



# California State University, Sacramento

## Department of Communication Sciences and Disorders

### GRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Fall 2021	Course: CSAD 228C Methods: Speech Disorders III.	Section: 01
Meeting Days: Tuesdays	Meeting Times: 3:00-3:50 PM	Location: Online, virtual, synchronous
Instructor: Dr. Lisa D'Angelo	Email: dangelo@csus.edu	Phone: 530-400-1970 text only, or call for emergencies
Office Location: Folsom Hall 2316, and my house!!!	Office Hours/Appointments: By appointment throughout the week, Wednesday 10-11, Thursday 11-12	

#### Catalogue Course Description:

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

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

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

**Term Typically Offered:** Fall, Spring

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

#### Place of Course in Program

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

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

Sacramento State Graduate Learning Goals (GLG)	Addressed by this course (Y/N)
<b>Disciplinary knowledge:</b> <i>Master, integrate, and apply disciplinary knowledge and skills to current, practical, and important contexts and situations.</i>	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 228C SPECIFIC STUDENT LEARNING OUTCOMES:

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

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

Course Learning Outcome	Components Indicating Competence	Grades Received
1,4	Client Chart Review and Interview Questions	
2,3,7	Assessment Plan, Client Summary	
12,11	Materials Presentation	
13	Self -Reflections	

10,13	Attendance/Participation	
8,9,10,14	Community Resources Presentation	

**Textbooks and Materials:**

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

**Online Resources:**

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

**Course Requirements/Components:**

**Assignments**

**Chart Review and Interview Questions:** Submit a brief outline of interview questions for your client(s) with the **Assessment Plan:** Submit an outline of your planned assessment. This includes and what information you plan to obtain and how you will assess each given area. ( 1 document together uploaded, each student writes their own summary, and the interview and assessment tools can be the same for whole group).

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

**Community Resources Presentation:** This presentation will focus on a diagnosis/disorder or organization or resource.

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

**Self-Reflection:** Students will submit a reflection on 5 sessions of therapy (5 total). Focus will be on appreciating success/learning, and identifying areas for growth.

**Grading Policy:**

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

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

Chart Review, Assessment Plan, Interview Questions	100 points
Community Resources Presentation	50 points
Materials Presentation	50 points
Weekly Self-Reflection	50 points
Attendance/Participation	50 points
Patient Presentation/Sharing	50 points
	Total= 350

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-
59 and below	F

### Course Policies/Procedures:

**Attendance.** This course involves verbal interaction among the students and the instructor. You cannot really “get” what was covered in class via classmates’ notes. A modified Socratic method will be employed, whereby students will be called upon randomly to contribute to classroom discussions. Because of this, class attendance is required. If you are not in class or not present when your name is selected for discussion, you will be considered absent. You must report absences to Dr. D’Angelo **via email prior** to class meetings. Excused absences will be granted for documented emergencies or conflicts: ***You must provide written documentation of the emergency or conflict to the instructor.*** All other absences will be considered unexcused. **Two or more (2) unexcused absences will result in your final grade dropping one letter grade via reduction of the 50 participation points.** Working as a Speech-Language Pathologist requires being present, on time, and prepared. Practicing those skills now will prepare you for what this career will be like. If you do need to miss a class, you are responsible for all materials covered in your absence. This means you must get any materials handed out during your missed session from a classmate, not the instructor.

**Assignments:** Assignments are due throughout the semester. Presentations and Grand Round sharing of information is expected per the syllabus. The assignment may have a different due date than the exact date of the sharing presentation. Please make note. Late assignments can impact your grade, so please note the due dates. Each day late will result in a half grade deduction (i.e. A to A- then B+ to B). Only documented medical excuses will be accepted for late or missing assignments.

**Class meetings and participation:** Interactive lecture + discussion + observation format will be followed. Because this is a seminar, active listening, participation, and problem solving is expected. For example when you are listening to another student present his/her ideas, you should take notes and offer suggestions. Comments such as “I agree” or “great idea,” are okay. Substantive participation (e.g., comments that help advance the discussion, or that help develop a new angle on a problem) is considered to be far more meaningful participation. Speech-Language Pathology is a profession in which you need to actively problem solve at all times.

#### 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 Info Guide <https://community.canvaslms.com/t5/Student-Guide/tkb-p/student>.

- ***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 CSUS email account for communication. Use CSUS 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 the Student Guide in Canvas as above.

### TENTATIVE Course Schedule/Outline:

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

Week	Topic	Reminders/Due Dates
1	Course overview, review syllabi Discussion: Chart Review and Interview Questions <b>TELEPRACTICE ORIENTATION and PLANNING, IN-PERSON ORIENTATION AND PLANNING</b>	
2	Discussion: Assessment Plan, Client Summary Discussion: Tests for different areas, <b>DYNAMIC ASSESSMENT</b> Discussion: Behavior Management and Reinforcement	<b>Client Chart Review and interview questions/ Assessment Plan due</b>
3	<b>DYNAMIC ASSESSMENT</b> Goal writing review and Baseline data Using Interpreters?? Cueing, Fading, Reinforcement	Clinic starts this week!
4	Discussion: Clients and Initial Case Reports Goals writing, EBP	Bring goal plans/ideas
5	Students present Client Summaries from Chart Review, Start of Assessment	Reflection on Action <b>Client Summary Presentation Due</b>
6	Student present client summaries from Chart Review, first sessions Discussion: Prompting and visual schedules	Reflection on Action
7	Materials	<b>Materials share due</b>
8	Identify target Community Resources and Discussion: IEP, IFSP Roles, collaboration	
9	Discussion: IEP, IFSP roles, collaboration continued	Reflection on Action
10	Students present Community Resources Presentation	<b>Community Resources Handout Due</b>
11	Students present Community Resources Presentation	Reflection on Action
12	Discussion: Parent involvement and home carryover	
13	Guest speaker tentative	

