



Figure 1: Sacramento State Flame

California State University, Sacramento

Department of Communication Sciences and Disorders

UNDERGRADUATE SYLLABUS & COURSE OUTLINE

Table 1: Class Information

Class Information:		
Semester/Year: Fall 2020	Course: CSAD 147 Assessment Procedures	Section: 01
Meeting Days: Monday/Wednesday/Friday	Meeting Times: 8:00-8:50 AM	Location: Virtual Format – Zoom
Instructor: Dr. Heather Thompson, CCC-SLP	Email: heather.thompson@csus.edu	Phone: 916-278-6654 (office)
Office Location: Folsom Hall 2316 Off campus for Fall 2020	Office Hours/Appointments: 12:00-1:30pm Monday/Wednesday, or by appointment	

Catalogue Course Description:

CSAD 147. Assessment Procedures. 3 Units

Prerequisite(s): [CSAD 125](#), [CSAD 126](#), [CSAD 145](#), [PSYC 2](#), [STAT 1](#), [CHDV 30](#), and [DEAF 51](#).

Term Typically Offered: Fall

Current principles, methods and materials used by the speech-language pathologist to assess communication disorders are presented. Issues related to a model of assessment, informal and formal testing, dynamic assessment, interview techniques, administration, scoring and interpretation of test results, report writing and related issues will be discussed.

Place of Course in Program:

This course is generally taken by students in the fall semester of the senior year of the undergraduate program or second bachelor's of science in Communication Sciences and Disorders.

Table 2: Sacramento State Baccalaureate Learning Goals for the 21st Century (BLG)

Sacramento State Baccalaureate Learning Goals for the 21st Century (BLG)	Addressed by this course (Y/N)
Competence in the Disciplines: <i>The ability to demonstrate the competencies and values listed below in at least one major field of study and to demonstrate informed understandings of other fields, drawing on the knowledge and skills of disciplines outside the major.</i>	Y
Knowledge of Human Cultures and the Physical and Natural World <i>through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts. Focused by engagement with big questions, contemporary and enduring.</i>	Y

Sacramento State Baccalaureate Learning Goals for the 21st Century (BLG)	Addressed by this course (Y/N)
Intellectual and Practical Skills, including: <i>inquiry and analysis, critical, philosophical, and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving, practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.</i>	Y
Personal and Social Responsibility, including: <i>civic knowledge and engagement—local and global, intercultural knowledge and competence*, ethical reasoning and action, foundations and skills for lifelong learning anchored through active involvement with diverse communities and real-world challenges</i>	Y
Integrative Learning**, Including: <i>synthesis and advanced accomplishment across general and specialized studies</i>	Y

Course Learning Outcomes:

Mastery of each student-learning outcome listed below is indicated by a grade of C 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 C. 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 147 SPECIFIC STUDENT LEARNING OUTCOMES:

1. Discuss, verbally and/or in writing, ASHA's Code of Ethics and the principle of confidentiality as those concepts apply to assessment.
2. Discuss and describe the importance of causation and contributing factors to a speech/language diagnosis.
3. Explain common psychometric terms relevant to assessment and use those terms in classroom discussion and reports.
4. Discuss the importance of culture on assessment and the modifications that might need to be made to achieve a valid and reliable assessment.
5. State verbally and in writing the eligibility criteria and timelines used for assessing and qualifying children for services in the California Public School System.
6. Select and write salient interview questions given a case history.
7. Discuss the pros and cons of using a standardized testing/assessment instrument vs. non-standardized assessment measures.
8. Describe procedures for completing an oral mechanism exam and collecting a speech-language sample.
9. Review an assessment manual and, in writing, discuss what the assessment tool is designed to assess, provide a discussion of the reliability and validity of the assessment tool, and describe the normative pool on which the test was standardized.
10. Review test results and determine whether or not treatment is indicated.
11. Use the assessment data to design a treatment plan, including treatment goals and objectives, using curriculum-relevant language when writing these goals/objectives.
12. Demonstrate the ability to write assessment summaries given assessment results.
13. Discuss, verbally and in writing, how to present assessment results to the client and/or caregivers as well as the principles behind such a presentation.
14. Explain procedures for the assessment of a variety of disorders including speech sound disorder, language impairment, selective mutism, autism spectrum disorder/social communication disorder, augmentative and

alternative communication, voice, fluency, acquired neurogenic disorder, genetic syndromes, dysphagia/pediatric feeding.

