



SACRAMENTO  
STATE

# Course Change Proposal Form A



<b>Academic Group (College):</b> HHS	<b>Academic Organization (Department):</b> SPHP	<b>Date:</b> 3/4/09
<b>Type of Course Proposal:</b> New <input checked="" type="checkbox"/> Change <input type="checkbox"/> Deletion <input type="checkbox"/>	<b>Department Chair:</b> Laureen O'Hanlon	<b>Submitted by:</b> Larry Boles
<b>Does this course fulfill a requirement for single-subject or multiple subject credential students?</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<b>For Catalog Copy:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> <b>CCE:</b> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<b>Semester Effective:</b> Fall <input type="checkbox"/> Spring <input type="checkbox"/> , Summer 2009 <input checked="" type="checkbox"/>

<b>This course replaces experimental course Subject Area (prefix) and Catalog Number (course number):</b>	
<b>This Catalog Number (course number) is being replaced:</b>	

**Change from:**

<b>Subject Area (prefix) &amp; Catalog No. (course no.):</b>	<b>Title:</b>	<b>Units:</b>
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**Change to:**

<b>Subject Area (prefix) &amp; Catalog No. (course no.):</b> SPHP 246	<b>Title:</b> Early Intervention in Speech-Language Pathology	<b>Units:</b> 3
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**JUSTIFICATION:**

This course will focus on speech and language intervention in children ages 0-3. This material is not currently offered in the campus SLP program curriculum and there is growing demand for clinicians in the field to work with these children. Helping Speech-Language Pathologists and other related professionals meet the needs of these children can help prevent the future speech and language delays. SLPs and other professionals can also gain continuing education units for this course to support their certifications, credentials and licensures.

**NEW COURSE DESCRIPTION: (Not to exceed 80 words, and language should conform to catalog copy. See <http://www.csus.edu/acaf/univmanual/crspsl.htm> - Guidelines for Catalog Course Description)**

The focus of this undergraduate course is on various aspects of assessment and treatment of the 0-3 years of age population. Current principles, methods, and materials used by the speech-language pathologist to assess and treat the Early Intervention (EI) population will be presented. Knowledge regarding communication and feeding development will be addressed. The interplay of other developmental domains, multicultural considerations, and sensory integration dysfunction will be an expected learning outcome.

<b>Note:</b>	
<b>Prerequisite:</b> Enforced at Registration: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
<b>Corequisite:</b> Enforced at Registration: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
<b>CAN (California Articulation Number):</b>	
<b>Graded:</b> Letter <input checked="" type="checkbox"/> Credit/No Credit <input type="checkbox"/>	<b>Instructor Approval Required?</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>Course Classification (e.g., lecture, lab, seminar, discussion):</b> Seminar	<b>Title for SIS+/CMS (not more than 30 characters):</b> Early Intervention in SLP
<b>Cross Listed?</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<b>If yes, do they meet together and fulfill the same requirement, and what is the other course.</b>
<b>How Many Times Can This Course be Taken for Credit?</b> <u>1</u>	
<b>Can the course be taken for Credit more than once during the same term?</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	

**FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:**

**Description of the Expected Learning Outcomes:** Describe outcomes using the following format: "Students will be able to: 1), 2), etc."  
See the example at <http://www.csus.edu/acad/example.htm>

- Upon completion of this course the student will be able to:
1. State verbally and in writing the eligibility criteria and the timelines used for Regional Center services.
  2. Explain common assessment procedures for the EI population.
  3. Complete a dynamic assessment.
  4. Select and write salient interview questions given a case history, as well as complete a mock interview.
  5. Explain developmental milestones in the areas of interaction/attachment, pragmatics, gesture, play, language comprehension, language expression and feeding skills.
  6. Observe a dynamic communication assessment.
  7. Observe a child in a natural environment and write a summary of the child in all developmental domains.
  8. Explain the impact of sensory integration dysfunction on communication development and develop strategies to optimize learning potential.
  9. Review test results and determine whether or not treatment is indicated.
  10. Use the assessment data to design a treatment plan and determine if any other recommendations are warranted.
  11. Write a brief assessment report given assessment results.
  12. Discuss, verbally and in writing, how to present assessment results to the caregivers as well as the principles behind such a presentation.
  13. Conduct a mock closing interview when giving assessment results.
  14. Discuss, verbally and/or in writing, ASHA's Code of Ethics and the principle of confidentiality as those concepts apply to assessment and treatment.
  15. Support caregivers with skills and strategies using the Hanen Approach in order to facilitate communication development.

