



California State University, Sacramento

Department of Communication Sciences and Disorders

GRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Spring 2020	Course: CSAD 244 Methods: Speech -- Language Assessment.	Section: 01
Meeting Days: Friday	Meeting Times: 7:30-8:50 AM	Location: Folsom Hall 2206B
Instructor: Kelly Louney	Email: louney@csus.edu	Phone: 916-278-4867
Office Location: Folsom Hall 2000	Office Hours/Appointments: Friday 12:00-1:00 PM	

Catalogue Course Description:

CSAD 244. Methods: Speech -- Language Assessment.

1 Unit

Prerequisite(s): [CSAD 147](#) or equivalent; [CSAD 228B](#), [CSAD 242B](#); instructor permission.

Corequisite(s): [CSAD 245](#).

Term Typically Offered: Fall, Spring

Methods and materials for initial assessment in Speech-Language Pathology.

Place of Course in Program

This course will generally be taken by graduate students in their third semester of the graduate program in speech-language pathology. This course provides information about the administration and interpretation of informal and standardized instruments for assessing speech, language and cognitive problems across the age and disorder spectra, including: planning and completing assessments, interviewing and interpreting historical information, assessment and observation of clients with interpretation of findings, making recommendations for follow-up, and the sharing of information with the clients and family/caregivers.

Sacramento State Graduate Learning Goals (GLG)	Addressed by this course (Y/N)
Disciplinary knowledge: <i>Master, integrate, and apply disciplinary knowledge and skills to current, practical, and important contexts and situations.</i>	Y
Communication: <i>Communicate key knowledge with clarity and purpose both within the discipline and in broader contexts.</i>	Y
Critical thinking/analysis: <i>Demonstrate the ability to be creative, analytical, and critical thinkers.</i>	Y
Information literacy: <i>Demonstrate the ability to obtain, assess, and analyze information from a myriad of sources.</i>	Y
Professionalism: <i>Demonstrate an understanding of professional integrity.</i>	Y
Intercultural/Global Perspectives: <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 244 SPECIFIC STUDENT LEARNING OUTCOMES:

1. Discuss and compare the usefulness of various standardized and non-standardized testing instruments, including systematic observation. This will be evaluated by the verbal contributions made in the classroom.
2. Write a comprehensive, yet succinct, Assessment Plan for an individual client. These plans will be presented in written and verbal format to the class on the week prior to the actual assessment. Plans will be evaluated on appropriateness to the client, comprehensiveness, and whether or not the plan is time efficient. Oral presentations will be graded on clarity of presentation.
3. Verbally exchange ideas and information with classmates regarding the pros and cons of any one particular standardized and/or non-standardized testing instrument for evaluating any one client, utilizing a “Grand Rounds” approach.
4. Discuss the purpose and format of the Diagnostic Summary in a client report.
5. Evaluate Client Questionnaires and historical information using critical thinking and decision making to develop assessment plans.
6. Present assessment plans to the class in a collaborative and Grand Rounds manner and for the purpose of receiving collaborative feedback.

Course Learning Outcome	Components Indicating Competence	Grades Received
1	Verbal Presentations Attendance	
2	Written Assessment Plans	
3	Verbal Presentations Attendance	
4	Verbal Presentations Attendance	
5	Written Assessment Plans	
6	Oral Class Presentations Attendance	

Textbooks and Materials:

The student will use references in his/her personal library, the clinic supply room and the University library as needed. Please review your notes from CSAD 147 and the Shipley book frequently.

Online Resources:

The student will reference Canvas for this course as additional supports will be provided there.

Course Requirements/Components:

ATTENDANCE:

Class attendance and promptness are required and roll will be taken each session. All absences must be reported in person, via voice mail or email to the instructor prior to class meeting. One excused absence will be granted to each student per semester. This absence excuses the student from being docked attendance, participation and professional behavior points for that day. Absences will not be excused on days in which the student is scheduled to present their client's assessment plan to the class. These excusals will include flat tires, mild illness without a doctor's note, previously scheduled events, professional conferences, etc. All other absences will be excused for documented emergencies or conflicts only: ***You must provide professional written documentation of the emergency or conflict to the instructor.*** All other absences will be considered unexcused. Attendance and participation are essential ingredients to a professional who wishes to be a successful employee. Unexcused absences will lower the overall final semester grade by 5 points.

CLASS PARTICIPATION:

Class participation points will be assigned during in class discussion. A modified Socratic method will be employed, whereby students will be called upon randomly to contribute to classroom discussions. If you are not in class or not present when your name is selected for discussion, you will sacrifice your class participation points for the day.

PROFESSIONAL BEHAVIOR:

Professional behavior points will be awarded for appropriate professional behavior during class. Professional behavior includes (but is not limited to): arriving on time for class, having materials ready prior to the beginning of class, professional tone of voice, use of professional terminology, extending courtesy and respect during peer presentations, and making responsible and ethical contributions. Points may be sacrificed for unprofessional behavior.

