo multiple levels of editing prior to being finalized in the CSAD 243A Clinic. The FCR is typically approximately 10 pages in length.
- Peer review: Careful, considerate, and constructive peer review is required for the ICR and the FCR. The quality of your peer review will be reviewed.
- Rapid research review: a one-page handout covering the material in an assigned research article.
- Literature review: a 5-6 page review of the research evidence in support of an intervention of your choice.
- Professional letter: a one-page letter referring a patient or requesting additional information.
- Case presentation: a 6-minute oral presentation using video of your client, plus a one-page summary of your FCR (deidentified)
- Reflection paper: a 5-6 page paper using at least three videos from throughout the semester, reflecting on both macro and micro levels of your performance in CSAD 243A Clinic.
- Attendance: Attendance is imperative in this seminar. You have one unexcused absence. All other absences are subject to the instructor's discretion. Each absence will cost -5 points/day. Tardiness will be considered

failure to attend class.

- Professional conduct: 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. Failure to complete assignments in Dr. Gaeta's lectures (aural rehabilitation) will be counted against professional conduct.

Letter grades are assigned according to the following scores:

%	Letter
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-
<60	F

Please note that students will be required to retake the course if they receive a final grade below an 83%.

## 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**

Please make every attempt possible to refrain from using electronic devices in class, even to access the material. It is very noticeable when students are checking email or working on other assignments during class. There are no exams in this class – you do not need to type throughout the class period.

Recording is absolutely not allowed at any time during this course due to the discussion of client confidential information. Any student found to be recording during class time will be immediately referred to the Office of Student Conduct.

### **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.<sup>1</sup>*

### **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.

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<sup>1</sup> <https://www.asha.org/code-of-ethics/>

## TENTATIVE Course Schedule/Outline:

Date	Topic/Class Content	Readings	Assignment/Activities	Report Writing
Week 1 1/22	Introductions Review Syllabus Clinic Policies ASHA Ethics & HIPAA		<b>Complete MJR and ASHA Quizzes <i>prior</i> to arrival in class (10)</b> Come to class prepared to briefly introduce your client	
Week 2 1/27	Professional Conduct: CI Meetings & Interviewing Procedures	Goldfarb Chapters 1-2	None	
1/29	Formal Assessment: Identification and Administration Procedures	Continue reading Goldfarb Chapters 1-2		
Week 3 2/3	<i>First week of clinic</i> Language Sampling: Procedural Options		<b>Goldfarb Exercises Chapters 1-2 due (HW 1) (20)</b>	
2/5	Language Sample Analysis: Options for Analysis		<b>Assessment Plan due (HW 2) (20)</b>	
Week 4 2/10	Introduction to Report Writing: The Initial Case Report Case History	Goldfarb Chapters 4 & 8		
2/12	Report Writing: Writing the Assessment Report	Continue reading Goldfarb Chapters 4 & 8		
Week 5 2/17	Language Sample Analysis: <i>Kelly Dodge, MS, CCC-SLP</i> SALT Workshop		<b>Transcribed Language Sample due at beginning of class (HW 3) (20)</b>	
2/19	Report Writing: S.M.A.R.T. Goals		<b>Goldfarb Exercises Chapter 8 due (HW 4) (20) Initial goals due at beginning of class (HW 5) (20)</b>	
Week 6 2/24	Report Writing: Treatment Planning			<b>First draft of ICR due for peer review (x2 hard copies)</b>
2/26	<i>Research Rapid Review:</i> Language Assessment	Guo 2019 Blything 2019 Oetting 2019		<b>Complete peer review x2 peers</b> Make revisions based on peer feedback

Week 7 3/2	<i>Research Rapid Review:</i> Aural Rehabilitation	TBD		<b>ICR due to instructor for grading (100)</b>
3/4	<i>Research Rapid Review:</i> Grammar Interventions Introduce literature review assignment	Smith-Lock 2013 Tyler 2003		Make ICR revisions based on instructor feedback
Week 8 3/9	<i>Research Rapid Review:</i> Word Learning	Storkel 2019 Hadley 2019		<b>ICR due to CI</b>
3/11	<i>Research Rapid Review:</i> Narrative Interventions	Petersen 2018 Joffe 2019 Glissen 2019		
Week 9 3/16	<i>Research Rapid Review:</i> Conversational Language	Cleave 2015 Dawes 2019 Friedman 2019		<b>Make revisions to ICR following CI feedback</b>
3/18	<i>Research Rapid Review:</i> Supporting Clients Therapeutic Alliance	Rutherford 2019 Vismara 2009		
Week 10 3/23	Student topics TBD			
3/25	Student topics TBD		<b>Literature review due (50)</b>	
<b>Spring Break 2020</b>				
Week 11 4/6	Report writing: Prognosis, Referrals & Recommendations Introduce professional letter assignment	Goldfarb Chapter 9		
4/8	Student topics TBD			<b>First draft FCR due for peer review x2 hard copies</b>
Week 12 4/13	Student topics TBD			<b>Complete peer review x2 peers</b> Make revisions based on peer feedback
4/15	Student topics TBD		<b>Professional letter due (50)</b>	<b>FCR due to instructor for grading (100)</b>
Week 13 4/20	Case presentations			Make FCR revisions based on instructor feedback
Week 13 4/22	Case presentations			<b>FCR due to CI</b>
Week 14 4/27	Case presentations			
Week 14 4/29	Case presentations			<b>Make revisions to FCR following CI feedback</b>
Finals Week	No class		<b>Reflection paper due (50)</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.

## 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.