15. Establish and evaluate treatment outcomes in response to intervention for clinical trials and intervention programs.

Table 3: Course Learning Outcomes, Components, and Grades Received

Course Learning Outcome	Components Indicating Competence	Grades Received
1	Quiz 1; Exam 1	
2	Assignment #1; Quiz 1	
3	Assignment #1; Quiz 1; Exam 1	
4	Quiz 1; Exam 1; Assignment #2	
5	Assignment #1; Quiz #2	
6	Assignment #1; Quiz #2	
7	Quiz #3, Exam #1, Assignment #2	
8	Quiz #3, Exam #1	
9	Assignment #3, Exam #2	
10	Assignment #2, Exam #1, Quiz #4	
11	Assignment #4, Exam #2,	
12	Exam #4, Assignment #8	
13	Exam #1, Assignment #2, Quiz #4	
14	All exams, assignments	
15	Exam #1	

Textbooks and Materials:

Shipley, K. G. and McAfee, J. (2021) *Assessment in Speech-Language Pathology: A Resource Manual, 6th edition*, San Diego, CA: Thompson-Delmar-Singular Publishing Group, Inc. San Diego, CA. ISBN: 978-1-63550-204-6.

SimuCase Software: As part of this class, SimuCase software will be used. Students can access a SimuCase account at www.SimuCase.com. Subscriptions are available for 1 semester or 1 year, with pricing available on the website. A discounted subscription is available as part of the class, with information to be posted via flyer on canvas. So that grades can be imported, it is important that you use your Sac State email address when signing up for an account. Students who use a personal account to sign up for the account will need to modify account settings after signing up for Simucase to use a CSUS email address.

Online Resources: Information will be provided on Canvas.

Course Requirements/Components:

Students will be required to watch course videos, participate in class discussions, complete SimuCase case assignments, and complete quizzes and exams. Students will be required to read all assigned readings as well as study the reading materials intently and learn through discussion that takes place. Questions for quizzes and exams will come from readings, lectures, SimuCase assignments, and discussion and will assess a student's ability to understand concepts and be able to apply concepts presented in class. Focus questions will be provided to give examples of types of concepts to be evaluated, but are in no way intended to be an exhaustive list of all concepts to be assessed. Students must study well beyond the information provided on the list of focus questions to achieve high grades on quizzes, exams, and assignments.

CSAD 147: Assessment Procedures is a challenging class. Concepts must be studied and learned over time. SimuCase cases have been chosen to help students learn concepts of assessment. However, students must also be actively engaged in the process of learning and take responsibility for the material covered. Students are encouraged to read assigned materials, ask questions in canvas or in the Zoom chats, and attend office hours if they have questions after reviewing assigned materials.

Grading Policy:

Students will have the opportunity to earn points towards their grade through assignments, exams and class participation.

Table 4: Course Requirements and Grade Distribution

Source	Points	% of Grade
Exams 1-4	50 points each x 4 exams = 200 points	50%
Quizzes	4 quizzes x 10 points = 40 points	10%
Simucase Assignments	8 assignments x 10 points each = 80 points	20%
Debrief Discussion Participation	8 debriefs x 10 points each = 80 points	20%
Total	400	100%

Letter grades are assigned according to the following scores:

Table 5: Points, Percentages and Letter Grades

Points	%	Letter
368	92-100	A
360-367	90-91	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-
<240	<60	F

Course Policies/Procedures:

- Attendance:** While much of the material for this class can be completed at the student's preferred pace, professional attendance is required for Zoom meetings. Students are encouraged to attend all scheduled Zoom meetings and to take advantage of every opportunity for learning within the context of the class. Your grade will not be reduced if you are sick and unable to attend synchronous lectures. However, you are encouraged to attend.
- Students are responsible for all materials covered in their absence.** Materials for this course will be posted on Canvas. Students are responsible for accessing and locating materials and downloading appropriate resources to learn the material for this class. Internet access is required. As within a given week, course materials may be completed at the students' leisure.
- Class meetings, participation and "Netiquette":** It is expected that students will complete all readings prior to class. Teaching strategies will include lecture posted videos and functional assignments composed of clinical simulation. Active listening, critical thinking, and discussion (through Zoom or discussion posts) are expected in this course. Students are

strongly encouraged to take notes by hand to aid in the retention of knowledge. Grades for this class are earned. Students are not permitted to email the instructor with requests to “bump up” a grade.

