

**Introduction to Clinical Issues and Methods
California State University, Sacramento
Department of Communication Sciences and Disorders
Spring Semester, 2019**

*****In order to maintain confidentiality for clients and students, audio recordings during class are not permitted*****

COURSE #: CSAD 146 Section 1	INSTRUCTOR: Kelly Louney, M.S. CCC
TITLE: Introduction to Clinical Issues and Methods	OFFICE: Folsom Hall CSAD
ROOM: IRC 1010	CSUS PHONE/VOICE MAIL: 278-6601
MEETING DAY AND TIME : Friday 10-12 :50	UNITS : 3.0
OFFICE HOURS: By appointment Friday 7:00- 8:00 am	EMAIL: louney@csus.edu

PLACE OF COURSE IN PROGRAM

This course will generally be taken by students as one of their senior level courses. Although this course is required for admission to the CSUS graduate program, it is NOT A REQUIREMENT FOR GRADUATION. If you elect to drop CSAD 146, please see your advisor for assistance in selecting an alternate course.

COURSE DESCRIPTION

Methods and materials used in clinical procedures are introduced. Work with graduate students and clients provides introduction to actual procedures and ethical practices. Introduction to ASHA Code of Ethics and legal issues in professional practice including federal and state laws and regulations, funding sources and scope of practice, survey of professional settings for speech and hearing services, including multidisciplinary settings.

Prior to enrolling in [CSAD 146](#), students must fulfill the following requirements:

- Pass/complete the Sacramento State undergraduate writing requirement as delineated in the University Policy Manual posted on the campus website.
- 3.2 GPA within the major (CSAD) with no CSAD courses below a grade of "C."
- Proof of negative tuberculin (PPD) test and verification of measles, rubella, and hepatitis B immunizations.
- Completion of a Level 1 criminal background screening. Screenings must be conducted by the department-sanctioned agency. Refer to Department webpage for current agency instructions. Background checks performed by other agencies are not accepted.

PREREQUISITES

Prerequisite(s): [CSAD 110](#), [CSAD 111](#), [CSAD 112](#), [CSAD 125](#), [CSAD 126](#), [CSAD 130](#), and [CSAD 145](#)

Learning Outcomes Competencies
Introduction to Clinical Issues and Methods (CSAD 146)

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.

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

1. Define and identify (un)ethical behavior in the practice of speech pathology and audiology, including confidentiality and informed consent, as determined by the American Speech and Hearing Association (ASHA).
2. Be able to state or write and discuss the tenants of Universal Precautions.
3. Be able to discuss and apply HIPAA regulations to clinical practice.
4. Be able to discuss the tenants of supervision according to Anderson's Continuum of Supervision.
5. Observe clinical practicum and identify (in writing) client objectives, teaching methods, reinforcers, and client behaviors.
6. Formulate a written treatment plan, including treatment objectives and materials and teaching methods, for clients.
7. Participate in therapy, planned and guided by a graduate clinician.
8. Design treatment objectives, detailing performance, conditions, and criterion.
9. Utilize standard treatment/teaching methods under the guidance of a graduate clinician.
10. Collect and interpret treatment data in a standardized manner.

Course Learning Outcome	Components Indicating Competence	Grades Received
1	COE activity/quiz	
2	Health module certificate of completion	
3	HIPAA activity/quiz	
4	Test	
5	Behavioral/Subjective observation (client) Therapy Planning activity Test	
6	Therapy Planning activity Clinical Assistant Competency Form Test	
7	Clinical Assistant Competency Form Reflection assignment	
8	Goal and objective writing activity	
9	Clinical Assistant Competency Form	
10	Data collection activity (in class) Data collection activity (client)	

REQUIRED TEXT

Roth, F. P., & Worthington, C. K. (2016). *Treatment resource manual for speech-language pathology 5th Edition*. San Diego: Singular Pub. Group.

RECOMMENDED TEXT

Dwight, Debra M., *Here's How to do Therapy: Hands-On Core Skills in Speech-Language Pathology, Second Edition* Plural Publishing, Inc., San Diego, CA, 2014.

COURSE POLICIES

PARTICIPATION IN CLASS MEETINGS

There will be a moderate amount of lecture to this course. Many classes will consist of directed discussions and group exercises, activities or quizzes. Verbal discussion and presentations are essential parts of this course. Students are expected to attend class regularly, prepared to participate in class discussions.

ATTENDANCE

Attendance is not taken for lecture classes. It is the student's responsibility to obtain missing lecture notes and concepts as all lectures are represented on the test. Attendance is mandatory for all student/group presentations, the clinical assistantship, the code of ethics activity/quiz, HIPAA activity/quiz and guest speakers. Your points will be sacrificed if not in attendance for graded assignments. You will sacrifice 15 points from your overall grade for any unexcused absences on days with a guest speaker or presentations.