**\*\*Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean's office, not Academic Affairs.**

**Assessment Strategies:** A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

Assessment will be in the form of in-class examinations (short answer, fill-in, and short essay), essay take-home "homework," and participatory group work during class.

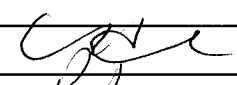
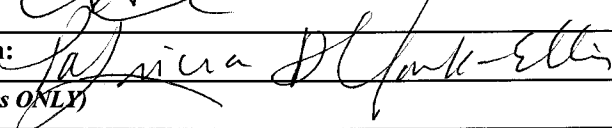
For whom is this course being developed?  
 Majors in the Dept \_\_\_ Majors of other Depts \_\_\_ Minors in the Dept \_\_\_ General Education \_\_\_ Other x \_\_\_  
 Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes \_\_\_ No x \_\_\_  
 If yes, identify program(s): \_\_\_\_\_

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes \_\_\_ No x \_\_\_  
 If yes, attach a description of resources needed and verify that resources are available.

Indicate which department or programs will be affected by the proposed course (if any). \_\_\_\_\_

**The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.**

**Approvals:** If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

Signatures:	Date
Department Chair: 	9/14/09
College Dean or Associate Dean: 	4/14/2009
CPSP (for school personnel courses ONLY)	
Associate Vice President and Dean for Academic Programs	

**Distribution:** Academic Affairs (original), Department Chair and College Dean. Dean's office to send original after approval to Academic Affairs, at mail zip 6016. An electronic copy must also be sent.

**California State University, Sacramento**  
**Department of Speech Pathology and Audiology**  
**Summer 2009**

**COURSE#:**  
**TITLE: Early Intervention**  
**ROOM:**  
**TIMELINE: 9 weeks**  
**June 15 – August 12**  
**MW 5-7:30 PM**

**INSTRUCTOR: Debra Harms, MA CCC-SLP**  
**OFFICE HOURS:**  
**VOICE MAIL: 285-4514**  
**e-mail: dharms@saclink.csus.edu**

**Place of Course in Curriculum:**

The focus of this 3-unit undergraduate course is on various aspects of assessment and treatment of the 0-3 population. Current principles, methods, and materials used by the speech-language pathologist to assess and treat the Early Intervention (EI) population will be presented. Knowledge regarding communication and feeding development will be addressed. The interplay of other developmental domains, multicultural considerations, and sensory integration dysfunction will be an expected learning outcome.

**Expected Student Learning Outcomes:**

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

1. State verbally and in writing the eligibility criteria and the timelines used for Regional Center services.
2. Explain common assessment procedures for the EI population.
3. Understand how to complete a dynamic assessment.
4. Select and write salient interview questions given a case history, as well as complete a mock interview.
5. Be familiar with developmental milestones in the areas of interaction/attachment, , pragmatics, gesture, play, language comprehension, language expression and feeding skills.
6. Observe a dynamic communication assessment.
7. Observe a child in a natural environment and write a summary of the child in all developmental domains.
8. Understand the impact of sensory integration dysfunction on communication development and develop strategies to optimize learning potential.
9. Review test results and determine whether or not treatment is indicated.
10. Use the assessment data to design a treatment plan and determine if any other recommendations are warranted.
11. Write a brief assessment report given assessment results.

12. Discuss, verbally and in writing, how to present assessment results to the caregivers as well as the principles behind such a presentation.
13. Conduct a mock closing interview when giving assessment results.
14. Discuss, verbally and/or in writing, ASHA's Code of Ethics and the principle of confidentiality as those concepts apply to assessment and treatment.
15. Support caregivers with skills and strategies using the Hanen Approach in order to facilitate communication development.