4. **Technology use:** It is a course expectation that students will participate fully in class discussion and give classmates and discussion full and undivided attention. Students are not permitted to engage in other homework or extracurricular activities during class time. “Multitasking” will not be permitted. Please silence your cellphone to avoid distractions during class time.
5. **Recording:** To facilitate students’ learning (practice in note-taking) and out of respect for fellow classmates (to allow all students to feel comfortable actively participating in class discussion), students are not permitted to audio or video record lectures. If students require an accommodation and additional support in note-taking, please see the instructor.
6. **Exams:** Examinations will be posted in Canvas and must be completed during the scheduled timeframe. There will be four midterm exams. Examinations will be based on class lectures, assigned readings, class activities/homework, and discussions. Exams may be composed of multiple choice, true/false, matching and/or short answer questions. Information about study guides is presented below. In the case of a documented medical emergency prior to the midterm, the student will be required to notify the instructor in advance of the exam and provide documentation of the illness/injury or emergency. Make-up exams will be scheduled during dead week and may be essay format. Students who fail to complete one or more of the exams by the last day of the final exam period may receive a “0” on their exam(s) as per instructor discretion.

I (We) understand that taking exams during the *regular* class period can be restrictive and does not address the myriad of environments students are taking their exams in. To address this specifically, the “*availability*” of exams will be across a period of 3 days (72 hours). The time to take the exam, once students begin, will remain consistent with the class period time (i.e., 75mins). Students, however, have the flexibility to take their exam **at any time during the availability period**. For example, if a student’s home environment and availability best correspond to 11:30pm on a Wednesday or 6:00am on Friday, the student will be able to control for this.

Please note that each student remains individually responsible for being aware of their exam dates and times posted in the course syllabus.

Online exams via Canvas: Quizzes are to be completed **independently**, though students may utilize their individual notes and texts. It is expected that students will maintain all aspects of academic integrity.

7. **Study Guides:** Each semester, students request a study guide. Focus questions have been provided to guide students’ ability to think critically about a given topic, but these questions are in no way an exhaustive list of all material to be studied. Due to the fact that the course material is not conducive to simply memorizing terms and definitions (but rather applying concepts learned throughout other aspects of the speech-language pathology and audiology program), students are encouraged to develop their own personal study guide for this class to best support their learning. Students may wish to develop charts to compare/contrast key terms, and are encouraged to pay close attention to being able to describe relationships between etiologies of different disorders and make decisions about assessments given case scenarios. Students are encouraged to always keep in mind that critical thinking is a key component to assessment and a given case scenario can have many different correct answers.
8. **Assignments:** Eight assignments will be due throughout the semester to support the application of concepts presented through class and reading materials. Assignments must be submitted via the SimuCase software and are due prior to class on the debrief day as per the syllabus. Emailed assignments will not be accepted. Late assignments will be reduced by 20% per day and the late penalty will be applied at the time the assignment is received by the instructor.
9. **Course Evaluations:** This class was developed and reworked over several months and is continually modified with the aim to promote student learning and to promote knowledgeable students’ entry into graduate programs. At the completion of the course, each student is expected to comment on the nature of this course. This procedure allows the instructor to modify segments of the course in order to make it more applicable to future students’ educational and

professional growth. A link has also been posted in Canvas so that students have the ability to give anonymous feedback regarding the course, and this year, specifically related to remote instruction. Students are encouraged to use this modality as a direct and appropriate means of voicing concerns. Your voice matters.

10. **Health & Safety Information:** If you are sick, stay home and do not attend class. Notify your instructor. Please self-diagnose if you are experiencing any COVID- like symptoms (fever, cough, sore throat, muscle aches, loss of smell or taste, nausea, diarrhea, or headache) or have had exposure to someone who has tested positive for COVID contact Student Health & Counseling Services (SHCS) at 916-278-6461 to receive guidance and/or medical care. You are asked to report any possible COVID related illnesses/exposures to SHCS via this link COVID-19 Illness/Exposure Report Form: <https://sacstateshcs.wufoo.com/forms/covid19-illnessexposure-report/> Expect a call from SHCS within 24 hours. The CDC provides a good source of information regarding COVID-19 and a way to self-check symptoms: <https://www.cdc.gov/coronavirus/2019-ncov/index.html>

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, shall be reported to the [Office of Student Conduct](#).

Department Policy on Use of APA format

The Department of Communication Sciences and Disorders requires the use of the APA format and style. All students are required to reference the APA manual. All assignments are to be composed using APA format and style unless otherwise noted.

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.

Inclusivity:

Students in this class are encouraged to be active participants in all aspects of the course, including but not limited to lectures, synchronous and asynchronous activities, discussion posts, etc. Each of us must show respect for each other, as our class represents a diversity of beliefs, backgrounds, and experiences. This enriches all of our learning experiences together. Our individual differences deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from our classroom community, or if you have a specific need, please contact the instructor early in the semester. Your instructor will work with you to ensure that you become an active and engaged member of our class and community.