As a reminder, in order to maintain confidentiality for clients and students:

Audio recordings during class are not allowed. Audio recording may be a HIPAA violation and violations of this policy will be referred accordingly.

ASSIGNMENTS

Assignments are considered due at the time of collection by the instructor on the assigned due date. Assignments are considered late if they are submitted after the collection of the assignment by the instructor. Assignments will be collected at the beginning of the class period on the due date. Late assignments will be docked 10% of the total possible points for each class period they are late. For example: Submission after the in class collection through midnight of the due date = -10% of possible points. Submission between 12:01 am day after the due date and up to the beginning of the next class period = -20% of possible points.

Required Medical Documents:

As noted on page 1 of the syllabus, students are required to provide documentation for the following:

1. Negative TB (PPD) test after May 3, 2018.
2. Initiation of the Hepatitis B series.
3. Complete the department's authorized background check. Please see the department's website and SacCT page for instructions.
4. Sign *Video Permission Form*.
5. Sign *Confidentiality Agreement* (usually completed in CSAD 145)

These medical documents are due no later than February 15, 2019 and students may NOT begin the Clinical Assistantship until these documents are submitted and verified by the instructor.

Submission of these documents on or before February 15, 2019 is worth 25 points. Point values are as follows:

- | | |
|------------------------|-----------|
| 1. Negative TB | 10 points |
| 2. Initiation of Hep B | 10 points |
| 3. Background check | 5 points |

Participation as a Clinical Assistant:

- 1) You will be assigned a graduate student and a client this semester. You will be required to meet with your graduate student and participate in four clinical sessions during specific time windows. Your assignment is based upon your class schedule only. If you cannot work this requirement into your schedule, you must drop the course.
- 2) You will directly observe and participate in the clinical process on four separate occasions. Each of the four sessions will have a specific activity assigned and have an assignment window. The assignments are as follows:

Clinical Skill	Window for completion	Assignment Due Date
Behavioral/Subjective observation	March 4- March 21	March 21
Data Collection	March 18- April 4	April 4
Introduction to clinical activities	April 8- May 2	May 2
Introduction to clinical activities	April 8- May 2	May 2

- 3) Your graduate student will submit a Clinical Assistant Competency Form after each session. This form will score your professional behavior during the interactions as well as provide intervention specific when applicable. These scores will be factored into your grade.
- 4) Attendance during the assignment window is mandatory. You will need to meet with your graduate student in advance of the session to discuss the client and your session objectives.

Healthstream Online Clinical Orientation Program:

You are required to complete the Rapid Regulatory Compliance: Clinical II health module. This module will prepare you for work in a variety of healthcare settings and support your knowledge of

Universal Precautions. Certificate of completion of the health module is due on February 15, 2019. This certificate of completion is worth 25 points.

Interview Question activity:

Each student will be asked to create an interview questionnaire based on a thorough chart review of a client. This interview questionnaire will be completed in class and will be worth 15 points.

Assessment Procedures activity:

Students will be required to use historical information for a given client to compare and contrast the appropriateness of specific speech and language tests. Students will then create an assessment plan and rationale. This assignment will be worth 25 points.

Data Collection activity:

In order to practice real time data collection, students will be required to watch videos of speech and language therapy and use a therapist devised tool for data collection to accurately record the student's performance during therapy. This assignment is worth 15 points.

Goals and Objective Writing activity:

Students will be required to analyze and design treatment objectives; detailing performance, conditions, and criterion during this assignment. This assignment will be worth 20 points.

Therapy Planning activity:

Students will be required to create a therapy plan incorporating therapeutic goals, methods and materials to create a cohesive lesson plan. This assignment will be worth 20 points.

Materials Presentations:

In groups, students will present a toy/activity/material that can be used with multiple disorders. General guidelines and assignments will be assigned in class. Access to the internet and power point is recommended for this class meeting. This assignment will be worth 40 points.

Exam:

One in-class exam will be given. All make-up exams will be taken during dead week in essay form. If you are absent from class, you are responsible for all material covered. You must bring a Scantron 883-E for this test.

Code of Ethics Activity:

Each student will be responsible for participating in a code of ethics activity. General requirements and guidelines regarding the format for this assignment will be discussed in class. This assignment will be worth 30 points and students must be in attendance to receive credit.

HIPAA quiz/in-class activity:

A quiz will be given following a lecture on the Health Insurance Portability and Accountability Act. You must bring a Scantron 883-E for this quiz. The quiz/activity will be worth 25 points and students must be in attendance to receive credit.

Guest Speaker:

Guest speakers will be brought in to discuss topic specific material. Attendance is mandatory for all guest speakers. Because guest speakers are professionals from the community who volunteer their time to discuss their métier with our students, attendance is expected. The dates of guest speakers are tentative, although they are confirmed prior to class scheduling; we sometimes need to afford guest speakers flexibility as their schedules may change. Although schedule changes do not happen often, the attendance policy will apply on the actual day the speaker presents. Students will sacrifice 15 overall class points for absences on days with guest speakers.

