

California State University, Sacramento
Department of Communication Sciences and Disorders

CSAD 228A Clinical Methods: Speech 1

T/R 11-11:50am
Folsom 2206A
Spring Semester, 2019

Methods Instructor

Tonia Davis, PhD, CCC-SLP

Email: tonia.davis@csus.edu

Office: Folsom Hall 2404D

Office Hours: Tuesday, Wednesday, & Thursday, 12-1pm

Phone: 916-278-6679

Catalog Course Description

Diagnosis and treatment as applied to the current caseload, including articulation and phonological disorders and characteristics associated with English as a second language (ESL) populations. Methods for both children and adults. Staffings, case studies and presentations, demonstrations and class discussions. 2.0 units.

Prerequisite(s): CSAD 125, CSAD 126, CSAD 143, CSAD 145, CSAD 146, CSAD 148 or equivalents; instructor permission.

Corequisite(s): CSAD 229A.

Recommended Texts

1. Secord, WA. (2007). *Eliciting Sounds: Techniques and Strategies for Clinicians*, 2nd ed., Cengage Learning, Canada.
2. Williams, AL., McLeod, S & McCauley, RJ. (2010). *Interventions for Speech Sound Disorders in Children*.
3. Additional articles will be posted on **Canvas**.

Learning Outcome Competencies (CSAD 228A)

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.

Specific Student Learning Outcomes

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

1. Demonstrate clinical competence in phonetic transcription of typical and disordered sounds of the English language.
2. Discuss interviewing techniques with focus on culturally and linguistically diverse (CLD) clients. [CTC pg. 2, 3a]
3. List and discuss principles of screening and assessment.
4. Evaluate common standardized and unstandardized assessments on reliability, validity, sensitivity, specificity, and application to CLD clients.
5. Apply principles of privacy and confidentiality (HIPAA) to case studies and discussions.
6. Compare/contrast different cognitive-linguistic (including phonological) and motor learning intervention approaches. [CTC pg. 6, 5b]
7. Apply intervention approaches to own clients or case study clients including (a) articulation disorder, (b) phonological disorder, (c) motor-based speech disorder (i.e., dysarthria, and (d) accent modification treatment.
8. Design an appropriate, client-specific baseline and post-treatment assessment measure for trained, untrained, and generalization targets.
9. Present data from sessions clearly and accurately.
10. Apply reinforcement and behavioral management principles to clients and discuss the outcome.
11. Reflect on present levels of performance and identify areas to target for improvement in own clinical practice.
12. Demonstrate understanding on the iterative process of clinical writing through peer reviews of case reports.
13. Discuss professional integrity within the context of the ASHA Code of Ethics and State Licensing Board requirements.

Learning Objectives	Components Indicating Competence	Grade(s) Received
1	IPA 1 & 2	
6, 7	Intervention Handout	
5, 8, 9, 10, 11	Grand Rounds	
11	Reflections 1 & 2	
12	ICR Due Dates & Peer Review	
2, 3, 4, 5, 13	Class Discussion & Participation In-Class Activities	

Assessment

Assessment	Points	Due Date
IPA Lab 1	20	1/29
IPA Lab 2	20	2/5
Intervention Handout	50	2/19
Initial Case Report (ICR)*	4x5 points=20	2/8, 2/15, 2/22, 3/1 <i>Or at discretion of CI</i>
Reflection 1	20	3/14
Participation/Professionalism	20	3/14
Grand Rounds	50	4/9
Reflection 2	20	5/7
Participation/Professionalism	20	5/9
Total: 240		

***Due on Fridays at midnight.**

Letter grades will be based upon the following:

- 95 - 100%-----A
- 90 - 94%-----A-
- 87 - 89%-----B+
- 83 - 86%-----B
- 80 - 82%-----B-
- Below 80%-----F

Equal Access

California State University – Sacramento’s 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.

If you need course accommodations due to a disability, if you have emergency medical information to share with the instructor, or if you need special arrangements in case the building must be evacuated, please make an appointment with the instructor.

Academic and Clinical Integrity

The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento (hereafter referred to as Sacramento State) expects that both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades. Academic dishonesty defrauds all those who depend upon the integrity of the University, its courses and its degrees. This fraud is accomplished to the extent that faculty, students or campus employees knowingly or unwittingly allow academic dishonesty to work its deception.¹

The American Speech Language Hearing Association (ASHA) adheres to a Code of Ethics, which you are expected to follow as a student clinician.