ASSESSMENT PLANS:

You will be expected to submit a written assessment plan in class with copies for each of the students and the instructor on the Friday preceding your assigned assessment. **DO NOT** leave the copy making until the morning of the presentation. You will be expected to verbally present a brief history of your upcoming client and outline what you need your assistant to be doing on the day of the assessment. Classmates are urged to ask questions and offer recommendations. Class discussion is expected. Paper copies of the assessment plan are essential as we work as a team to firm up your final plan.

VERBAL PRESENTATIONS:

Students will present their assessment plan to the class the week prior to their scheduled assessment. They will use their assessment plan as a guide to discuss their client's reason for referral, the salient details of their client's history and their assessment plan. For full points students will readily discuss their client, hypothesis, and the steps taken to formulate their plan. They should be prepared to answer questions about this process as well as ask thoughtful questions of their peers.

REFLECTION ON ACTION:

One "Reflection-On-Action" document will be completed during the semester as a means of reflecting on your assessment. This reflection should be completed after the first assessment completed. These reflections will be submitted to your Clinical Instructor for discussion. The clinical instructor and course instructor will determine the student's points relative to their reflection of the session.

DYNAMIC ASSESSMENT PARTICIPATION:

Each student will participate in a dynamic assessment activity in which they will pre-assess, treat and then post-

assess clients participating in the clinic's literacy program. The schedule and outline for this activity will be provided at the beginning of the semester, in class.

Grading Policy:

Points for each area will be assigned by the instructor according to the previous mentioned description. Late assignments will not be accepted without written documentation of a verified emergency.

Source	Points per assessment/ week	Points per semester	% of Grade
Written Assessment Plan (per assessment)	5	15	15
Verbal Presentation (per assessment)	5	15	15
Class participation (per week)	1	13	13
Attendance (per week)	1	13	13
Professional Behavior in Class	1	13	13
Reflection On Action	11	11	11
Dynamic Assessment Participation	20	20	20

Letter grades are assigned according to the following scores

Points	%	Letter
93-100	93-100%	A
90-92	90-92%	A-
87-89	87-89%	B+
83-86	83-86%	B
80-82	80-82%	B-
77-79	77-79%	C+
73-76	73-76%	C
70-72	70-72%	C-
67-69	67-69%	D+
64-66	64-66%	D
60-63	60-63%	D-
Below 60	Below 60%	F

Course Policies/Procedures:

LATE ASSIGNMENTS:

Late assignments will not be eligible for full credit without professional written documentation of an emergency preventing submission. A single point will be deducted per day an assignment is late. Assignments are considered late after the posted deadline day and time, the start of the class period or when collected by the instructor.

SCHEDULED ASSESSMENTS:

Your assessment schedule will be provided to you via the clinic scheduling office. Each student will be expected to complete 3 primary assessments that may be spread over several weeks and under one clinical instructor. All students will be expected to assist and take data or complete other duties, as assigned, on a rotating basis. A schedule of assisting will be provided to the class. Modifications to the schedule MUST not be made without approval by the class instructor.

PERFORMANCE IMPROVEMENT PLANS:

A Performance Improvement Plan may be implemented at any time by the clinical instructor. Performance Improvement Plans are used as teaching tools to assist students in the demonstration of proficiency in any area related to assessment. Performance Improvement Plans may or may not be assigned at the time of a competency form. Performance Improvement Plans that are written must be successfully completed by the student prior to receiving a passing grade in the clinic. Students with outstanding Performance Improvement Plan(s) or those who fail to successfully complete a Performance Improvement Plan will not receive a passing grade for the clinic. Their final grade will be determined by their clinical instructor after a careful review of competency scores and progress towards the Performance Improvement Plan(s).

TENTATIVE Course Schedule/Outline:

Date	Topic/Class Content	Readings	Assignment/ Activities
1/24/2020	Syllabus Policies and Procedures Assessment Review	Shiple CSAD 147 materials	
1/31/2020	Assessment Review Student Assessment Plan presentations	Shiple CSAD 147 materials	
2/7/2020- 4/24/2020	Student Assessment Plan presentations	Shiple CSAD 147 materials	Assessment Plans as assigned
5/8/2020	Assessment reflections Course evaluations		None

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, 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. 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.

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.

Basic Needs Support

If you are experiencing challenges in the area of food and/or stable housing, help is just a click, email or phone call away! Sacramento State offers basic needs support for students who are experiencing challenges in these areas. Please visit our Basic Needs website to learn more about your options and resources available.

<https://www.csus.edu/basicneeds/>

Other Resources

Testing Center: <https://www.csus.edu/testing/>

Library: <https://library.csus.edu/>

Services to Students with Disabilities: <https://www.csus.edu/sswd/>

Student Health and Counseling Services at The WELL: <https://www.csus.edu/shcs/>

Peer & Academic Resource Center: <https://www.csus.edu/parc/>

Student Academic Success and Education Equity Programs: <https://www.csus.edu/saseep/>

Case Manager, Office of Student Affairs: <https://www.csus.edu/student/casemanager/>

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

CSAD 244 Methods: Speech -- Language Assessment

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: 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: 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, 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 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: acoustic 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.