Equal Access:

California State University-Sacramento, Department of Communication Sciences and Disorders, seeks to provide equal access to its programs, services, and activities for people with disabilities. If you have a documented disability and verification from the Office of Services to Students with Disabilities (SSWD), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to SSWD and meet with a SSWD counselor to request special accommodation before classes start. **Sacramento State Services to Students with Disabilities (SSWD)** offers a wide range of support services and accommodations for students in order to ensure students with disabilities have equal access and opportunity to pursue their educational goals. Working collaboratively with students, faculty, staff and administrators, SSWD provides consultation and serves as the information resource on disability related issues to the campus community. SSWD is located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) or (916) 278-7239 (TDD only) or via email at sswd@csus.edu.

Basic Needs Support

If you are experiencing challenges with food, housing, financial or other unique circumstances that are impacting your education, help is just a phone call or email away! The CARES office provides case management support for any enrolled student. Email the CARES office at cares@csus.edu to speak with a case manager about the resources available to you. Check out the [CARES website](#).

Other Resources

- The Office of Student Affairs maintains a list of campus resources/centers: <https://www.csus.edu/center/>
- Testing Center: <https://www.csus.edu/student-affairs/centers-programs/testing-center/>
- Library: <https://library.csus.edu/> for consultation : Rachel Stark, MS, AHIP, stark@csus.edu
- Services to Students with Disabilities: <https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/>
- Student Health and Counseling Services at The WELL: <https://www.csus.edu/student-life/health-counseling/>
- Student Academic Success and Education Equity Programs: <https://www.csus.edu/student-affairs/retention-academic-success/>

- Crisis Assistance and Resource Education Support (CARES): <https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/>
- CHHS Student Success Center: <https://www.csus.edu/college/health-human-services/student-success/>
- Reading & Writing Center: <https://www.csus.edu/undergraduate-studies/writing-program/reading-writing-center.html>
- Peer & Academic Resource Center: <https://www.csus.edu/student-affairs/centers-programs/peer-academic-resource/>
- SMART Thinking (tutoring resource): <https://www.csus.edu/student-affairs/centers-programs/degrees-project/internal/documents/smarthinking.pdf>

Online Learning

For additional information, please review the [CSAD Handbooks](https://www.csus.edu/college/health-human-services/communication-sciences-disorders/student-resources.html) website <https://www.csus.edu/college/health-human-services/communication-sciences-disorders/student-resources.html>

Zoom/ Online Instruction privacy and relevant rights and responsibilities:

Any time that a class session is recorded during the COVID-19-related Remote Instruction Period, students will be notified. If students do not want their likeness during class participation included in the recorded class session, they may elect to not participate via video recordings. Recordings will be available for viewing during the Remote Instruction Period subject to the following:

Only students enrolled in the subject class during the Remote Instruction Period may view the recording.

- Students may not post or use the recordings in any other setting (e.g., social media) for any purpose. Students who violate this will be subject to student discipline, up to and including expulsion.
- Federal and California law as well as University policies protecting intellectual property rights and use of instructional materials (including any recordings of class sessions) remain in effect during the Remote Instruction Period.
- If faculty have any plan to use the recording for a different class in the future, the faculty member will need written FERPA consent from those students in the current class who are identifiable in any of the recordings. A FERPA consent form signed by all students in the course will also be needed if the recordings are made available to others beyond the classroom on a nonsecure digital platform.

Important Tips for Success as an Online Learner

There are some basic technical skills and requirements that you will need to have to be successful in this online course. If you have difficulties using Canvas, please go through the [Canvas Student Tour](#).

- ***Begin planning now for private, uninterrupted time in your schedule*** to complete the assignments – preferably in at least one-hour blocks and at least three times a week. It can be easy to fall behind!
- *Check your email account regularly* for updated information. We will be using your Saclink email account for communication. Use Saclink e-mail for private messages to the instructor and other students.
- Read directions carefully.

- For online communication, conventions of on-line etiquette ("netiquette"), which include a courtesy to all users, will be observed. Please see [Guidelines for Online Discussions](#).

Attitudes & Technical Skills Required

You will find that the following attitude will significantly contribute to your success in this online class:

- A positive attitude towards technology
- An open mind towards online education
- Willingness to share your experiences with others
- Strong analytical and critical thinking skills for when you "get stuck"
- Resourcefulness - don't be afraid to click on links and explore and ask questions
- Time management

Online learning requires only basic technical skills:

- Be competent with file management (for example, creating a folder on your desktop, moving files from one location to another, finding a saved file)
- Possess internet navigation skills
- Update your Internet browser
- Send and receive email
- Create and save documents (Word, PowerPoint, Excel or HTML)
- Toggle between two open software applications on your computer
- Copy text from a word processing program and paste them into another program

Technical Assistance

Seek help when you can't access Canvas or class materials.

