



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	Section: 01
Meeting Days: Monday/Wednesday	Meeting Times: 9-9:30am	Location: Folsom Hall Literacy Lab
Instructor: Tonia Davis, PhD, CCC-SLP She/her	Email: tonia.davis@csus.edu	Phone: 916-278-6679
Office Location: Folsom Hall 2204D	Office Hours/Appointments: Mondays and Wednesdays immediately following class 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. **This course meets the University Graduate Writing Intensive requirement and is placed in the first semester of the clinical sequence.**

Sacramento State Graduate Learning Goals (GLG)	Addressed by this course (Y/N)
<b>Disciplinary knowledge:</b> <i>Master, integrate, and apply disciplinary knowledge and skills to current, practical, and important contexts and situations.</i>	Y
<b>Communication:</b> <i>Communicate key knowledge with clarity and purpose both within the discipline and in broader contexts.</i>	Y
<b>Critical thinking/analysis:</b> <i>Demonstrate the ability to be creative, analytical, and critical thinkers.</i>	Y
<b>Information literacy:</b> <i>Demonstrate the ability to obtain, assess, and analyze information from a myriad of sources.</i>	Y
<b>Professionalism:</b> <i>Demonstrate an understanding of professional integrity.</i>	Y
<b>Intercultural/Global Perspectives:</b> <i>Demonstrate relevant knowledge and application of intercultural and/or global perspectives.</i>	Y

### Course Learning Outcomes:

Mastery of each student-learning outcome listed below is indicated by a grade of B or better on each component of the corresponding measures listed in the table. Students are required to track their progress towards meeting each learning outcome and must make an appointment with the instructor for any grade equal to or less than a B. The instructor will suggest strategies to help you establish competence and knowledge in these areas.

Students should track their progress towards meeting each learning outcome by listing their grades on the table below over the course of the semester. The instructor will use a variety of activities and strategies that implement both quantitative and qualitative assessment measures to ensure maximizing students' opportunities to learn and to integrate information presented in this course. The quantitative and qualitative data from these measures will be triangulated to evaluate students' mastery of each learning outcome.

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

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

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

1. Understand the major professional conventions, practices, and methods of inquiry of the field of Speech-Language Pathology. Discuss context of writing conventions.
2. Produce written work that adheres to the appropriate format and is coherent and appropriate for the defined audience. Demonstrate appropriate writing style by selecting the appropriate tone, sentence length, phrasing and use of professional terminology.
3. 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.) 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.
4. Practice reading and writing as a learning process **that involves peer and instructor feedback, revision, critical reflection, and self-editing.** Assess his/her own writing and develop strategies for addressing weaknesses.

**This course meets the University Graduate Writing Intensive (GWI) requirement with a total of 20 pages (10,000 words) of writing across genres and with opportunity for peer and instructor feedback followed by revision.**

### Clinical Methods Outcomes:

5. Discuss principles of assessment for clients associated with the Language I Clinic (auditory processing disorders, aural rehabilitation, phonological disorders, and child language delays/disorders) including standardized and unstandardized assessment and language sample analysis. Discuss interviewing procedures differentially for pediatric and adult clients.
6. Apply principles of ethics and confidentiality (HIPAA) in the clinical and classroom setting. Demonstrate professionalism in receiving and applying constructive feedback and in problem-solving with peers.
7. Compare, contrast, and evaluate different approaches for the treatment of child language, auditory processing and speech sound disorders with a focus on the most recent available scientific evidence. Apply these approaches to individual or hypothetical clients.
8. Evaluate assessment and treatment ideas presented by the instructor and by classmates for clients with a variety of child language, auditory processing and speech sound disorders. Discuss reinforcement principles, generalization, and communication with clients and families.

**This course meets KASA standards IV-B (human communication processes), IV-C (communication disorders), IV-D (assessment & intervention), IV-E (ethics), IV-F (research), IV-G (contemporary professional issues) and V-A (oral and written communication).**

Course Learning Outcome	Components Indicating Competence	Grades Received
1	Grammar quiz ICR, FCR Professional letter Research review paper	
2	ICR, FCR Professional letter Research review paper	
3	ICR, FCR	
4	ICR, FCR	
5	ICR, FCR Language sample analysis	
6	Ethics & policies quizzes ICR, FCR	
7	Research review paper Reflection paper	
8	Research review paper Reflection paper	

### Textbooks and Materials:

There are no required textbooks for this course. Readings will be posted on the CANVAS site.