GRADES

Assignment	Point Possible
Medical documents	25
Health module	25
HIPAA activity/quiz	25
Interview questions	15
Assessment procedures	25
Data collection	15
Goal and objective writing	20
Therapy planning activity	20
Materials presentation	40
Clinical Assistant Competency Form	10 points each (40 points total)
Behavioral/Subjective observation (client)	25
Data collection (client)	25
Reflection (client)	25 points each (50 points total)
Test	100
Total	450

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:

Points	Grade	Points	Grade
450-418	A	350-328	C
417-405	A-	327-315	C-
404-396	B+	314-306	D+
395-373	B	305-283	D
372-360	B-	282-270	D-
359-351	C+	269 and below	F

STUDENTS WHO RECEIVE BELOW A 77% ON ANY ONE TEST, PRESENTATION, PAPER OR PROJECT WILL BE EXPECTED TO CONFERENCE WITH ME, DURING OFFICE HOURS, TO DISCUSS DEFICIENT AREAS AND WHAT CAN BE DONE TO ENSURE COMPETENCY IN THE DEFICIENT AREA.

DROP/ADDS

University policies for add-drop will be followed. These policies can be found in the CSUS Catalog and Schedule.

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.

SERVICES TO STUDENTS WITH DISABILITIES (SSWD)

Website: <http://www.csus.edu/sswd/services/apps.html>

To apply for SSWD support services, you may download and print out the forms from this web page. To establish your eligibility for services, you must sign and submit the **Support Services Application form**, the respective **verification/certification forms** (type of form depends on disability(ies), see list in box below) completed by either licensed physicians or appropriate professionals, and a copy of **unofficial transcripts**. These documents may be submitted in person, by mail, or by fax (916) 278-7825.

Students registered with Services to Students with Disabilities, (SSWD), are able to take exams in an environment free from distractions, with tools usually not available in the classroom. Some of the testing accommodations available to students are; readers and scribes, computer assisted and computer adaptive software, and wheelchair accessible and adjustable tables. Group room testing times are 12:30 PM on Monday, and 8:30 AM and 12:30 PM Tuesdays - Thursdays. Students arriving after 8:45 AM or 12:45 PM will not be admitted to the testing room. Testing Accommodation Instruction forms are to be completed by faculty and submitted with the exam. Exams should not be faxed or e-mailed.

TENTATIVE COURSE SCHEDULE

Week	DATE	TOPIC	PREPARATION	ASSIGNMENTS DUE
1	1/25	Introduction Syllabus Review Universal Precautions Health module assigned Clinic tour	Submit schedule to department	
2	2/1	Review of Clinical Procedures Learning theories to S-L intervention (25 slides) Developmental domains (8 slides)	Chpt 4: Dwight Chpt 5: Dwight Chpt 1 pg 14-16: TRM	
3	2/8	Chart Review lecture Chart review activity Interview procedures lecture Interview questions activity		Chart review activity Chart review activity
4	2/15	Assessment Procedures lecture Assessment procedures activity Test protocol		Health module certificate due Medical documents due
5	2/22	Speech and language sampling lecture Behavioral/subjective observation lecture Behavioral/subjective observation activity Discuss client assignments		
6	3/1	Diagnostic Statement lecture Diagnostic Statement activity Data Collection lecture Data Collection video and practice		
7	3/8	Goal and Objective Writing lecture Goal and Objective Writing activity Evidence Based Practice lecture Clinical Methods Selection activity		Bring textbook
8	3/15	Hands on Core Skills lecture Basic Structure Within the Therapy Process lecture Therapy Planning activity		
	3/22	NO CLASS - SPRING BREAK		
9	3/29	Therapy Materials lecture Therapy Materials Presentation		

10	4/5	Scaffolding lecture SOAP Note lecture Discuss first client experiences		
11	4/12	COE lecture COE activity Foundations lecture		
12	4/19	HIPAA HIPAA quiz/activity Supervision lecture		
13	4/26	Test Prepare for final session with client		
14	5/3	Guest Lecture		
15	5/10	Course Culminating Activity Course Evaluations Client debriefing		

**This course has been designed to be in direct support of the following
American Speech-Language Hearing Association (ASHA) Knowledge and
Skills Acquisition for Certification in Speech-Language Pathology: CSAD 146:
Introduction to Clinical Issues and Methods**

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: fluency 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: voice and resonance 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 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, 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.

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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.

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Standard V-B 3a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.

- The student will demonstrate the ability to communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.

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Standard V-B 3b. Collaborate with other professionals in case management.

- The student will demonstrate the ability to collaborate with other professionals in case management.

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Standard V-B 3d. Adhere to the ASHA Code of Ethics and behave professionally.

- The student will demonstrate the ability to adhere to the ASHA Code of Ethics and behave professionally.