- For technical assistance, contact the IRT Help Desk. Visit AIRC 2005 during [open hours](#) to speak with the IRT Service Desk Team, or call (916)278-7337. [IRT website](#).
- For assistance with course materials, contact your instructor

Spam and Phishing Scams

- Learn how to stay safe and protect yourself from hackers who may try to access your personal information: [Don't Fall for a Phishing Scam](#)
- Use anti-virus, anti-spyware, and anti-malware software. [Sac State's Software and Tools](#) available for download.
- Use pins and passwords to secure your computer and devices- don't share your password with anyone. Use strong passwords that include a combination of letters and numbers that no one can guess.

Canvas Student App

Canvas is fully functional on many types of smartphones and tablets. Compatible devices include platforms such as iPhone/iPad/iPod Touch, and Android. However, it is recommended that you do not solely rely on one of these devices to complete your online course work. Access to a computer is still needed for many online activities.

Visit the [Mobile section](#) of the [Canvas Guides](#) website for more information.

Table 6: TENTATIVE Course Schedule/Outline

Date	Topic/Class Content	Readings	Assignment/Activities
WEEK 1 08/31-09/04	Course Introduction Part I & II SimuCase, Syllabus Module 1 Foundations of Assessment Test Construction and Psychometric Principles; Diversity and Inclusion Considerations in Assessment	Review Syllabus ASHA code of ethics & Principles of Confidentiality http://www.asha.org/Code-of-Ethics/ https://www.asha.org/practice/ethics/confidentiality/ ShIPLEY & McAFEE Ch 1, 2 Prebrief Duane – Synchronous class 08/31/2020 Duane- CELF-5 Screening Test Part Task Trainer (SLP) Readings, as assigned	Obtain account for Simucase; Login and start having a look around the Simucase website Quiz – due 09/24 Module 1
09/07	Labor Day – Class not held 09/07/2020		
WEEK 2 09/09-09/11	Module 2 Obtaining Pretreatment Assessment Information; Reporting Assessment Findings; CA school criteria; WHO ICF Quality of Life	ShIPLEY & McAFEE Ch 3 & 4	Quiz – due 09/25 Module 2
WEEK 3 09/14-09/18	Module 3 Common Assessment Procedures	ShIPLEY & McAFEE Ch 5 Debrief Duane (09/14 during regular class time) Prebrief Jonas (09/14 during regular class time)	Assignment #1 DUANE CELF-5 Screening Part Task Trainer Quiz – due 09/26 Module 3
WEEK 4 09/21-09/25	Module 4 Assessment of Speech Sound Disorders, Baseline Data Collection	ShIPLEY & McAFEE Ch 6	Quiz – due 09/27 Module 4
WEEK 5 09/28-10/02	Module 5 Assessment of Spoken Language	ShIPLEY & McAFEE Ch 7 Debrief Jonas (09/28 during regular class time) Prebrief JJ CELF-5 PTT (09/28 during regular class time)	Assignment #2 JONAS Exam 1 (modules 1-4) Open 09/30-10/02
WEEK 6 10/05-10/09	Module 6 Assessment of Written Language in Children	ShIPLEY & McAFEE Ch 8	

Date	Topic/Class Content	Readings	Assignment/Activities
WEEK 7 10/12-10/16	Module 7 Assessment of Selective Mutism	Shipley & McAfee Ch 9 Debrief JJ CELF-5 PTT (10/12 during regular class time) Prebrief Deon (10/12 during regular class time)	Assignment #3 JJ CELF-5 Part 5 Task Trainer
WEEK 8 10/19-10/23	Module 8 Assessment for ASD and SCD	Shipley & McAfee Ch 10	Exam #2 (modules 5-7) Open 10/20-10/23
WEEK 9 10/26-10/30	Module 9 Assessment for AAC	Shipley & McAfee Ch 11 Debrief Deon (10/26 during regular class time) Prebrief Fiona (10/26 during regular class time)	Assignment #4 DEON
WEEK 10 11/02-11/06	Module 10 Assessment of Stuttering and Cluttering	Shipley & McAfee Ch 12	
WEEK 11 11/09-11/13	Module 11 Assessment of Voice and Resonance	Shipley & McAfee Ch 13 Campus Closed- Veteran's Day 11/11 Debrief Fiona (11/09 during regular class time) Prebrief Sarah (11/09 during regular class time)	Assignment #5 FIONA
WEEK 12 11/16-11/20	Module 12 Assessment of Acquired Neurogenic Language Disorder	Shipley & McAfee Ch 14	Exam #3 (modules 8-11) Open 11/17-11/20
WEEK 13 11/23-11/25	Module 13 Assessment of Acquired Neurogenic Speech Disorder	Shipley & McAfee Ch 15 Debrief Sarah (11/23 during regular class time) Prebrief Jim (11/23 during regular class time)	Assignment #6 SARAH
11/27		No class – Thanksgiving Holiday	
WEEK 14 11/30-12/04	Module 14 Assessment of Dysphagia, Pediatric & adult	Shipley & McAfee Ch 16 Debrief Jim (11/30 during regular class time) Prebrief Hadley (11/30 during regular class time)	Assignment #7 JIM
WEEK 15 12/07-12/11	Module 15 Genetic Syndromes	Shipley & McAfee Ch 17 Debrief Hadley (12/07 during regular class time)	Assignment #8 HADLEY
WEEK 16 12/14-12/18	Finals week	Review course content Questionnaire	Exam #4 (modules 12-15) Open 12/15-12/18