## Assignments and Grading Policy:

<b>Assignment</b>	<b>Points</b>	<b>Writing Intensive</b>
Quizzes (ASHA Ethics, P&P, Grammar, APA Formatting)	50	APA formatting practice; no word count
Language Sample Analysis	25	Transcription + 1 page assessment and reflection ( <b>500 words</b> )
Initial Case Report Peer Review	25 + 25 + 25 (multiple revisions)	5-8 pages clinical writing; peer review & revision ( <b>2500-3500 words</b> )
Research Handout, Expanded Lit Review, & Responses to Peers	100	1 page handout; 5-6 pages literature review, research writing ( <b>2500-3500 words</b> )
Final Case Report	25+ 125 (multiple revisions)	8-10 pages clinical writing ( <b>4000-5000 words</b> ); peer review & revision
Professional letter	25	1 page professional writing ( <b>250 words</b> )
Reflection paper	25	2-3 pages casual voice reflection ( <b>1500 words</b> )
Points from Hearing Screenings (Dr. Gaeta provides these points)	25	N/A
Attendance and Participation	Reductions in total score	N/A
<b>Total points: 475</b>		

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

## Clinical and Professional Writing: Grading Contract

You are guaranteed a passing score (B) in this graduate writing course if you:

1. Attend class regularly— submitting notes for **each** missed class
2. Meet all due dates and writing content criteria for all major assignments
3. Participate in all in-class exercises and activities
4. Give thoughtful peer feedback
5. Sustain effort and investment on each draft of all papers
6. Make substantive revisions when the assignment is to revise—extending or changing the thinking or organization—not just editing or touching up
7. Copy-edit all final revisions of assignments until they conform to the conventions of clinical and/or academic writing
8. Attend conferences with the teacher to discuss drafts as needed

Thus, you earn the grade of B entirely on the basis of what you do—on your conscientious effort and participation. The grade of B does not derive from my judgment about the quality of your writing. Grades higher than B, however, do rest on my judgment of writing quality. To earn higher grades you must produce writing—particularly for your clinical case reports—that I judge to be exceptionally high quality.

## Course Policies and Procedures:

### Attendance, Electronic Devices, Virtual Experience, Participation and Discussion

Things happen. Specifically this year, students may need to quarantine. For this reason, attendance on Zoom is allowed. However, for all missed classes/Zoom classes, students must submit a 1-2 page summary/notes on the topic of each class day that they miss.

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.

Failure to participate in your individual conferences with the instructor will be penalized with a 5% reduction in final grade for each conference.

Failure to participate in substantive peer review (not just copy-editing, not just leaving a few comments) will be penalized with a 5% reduction in final grade for each peer review workshop.

Students who attend on Zoom are expected to **maintain cameras on** during each class section.

Recording (audio or visual) 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. Live transcription will be turned on. Students are not to save the live transcript to their computers.

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.**

### **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>*

### **Office Hours Policies**

Office hours will take place virtually this semester and are “drop in” utilizing the waiting room to protect student confidentiality. They will take place immediately after class this semester. For conferencing (three individual or small group conferences are required this semester), I will send out a poll to allow more opportunities for us to meet.

### **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.

### **Inclusion and Access**

As we transition to virtual teaching, you may find ways in which this course does not meet your accessibility needs or you may identify ways in which course access can be improved for others. I encourage you to speak up when you see room for improvement. For formal accommodations, students should seek support through Services for Students with Disabilities (see [Additional Information](#) below).

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

# Online Learning

For additional information, please review the [CSAD Handbooks](#) 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, shared Google drive) 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.

## 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.

# 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](mailto: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 available. 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 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](mailto: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>

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

## CSAD 242A Methods: Language Disorders I & Professional Writing

### 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 Ethical Conduct

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

### 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 IV-G Contemporary Professional Issues

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

### 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.

CSAD 242A Tentative Schedule

<b>Date</b>	<b>Topic</b>	<b>Reading</b>	<b>Assignments</b>	<b>Clinic (243A)</b>
WEEK 1 8/30 Monday	Syllabus overview Course expectations	N/A	<b>Ethics &amp; Policies &amp; Procedures quizzes due</b> Friday midnight	Meet with clinical instructors. Discuss format, roles, expectations. Exchange contact information with members of your team. Discuss preferred contact methods with your CI. First read of previous report.
Wednesday	Reading a case report – guided practice & considerations for interviewing	Sample case reports “Colton” and “Jamie”		
WEEK 2 9/6 Monday	<b>No class</b> – Labor Day	None	<b>Grammar &amp; Writing quizzes due</b> Friday midnight	Meet with clinical instructors. Submit first lesson plan for first week of clinic. Discuss preferences for receiving feedback. Second read of previous report.
Wednesday	Language Sample Analysis – how to collect & analyze	Heilmann et al. 2020		
WEEK 3 9/13 Monday <b>Clinic begins!</b>	Language Sample Analysis – from analysis to goals	LSA activities posted on Canvas	Work on language sample – transcription and analysis	Complete first day paperwork. Discuss expectations. Interview caregiver. Establish rapport and preferred activities. Conduct a language sample, which you will analyze in the methods course. Work on collaborative lesson plan/SOAP note.
Wednesday	Assessment practice	In-person practice giving assessments		
WEEK 4 9/20 Monday	Writing a case history	“Lindsey” and “Connor”	<b>Language sample analysis and brief essay due</b> Friday midnight on Canvas	Follow up any interview questions. Complete any additional assessments. Identify possible goals. Begin probing and baselining. Continue to complete lesson plans/SOAP notes.
Wednesday	Writing a speech assessment	TBD		
WEEK 5 9/27 Monday	Writing a language assessment	TBD	<b>ICR Part 1: Case History due</b> Friday midnight on Microsoft Teams	Continue assessment or baselining/probing if needed. For some clients, you may be ready to