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.²

Basic Needs Support

Sacramento State has a number of programs to support students in temporary housing assistance, nutrition supplementation, and for student emergencies. <https://www.csus.edu/basicneeds/>

Mental Health and Counseling

If you or a loved one are in crisis, please reach out. For immediate assistance, consider <https://www.crisistextline.org/>. For additional counseling support, Sacramento State offers counseling services through the WELL. Or just reach out to any of your professors, and we can help you to find the resources you need.

Electronic Devices

Cell phones should be on silent and put away. Laptops may be used to access materials only. They should be closed during discussion. No audio-recording is allowed due to discussion of client-sensitive information. Disability accommodations will be honored.

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.

¹ <https://www.csus.edu/umannual/student/stu-0100.htm>

² <https://www.asha.org/code-of-ethics/>

Participation and Discussion

You are responsible for your own education. This course is front-loaded with topics to help you to be successful in clinic. However, the second half of the course is mostly open-ended and we will be flexible based on the needs of the current cohort. You are expected to lead your own education by identifying what topics need to be covered.

Attendance is mandatory. Unexcused absences will be penalized at a rate of -5 points/absence to your participation grade. Respectful discussion is mandatory. Failure to respect your peers, instructors, or clients will be penalized at a rate of -5 points/incident.

Tentative Schedule

Topics for discussion are subject to change relative to the needs of the class.

Date	Clinic Week	Topic	Preparation	Report Writing	Assignments
1/22	0	Clinical Policies and Procedures	Please read client files prior to class	--	
1/24	0	Assessment Practice <i>In-Class Activity</i>	Assessment practice at home	--	
1/29	0	Assessment Practice	Assessment practice at home	--	IPA lab 1 due
1/31	0	Case History <i>In-Class Activity</i>	Read Westby article	--	
2/5	1	Introduction to the ICR	None – just prep for clinic!	--	IPA lab 2 due
2/7	1	Speech Sampling <i>In-Class Activity</i>	Read Shriberg article	ICR part 1 (2/8)	
2/12	2	Goal Writing <i>In-Class Activity</i>	Read Kamhi 2006	--	
2/14	2	Baselining <i>In-Class Activity</i>	--	ICR part 2 (2/15)	
2/19	3	Intervention Presentations	Presentations	--	Intervention handouts due (all)
2/21	3	Intervention Presentations	Presentations	ICR part 3 (2/22)	
2/26	4	Accent Modification	Read Hismanoglu 2010	---	
2/28	4	“How to” /r/ /s/ /k/ <i>In-Class Activity</i>	Bring tongue depressors, floss, penlights, etc	ICR part 4 Submit to CIs (3/1)	
3/5	5	In-Class Peer Review	Bring copies of ICRs to class	Make ICR edits	
3/7	5	Managing Disruptive Behaviors	McKinney article	Make ICR edits	Get video for reflection
3/12	6	Growth Mindset	Dweck article	Submit to CIs	
3/14	6	CSHA	CSHA	--	Reflection 1
Spring Break					

3/26	7	Time Management & Organization	Warren 2007 article	--	ID a client for grand rounds
3/28	7	Taking Data	--	--	
4/2	8	Complex Syntax <i>In-Class Activity</i>	Scarborough 1990	--	
4/4	8	No class	No class	--	Prepare GR presentations
4/9	9	Grand Rounds	Presentations	--	GR presentations due (all)
4/11	9	Grand Rounds	Presentations	--	
4/16	10	Grand Rounds	Presentations	--	
4/18	10	Grand Rounds	Presentations	--	
4/23	11	Applied Research	TBD – “Hot off the presses” research (2018/2019) relevant to the course	Start working on FCRs	
4/25	11	Sticky Situations (Ethics & Integrity)	https://www.asha.org/code-of-ethics/	--	
4/30	12	Homework	Bowen 2004 article	--	Get video for reflection
5/2	12	Referrals & Allied Health Teams <i>In-Class Activity</i>	Schmitt 2013 article	Submit FCR to CIs	
5/7	0	Complete evaluations	--		Reflection 2
5/9	0	Recap, review, goodbyes			

CSAD 228A Methods: Speech Disorders I

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:

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: 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 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 social aspects of communication (e.g., behavioral and social skills affecting communication).

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: acoustic 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.