REFERENCES & RESOURCES

Websites:

1. UCLA Phonetics Website: <http://www.phonetics.ucla.edu/course/chapter1/chapter1.html>
2. SALT website: <http://www.saltsoftware.com/>
3. Special Education Teacher Requirements: <https://www.cde.ca.gov/sp/sc/>
4. Phonemic Inventories Across Languages: <http://www.asha.org/practice/multicultural/Phono/>
5. ASHA Code of Ethics: <http://www.asha.org/Code-of-Ethics/>

Additional Resources:

1. Betz, SK., Eickhoff, JR., and Sullivan, SF., (2013). Factors influencing the selection of standardized tests for the diagnosis of specific language impairment, *LSHSS*, 44, 133-146.
2. De Lamo White, C. & Jin, L. (2011) Evaluation of speech and language assessment approaches with bilingual children, *Int J Lang Commun Disord*, 46 (6), 613–627.
3. Hasson, N., Camilleri, C., Jones, C., Smith, J., and Dodd, B. (2012). Discriminating disorder from difference using dynamic assessment with bilingual children, *Child Language Teaching and Therapy*, 29(1), 57-75.
4. Paradis, J. Emmerzael, K. and Sorenson Duncan, T. (2010) Assessment of English language learners: Using parent report on first language development, *Journal of Communication Disorders* 43 (2010) 474–497.
5. Paul, R & Norbury, CF. (2012). *Language Disorders From Infancy through Adolescence: Listening, Speaking, Reading, Writing and Communicating*, 4th edition. Elsevier, St. Louis: MO.
6. Peterson-Falzone, S. Trost-Cardamone, J., Karnell, M. & Hardin-Jones, M. (2006). *The Clinician’s Guide to Treating Cleft Palate Speech*. Mosby, St. Louis, Missouri.
7. Roseberry-McKibbin & O’Hanlon (2005) Nonbiased Assessment of English Language Learners: A Tutorial *Communication Disorders Quarterly* 26(3), 178–185.
8. Angeleri, R. R., Bosco, F. M., Zettin, M. M., Sacco, K. K., Colle, L. L., & Bara, B. G. (2008). Communicative Impairment in Traumatic Brain Injury: A Complete Pragmatic Assessment. *Brain And Language*, 107(3), 229-245.
9. Baxendale, J., Lockton, E., Adams, C., & Gaile, J. (2013). Parent and teacher perceptions of participation and outcomes in an intensive communication intervention for children with pragmatic language impairment. *International Journal Of Language & Communication Disorders*, 48(1), 41-53. doi:10.1111/j.1460-6984.2012.00202.x
10. Bleile, Kenneth M., Manual of Articulation and Phonology Disorders: Infancy Through Adulthood, Plural Publishing, San Diego, CA, 2003.
11. Blockolsky, Valeda D., Frazer, Joan M., & Frazer, Douglas H., 40,000 Selected Words: Organized by Letter, Sound, and Syllable, Psychological Corporation, 1998.
12. Blockolsky, Valeda D., Book of Words: 17,000 Words Selected by Vowels & Diphthongs, Communication Skill Builder, 1990.
13. Blyth, T., Scott, A., Bond, A., & Paul, E. (2012). A comparison of two assessments of high level cognitive communication disorders in mild traumatic brain injury. *Brain Injury*, 26(3), 234-240. doi:10.3109/02699052.2012.654587
14. Boudreau, D. & Costanza-Smith, A. (2011). Assessment and treatment of working memory deficits in school-age children: the role of the speech-language pathologist, *LSHSS*, 42, 152-166.
15. Bruce, C., Brush, JA., Sanford, JA., Calkins, MP. (2013). Development and evaluation of the environment and communication assessment toolkit with speech-language pathologists, *Seminars in Speech and Language*, 34(1), 42-51.
16. Chan, A. S., Cheung, J., Leung, W. W. M., Cheung, R., Cheung, R., & Cheng, M. (2005). Verbal expression and comprehension deficits in young children with autism. *Focus on Autism and Other Developmental Disabilities*, 20, 117-124.
17. Charman, T., Taylor, E. D., Drew, A., Cockerill, H., Brown, H., & Bairk, G. (2005). Outcome at 7 years of children diagnosed with autism at age 2: Predictive validity of assessments conducted at 2 and 3 years of age and pattern of symptom change over time. *Journal of Child Psychology and Psychiatry*, 46, 500-513.
18. Collis, J., & Bloch, S. (2012). Survey of UK speech and language therapists' assessment and treatment practices for people with progressive dysarthria. *International Journal Of Language & Communication Disorders*, 47(6), 725-737. doi:10.1111/j.1460-6984.2012.00183.x

