



California State University, Sacramento

Department of Communication Sciences and Disorders

GRADUATE SYLLABUS

Semester/Year: Fall 2022	Course: CSAD 244 Methods: Speech -- Language Assessment.	Section: 01
Meeting Days: Thursday	Meeting Times: 1:30-2:20 pm	Location: Folsom 1051
Instructor: Kelly Louney	Email: louney@csus.edu	Phone: 916-278-4867
Office Location: Folsom Hall 2000	Office Hours/Appointments: Friday 12:00 am- 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.

Note: In the event a faculty member is not available during the semester for whatever reason, students will be contacted and advised how the course will proceed. This may include a change in instructor and/or modality.

Course Modality: This course is an in-person course that will meet on campus. This class is not taught with an asynchronous component and virtual attendance is not permitted. Any changes to the modality of the course will be at the discretion of the university. University and departmental procedures will be followed and communicated to the students.

Health & Safety Information:

This course will follow the health and safety information as dictated by the university. Please refer to <https://www.csus.edu/student-affairs/emergency-student-information/> for up to date information on COVID 19 policy.

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	Assessment Comparison Attendance	
2	Written Assessment Plans	
3	Assessment Comparison Verbal Presentations Attendance	
4	Verbal Presentations Attendance	
5	Written Assessment Plans	
6	Verbal 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 and Zoom 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 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. The first half of the semester will be comprised of peer collaboration to explore various standardized assessments within the field and practice systematically analyzing the assessments for the purposes of selection and administration. The class will work together to support completion of the Assessment Comparison assignment. Students are expected to be a professional and productive member of the group. The second half of the course will consist of oral presentations in which the students rely on their assessment knowledge to succinctly present an assessment plan for an assessment client. A modified Socratic method will be employed, whereby students will be called upon randomly to contribute to classroom discussions during both of these activities. Class participation points will be assigned according to verbal comments and questions asked throughout the class. You are expected to participate in some way during each class session.

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 COMPARISONS:

Students will review two standardized assessments within the same disorder category. They will administer enough subtests of each of the assessments to calculate at least one domain or index score if available. They will then score the test using the manual and attach the protocol to this assignment. A written assignment will guide the student to compare and contrast the assessments in their own words.

ASSESSMENT PLANS:

You will be expected to submit a written assessment plan to the instructor via email, prior to the methods class in which you present. You will be expected to verbally present a brief history of your client and outline what you will be doing during the assessment. Classmates are urged to ask questions and offer recommendations. Class discussion is expected.

VERBAL PRESENTATIONS:

Students will present their assessment plan to the class the week prior to their third 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. 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.

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
Assessment Comparison	50
Written Assessment Plan	10
Verbal Presentation	10
Class participation	10
Professional Behavior in Class	15
Reflection On Action	5
Total	100

Letter grades are assigned according to the following scores

Points	%	Letter
94-100	94-100%	A
90-93	90-93%	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

Policies/Procedures:

LATE ASSIGNMENTS:

Late assignments and presentations will not be eligible for credit without professional written documentation of an emergency preventing submission. 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 assessments. The assessments will be spread over several weeks and

under one clinical instructor. Modifications to the schedule MUST not be made without approval by the class instructor and may require clinic coordinator approval.

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:

Week	Topic/Class Content	Readings	Assignment/ Activities
1	Syllabus Policies and Procedures Assessment Review	Shipley CSAD 147 materials	
2-6	Assessment Comparison	Shipley CSAD 147 materials	
7-14	Student Assessment Plan presentations	Shipley CSAD 147 materials	
15	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:

<https://www.csus.edu/umannual/student/stu-100.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.

Locations of gender-neutral restrooms on campus:

Maryjane Rees Language, Speech and Hearing Clinic, 2nd Floor of Folsom Hall

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 with food, housing, financial or other unique circumstances that are impacting your education, help is just a phone call or email away! The CARES office provides case management support for any enrolled student. Email the CARES office at 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
- 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>

Online Learning

For additional information, please review the CSAD Handbooks website
<https://www.csus.edu/college/health-human-services/communication-sciences-disorders/csad-handbooks.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) 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.

Important Tips for Success as an Online Learner

There are some basic technical skills and requirements that you will need to have to be successful in this online course. If you have difficulties using Canvas, please go through the [Canvas Student Tour](#).

- ***Begin planning now for private, uninterrupted time in your schedule*** to complete the assignments – preferably in at least one-hour blocks and at least three times a week. It can be easy to fall behind!
- *Check your email account regularly* for updated information. We will be using your Saclink email account for communication. Use Saclink e-mail for private messages to the instructor and other students.
- Read directions carefully.
- For online communication, conventions of on-line etiquette ("netiquette"), which include a courtesy to all users, will be observed. Please see [Guidelines for Online Discussions](#).

Attitudes & Technical Skills Required

You will find that the following attitude will significantly contribute to your success in this online class:

- A positive attitude towards technology

- An open mind towards online education
- Willingness to share your experiences with others
- Strong analytical and critical thinking skills for when you "get stuck"
- Resourcefulness - don't be afraid to click on links and explore and ask questions
- Time management

Online learning requires only basic technical skills:

- Be competent with file management (for example, creating a folder on your desktop, moving files from one location to another, finding a saved file)
- Possess internet navigation skills
- Update your Internet browser
- Send and receive email
- Create and save documents (Word, PowerPoint, Excel or HTML)
- Toggle between two open software applications on your computer
- Copy text from a word processing program and paste them into another program

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.

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.