**The following ASHA Standards are met by successful completion of this course: Standard III-D. The applicant must possess knowledge of the principles and methods of, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the following disorders:**

Articulation
Feeding and Swallowing
Receptive and Expressive Language
Social aspects of communication
Communication modalities (including oral, gestural, alternative communication techniques)

**Student Assessment:** class participation, performance on exams, verbal classroom presentations, observations, and written projects.

**Texts:**

- Rossetti, Louis M. "Communication Intervention Birth to Three" Second Edition. Copyright 2001 Singular Publishing (Required)
- Pepper, Jan and Weitzman, Elaine "It Takes Two to Talk" Third Edition. Copyright 2004 by Hanen Early Language Program (Optional)

**Policies.**

**Attendance:** Professional attendance is required. Report absences to Mrs. Harms in person, by voice mail or email prior to class meeting. More than 2 unexcused absences will result in your grade dropping by one letter grade. Practice attending now as attendance (and promptness) at scheduled meetings is a professional behavior that you will need to develop and maintain. Your future job won't allow you to slack in this area.

**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.***

**Class meetings and participation:** Lecture + discussion + observation format will be followed. Active listening and problem solving is expected in this course. When you are listening to another student present his/her ideas, take notes, offer suggestions, etc. 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 are considered to be far more meaningful participation. Do not sit back and figure "that's not my issue." **You are graded on attendance and participation each session.**

**Exams:** Three exams will be given during the semester. You are responsible for materials covered in required readings, lectures, discussions and handouts. The format for exams will include: short answer, fill-in, and short essay. Illness is the only acceptable reason for a make-up exam. You must provide a written doctor's excuse documenting your illness. Any make up exam must be taken within 24 hours of the scheduled exam date.

Drop/Adds:

Any drops after the \_\_\_\_\_ week of classes requires special written permission from myself, Dr. O'Hanlon, and Dean Hopkins. Only serious and compelling reasons will be accepted for dropping the course.

**GRADING POLICY**

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

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

STUDENTS WHO RECEIVE BELOW A B- ON ANY ONE TEST, PRESENTATION, PAPER OR PROJECT WILL BE EXPECTED TO CONFERENCE WITH ME, PREFERABLY DURING OFFICE HOURS, TO DISCUSS DEFICIENT AREAS AND WHAT CAN BE DONE TO ENSURE COMPETENCY IN THE DEFICIENT AREA.

Support with Writing Assignments

*The College of Health and Human Services Writing Center, located in Solano Hall 5000, is a program designed to assist students with all stages of writing from pre-writing through editing a text utilizing a peer-tutoring environment. The Center is staffed by graduate students from the English Department. Hours will be posted at the beginning of the Fall 2008 semester. If you have questions about the Center, please call (916) 278-7255.*

## COURSE SCHEDULE

DATE	TOPIC	PREPARATION	ASSIGNMENTS & DUE DATES
Week 1	Course Direction & Design; History/Qualifying Criteria of Early Intervention Services Populations at Risk for Communication Delay	Review syllabus; lecture	
Week 2	Overview of Development Across all Developmental Domains	Lecture; DVD's	Homework assignment
Week 3	Birth to Three Swallowing and Feeding Skills Swallowing and Feeding Skills Common to EI	Lecture; DVD's	
Week 4	Impact of Sensory Integration Dysfunction on Communication/Feeding Skills	Lecture;	Class participation
Week 5	Common Diagnoses in Early Intervention/Populations at Risk Multicultural Considerations	Lecture; Text: Ch. 1	Group work in class
Week 6	Assessment Methods	Lecture Text Ch. 3	Homework Assignment <b>TEST</b>
Week 7	Enhancing Caregiver-Infant Attachment, Interaction and Socio-communicative Development	Lecture; Text Ch. 2 Hanan Principles	Group work in class; probable homework
Week 8	General Considerations and Specific Strategies for Communication-Based Intervention	Lecture; Text: Ch. 4 & 5	Group work in class; probable homework
Week 9	Transiting to the School District Efficacy of EI Services Ethics	Lecture; Text: Ch. 6	<b>TEST</b>