19. DeVeney, S.L., Hoffman, L. & Cress, C.J. (2012). Communication-based assessment of developmental age for young children with developmental disabilities, *JSLHR*, 55, 695-709.
20. Dietz, A., Quach, W., Lund, S., & McKelvey, M. (2012). AAC assessment and clinical-decision making: the impact of experience. *Augmentative And Alternative Communication (Baltimore, Md.: 1985)*, 28(3), 148-159. doi:10.3109/07434618.2012.704521
21. Dwight, Debra M., Here's How to do Therapy: Hands-On Core Skills in Speech-Language Pathology, Plural Publishing, 2006, San Diego.
22. Farmer, M. & Oliver, A. (2005). Assessment of pragmatic difficulties and socioemotional adjustment in practice. *International Journal of Language and Communication Disorders*, 40. 403-429.
23. Freeman, B. J., Cronin, P., & Candela, P. (2002). Asperger syndrome or autistic disorder? *Focus on Autism and Other Developmental Disabilities*, 17, 145-151.
24. Gerber, S. (2003). A developmental perspective on language assessment and intervention for children on the autistic spectrum. *Topics in Language Disorders*, 23, 74-94.
25. Gierut, J.A., Elbert, M. & Dinnisen, (1987) A functional analysis of phonological knowledge and generalization learning in misarticulating children, *JSHR*, 30, 462-479.
26. Gillam, S.L. & Bentley Ford, M. (2012). Dynamic assessment of phonological awareness for children with speech sound disorders, *Child Language Teaching and Therapy*, 28(3), 297-308.
27. Gillam, S., Fargo, J., Foley, B., & Olszewski, A. (2011). A Nonverbal Phoneme Deletion Task Administered in a Dynamic Assessment Format. *Journal Of Communication Disorders*, 44(2), 236-245.
28. Goldstein, B. (2000). Cultural and linguistic diversity resource guide for speech-language pathologists. San Diego, CA: Singular.
29. Goldstein, B.A. & Fabiano, L. (2007). Assessment and intervention of bilingual children with phonological disorders, *The ASHA Leader*, 6-31.
30. Hancock, A. B., & Garabedian, L. M. (2013). Transgender voice and communication treatment: a retrospective chart review of 25 cases. *International Journal Of Language & Communication Disorders*, 48(1), 54-65. doi:10.1111/j.1460-6984.2012.00185.x
31. Hasson, N., Camilleri, B., Jones, C., Smith, J., & Dodd, B. (2012). Discriminating disorder from difference using dynamic assessment with bilingual children, *Child Language Teaching and Therapy*, 29(1), 57-75.
32. Hegde, M.N. and Davis, D.D., *Clinical Methods and Practicum in Speech-Language Pathology*, 3rd edition, Singular Publishing Group, Inc., San Diego, CA, 1995.
33. Hegde, M. N. Pomaville, Frances, *Assessment of communication disorders in children, resources and protocols 2nd edition*, San Diego, CA, US: Plural Publishing, 2013.
34. Johnston, S., Nelson, C., Evans, J., Palazolo, K. (2003). The use of visual support in teaching young children with autism spectrum disorder to initiate interactions. *Augmentative and Alternative Communication*, 19, 86-103.
35. Jones, C., O'keeffe, K., Kingston, C., & Carroll, A. (2013). Alleviating psychosocial issues for individuals with communication impairments and their families following stroke: A case series of interdisciplinary assessment and intervention. *Neurorehabilitation*, 32(2), 351-358.
36. Jones, C., O'Keeffe, F., Kingston, C., & Carroll, A. (2013). 'Alleviating psychosocial issues for individuals with communication impairments and their families following stroke: A case series of interdisciplinary assessment and intervention:'. *Neurorehabilitation*, 32(4)
37. Kapantzolou, M., Restrepo, MA & Thompson, MS. (2012). Dynamic assessment of word learning skills: identifying language impairment in bilingual children, 43, 81-96.
38. Kennedy, G. T., Fawcus, R. R., Coates, C. C., & Bakheit, A. O. (1997). Assessment of Intelligibility of Dysarthric Speech--shortened. *Disability And Rehabilitation*, 29104-107.
39. Kitzing, P., Maier, A., & Åhlander, V. (2009). Automatic speech recognition (ASR) and its use as a tool for assessment or therapy of voice, speech, and language disorders. *Logopedics Phoniatrics Vocology*, 34(2), 91-96. doi:10.1080/14015430802657216
40. Klinger, L. G., & Renner, P. (2000). Performance-based measures of autism: Implications for diagnosis, early detection, and identification of cognitive profiles. *Journal of Clinical Child Psychology*, 29, 479-492.
41. Mansell, W. & Morris, K. (2004). A survey of parents' reactions to the diagnosis of an autistic spectrum disorder by a local service. access to information and use of services. *Autism: The International Journal of Research and Practice*, 8, 387-407.