14	Discussion: Collecting Final Data and Review of semester with parent and reporting progress	Reflection on Action
15	Discussion on Tele-practice: what you have learned!	
16	Finals Week- No Class ☺	

## Additional Information

### Pandemic Response

**Note:** In the event a faculty member is not available during the semester for whatever reason, students will be contacted and advised how the course will proceed. This may include a change in instructor and/or modality.

**Course Modality:** All Fall 2021 CSAD courses are being taught synchronously.

**Attendance Policy:** Students who become ill or are placed under quarantine during the COVID-19 pandemic will not be penalized. Please email me if you become sick, and follow the guidelines below.

**Grading Policy:** Course assignments (late work, due dates) will be adjusted so as not to penalize students who become ill or are placed under quarantine during the COVID-19 pandemic.

### **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://www.cdc.gov/coronavirus/2019-ncov/index.html). 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>

### **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. Prefer 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:

Sacramento State is committed to ensuring an accessible learning environment where course or instructional content are usable by all students and faculty. If you believe that you require disability-related academic adjustments for this class (including pregnancy-related disabilities), please immediately contact Services for Students with Disabilities (SSWD) to discuss eligibility. A current accommodation letter from SSWD is required before any modifications, above and beyond what is otherwise available for all other students in this class will be provided. Please be advised that disability-related academic adjustments are not retroactive. SSWD is located on the first floor of Lassen Hall 1008. Phone is 916-278-6955 and e-mail is [sswd@csus.edu](mailto:sswd@csus.edu). For a complete listing of services and current business hours visit <https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/>

### Inclusivity:

Students in this class are encouraged to speak up and participate through in-person, online, or discussion posts. Each of us must show respect for each other because our class represents a diversity of beliefs, backgrounds, and experiences. I believe that this is what will enrich all of our experiences together. I recognize that our individual differences can 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 me early in the semester so that we can work together to help you become an active and engaged member of our class and community. This text was adapted from CSU Chico and Winona State University's posts.

**Accessibility/Equity:** The goal for all of our students is for access to all information and remove as many barriers as possible to learning. If you feel that you have difficulty accessing the information for WHATEVER reason, please talk to me. We have ways of lending technology (through IRT), helping with disabilities and gaining accommodations (SSWD), and emergency needs for housing, food, etc.. If it doesn't fall into those categories, please talk to me anyways: we can figure it out.

### 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](mailto:cares@csus.edu) to speak with a case manager about the resources available to you. Check out the [CARES web page](#)

### Student Health and Counseling Services

Your physical and mental health are important to your success as a college student. Student Health and Counseling Services (SHCS) in The WELL offers medical, counseling, and wellness services to help you get and stay healthy during your time at Sac State. SHCS offers: Primary Care medical services, including sexual and reproductive healthcare, transgender care, and immunizations; urgent care for acute illness, injuries, and urgent counseling needs; pharmacy for prescriptions and over-the-counter products; mental health counseling, including individual sessions, group counseling, support groups, mindfulness training, and peer counseling; athletic training for sports injury rehabilitation; wellness services, including nutrition counseling, peer led health education and wellness workshops, and free safer sex supplies; violence and sexual assault support services. Most services are covered by the Health Services fee and available at no additional cost.

## **Title IX**

The University requires faculty and staff to report any personal disclosures of sexual misconduct including rape, dating/domestic violence and stalking to the Title IX Coordinator. Students who do not wish to report their experience to me or the Title IX Coordinator may speak to someone confidentially by contacting Student Health and Counseling Services.

## **Other Resources**

Testing Center: <https://www.csus.edu/student-affairs/centers-programs/testing-center/>

Library: <https://library.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/>

Peer & Academic Resource Center: <https://www.csus.edu/student-affairs/centers-programs/peer-academic-resource/>

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/>

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

### **CSAD 228C Methods: Speech Disorders III**

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

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: phonology, articulation disorders (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: receptive and expressive language disorders (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, and executive functioning), including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: social aspects of communication (e.g., behavioral and social skills affecting communication), including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: communication modalities, including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.

#### **Standard IV-D: Prevention, Assessment, and Intervention**

- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding articulation.



- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities.
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, and executive functioning).
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding social aspects of communication (e.g., behavioral and social skills affecting communication).
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of assessment and intervention regarding communication modalities.

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

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

#### Standard IV-F: Research

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

#### Standard V-A: Oral and Written Communication

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

#### Standard IV-B: Basic Human Communication Processes

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