Wednesday	Writing client goals using the performance-condition-criterion framework	Goal writing activities posted on Canvas		finalize goals and discuss treatment strategies. Continue to complete lesson plans/SOAP notes.
WEEK 6 10/4 Monday	Collecting and writing baselines – identifying levels of support needed	Probes vs. baselines handout posted on Canvas	<b>ICR Part 2: Assessments due</b> by Friday midnight. Peer review completed by Monday midnight on Microsoft Teams	Finalize goals with your clinical instructor. Begin treatment. By now, you should feel comfortable with lesson plan writing and the structure of the clinic.
Wednesday	Writing a treatment plan	“Elijah”		
WEEK 7 10/11 Monday	<b>In-class peer review</b>	In-class peer review, to be finished by midnight	<b>Peer review completed by</b> Monday midnight on Microsoft Teams	Continue treatment. Try new treatment strategies. Receive feedback on therapy techniques and make adjustments. Submit your ICR to your clinical instructor by the end of the week (10/15).
Wednesday	Treatment strategies in child language disorders	Treatment strategies activity posted on Canvas	<b>ICR Part 3: Goals &amp; Treatment Plan due</b> to clinical instructor* + methods instructor by Friday midnight on Microsoft Teams	
WEEK 8 11/18 Monday	<b>SPEAKER: Danielle Munoz, MS, LCSW</b>	None	Make ICR corrections per CI feedback	Continue treatment. <b>Complete midterm competency evaluations</b> with clinical instructor by end of week (10/22). You will receive ICR feedback from your clinical instructor, and should make corrections accordingly.
Wednesday	Treatment strategies in child language disorders	Articles TBD		
WEEK 9 8/25 Monday	<b>SPEAKER: Rachel Stark, MS, AHIP</b>	<a href="https://www.asha.org/ce/for-providers/EBCE/Step2/">https://www.asha.org/ce/for-providers/EBCE/Step2/</a>	Work on research project.	Continue treatment.
Wednesday	Research Project: Summary vs. Synthesis	Read example research paper/project		
WEEK 10 11/1 Monday	Research Project Workday	None	Work on research project	Continue treatment

Wednesday	Research Project Workday	None		
WEEK 11 11/8 Monday	Writing a summary of progress & outcomes	“Vanessa”	<b>Research Paper &amp; Handout</b> due Friday at midnight	Continue treatment.
Wednesday	Writing a professional letter	“Latoya”		
WEEK 12 11/15 Monday	Writing a prognostic statement & recommendations	“Jamie”	No writing due	Continue treatment. Plan your outcome measures.
Wednesday	Writing to reflect/writing as a work in progress	In class activities		
WEEK 13 11/22 Monday	Clinical Methods: <i>Growth Mindset</i>	<a href="#">Dweck video</a>	<b>FCR due</b> to clinical instructor* + methods instructor by Friday midnight on Microsoft Teams	Continue treatment. You may begin collecting final data this week if your CI recommends it. Submit your FCR to your clinical instructor
Wednesday	Clinical Methods: <i>Small Wins</i>	<a href="#">Bassiri video</a>		
WEEK 14 11/29 Monday <b>Last week of clinic!</b>	Clinical Methods: <i>Receiving Feedback</i>	<a href="#">Williams video</a>	<b>FCR due</b> to methods instructor by Friday midnight on Canvas	Continue treatment and collect final data. Discuss progress with caregiver. Receive and implement feedback from CI on FCR. Complete your <b>final competency evaluations</b> .
Wednesday	Clinical Methods: <i>Every Child Needs a Champion</i>	<a href="#">Pierson video</a>		
WEEK 15 12/5 Monday <b>Clinic makeups</b>	Individual meetings / course evaluations			Finalize FCR. Finalize end of clinic paperwork. If needed, complete final competency evaluations. Complete course evaluations.
Wednesday	Individual meetings / course evaluations			
<b>Finals week – no class – Professional Letter &amp; Reflection paper due on Canvas</b>				

Note: all assignments except the ICR/FCR due on Canvas.

\*Due dates to clinical instructor may be changed based on the clinical instructor's preference.