42. Marcus, L. M., Garfinkle, A., & Wolery, M. (2001). Issues in early diagnosis and intervention with young children with autism. *The Research Basis of Autism Intervention*, 171-185.
43. McLeod, S., Harrison, L.J., & McCormack, J. (2012). The intelligibility in context scale: validity and reliability of a subjective rating measure, *JSLHR*, 55, 648-656.
44. Moon Meyer, S., Survival Guide for the Beginning Speech-Language Clinician, Aspen Publishers, Inc., Gaithersburg, MD, 1998.
45. Moore, Susan M. & Pearson, Lynea, Competencies and Strategies for Speech-Language Pathology Assistants, Thomson-Delmar Learning, Canada, 2003.
46. Odom, S. L., Brown, W. H., Frey, T., Karasu, N., Smith-Canter, L. L., & Strain, P. S. (2003). Evidence based practices for young children with autism. *Focus on Autism and Other Developmental Disabilities*, 18, 166-175.
47. Peterson, S. Trost-Cardamone, J., Karnell, M. & Hardin-Jones, M. (2006). *The Clinician's Guide to Treating Cleft Palate Speech*, Mosby, St. Louis, Missouri.
48. Prelock, P. A., Beatson, J., Bitner, B., Broder, C., & Ducker, A. (2003). Interdisciplinary assessment of young children with autism spectrum disorder. *Language, Speech, and Hearing Services in Schools*, 34, 194-202.
49. Rice, M. L., Warren, S. F., & Betz, S. K. (2005). Language symptoms of developmental language disorders: An overview of autism, Down syndrome, fragile X, specific language impairment, and Williams syndrome. *Applied Psycholinguistics*, 26, 7-27.
50. Robinson, W. (2012). Curriculum-based assessment of oral language and listening comprehension: A tool for intervention and progress monitoring in the common core state standards, *Seminars in Speech and Language*, 33(2), 160-172.
51. Roy, N., Barkemeier-Kraemer, J., Eadie, T., Sivasankar, P., Mehta, D., Paul, D and Hillman, R. (2013). Evidence-based clinical voice assessment: A systematic review, *AJSLP*, 212-226.
52. Secord, Wayne A., Eliciting Sounds: Techniques and Strategies for Clinicians, second edition, Cengage Learning, 2007, Canada.
53. Skanhan, SM., Watson, M. & Lof, G. (2007). Speech-language pathologists' assessment practices for children with suspected speech sound disorders: results of a national survey, 16, 246-259.
54. Steel, J., Ferguson, A., Spencer, E., & Togher, L. (2013). Speech pathologists' current practice with cognitive-communication assessment during post-traumatic amnesia: A survey. *Brain Injury*, 27(7/8), 819-830. doi:10.3109/02699052.2013.775492
55. Tager-Flusberg, H. (1999). A psychological approach to understanding the social and language impairments in autism. *International Review of Psychiatry*, 11, 325-334.
56. Westby, C. (2009). Considerations in working successfully with culturally/linguistically diverse families in assessment and intervention of communication disorders. *Seminars In Speech & Language*, 30(4), 279-289. doi:10.1055/s-0029-1241725
57. Young, E. C.; Diehl, J. J. Morris, D., Hyman, S. L., & Bennetto, L. (2005). The use of two language tests to identify pragmatic language problems in children with autism spectrum disorders. *Language, Speech, and Hearing Services in Schools*, 36, 62-72.

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

CSAD 147 Assessment Procedures.

This course has been designed to be in direct support of the following American Speech-Language Hearing Association (ASHA) 2017 Knowledge and Skills Acquisition for certification in Speech-Language Pathology:

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 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 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 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.

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.