



California State University, Sacramento

Department of Communication Sciences and Disorders

GRADUATE SYLLABUS & COURSE OUTLINE

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|---|--|------------------------|
| Semester/Year: Spring 2020 | Course: CSAD 242A Methods: Language Disorders I & Professional Writing | Section: 01 |
| Meeting Days: Monday/Wednesday | Meeting Times: 1pm-1:50pm | Location: FLS 2206B |
| Instructor: Tonia Davis, PhD, CCC-SLP She/her | Email: tonia.davis@csus.edu | Phone: 916-278-6679 |
| Office Location: Folsom Hall 2316 Suite 2204D | Office Hours/Appointments: Mondays, Tuesdays, Wednesdays, 10am-11am And by appointment | |

Catalogue Course Description:

CSAD 242A.

Methods: Language Disorders I & Professional Writing - Field of Speech-Language Pathology & Audiology. 2 Units

Prerequisite(s): Admission to Graduate Program

Corequisite(s): [CSAD 243A](#)

Term Typically Offered: Fall, Spring

Methods, materials and procedures in language disorders with emphasis on working with children and adults with peripheral hearing loss or central auditory processing disorders (CAPD). Includes staffing and discussion of cases in the current caseload. Focus on professional writing in the field of Speech-Language Pathology through the development of treatment plan proposals, critical responses, and clinic reports.

Place of Course in Program

This course is generally taken by students in the first semester of the graduate program and is the methods class that accompanies the clinical course taken in the same semester. **This course meets the University Graduate Writing Intensive requirement and is placed in the first semester of the clinical sequence.**

| 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:

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. The instructor will use a variety of activities and strategies that implement both quantitative and qualitative assessment measures to ensure maximizing students' opportunities to learn and to integrate information presented in this course. The quantitative and qualitative data from these measures will be triangulated to evaluate students' mastery of each learning outcome.

CSAD 242A SPECIFIC STUDENT LEARNING OUTCOMES:

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

Reading and Writing Outcomes:

1. Understand the major professional conventions, practices, and methods of inquiry of the field of Speech-Language Pathology. Discuss context of writing conventions.
2. Produce written work that adheres to the appropriate format and is coherent and appropriate for the defined audience. Demonstrate appropriate writing style by selecting the appropriate tone, sentence length, phrasing and use of professional terminology.
3. Write goals and objectives that address the area of need/baseline and are S.M.A.R.T (specific, measurable, attainable, results-oriented and timely.) Clearly document the progress a client has made or lack thereof and include a discussion of the barriers to greater success/progress in the Final Case Report.
4. Practice reading and writing as a learning process **that involves peer and instructor feedback, revision, critical reflection, and self-editing.** Assess his/her own writing and develop strategies for addressing weaknesses.

This course meets the University Graduate Writing Intensive (GWI) requirement with a total of 20 pages (10,000 words) of writing across genres and with opportunity for peer and instructor feedback followed by revision.

Clinical Methods Outcomes:

5. Discuss principles of assessment for clients associated with the Language I Clinic (auditory processing disorders, aural rehabilitation, phonological disorders, and child language delays/disorders) including standardized and unstandardized assessment and language sample analysis. Discuss interviewing procedures differentially for pediatric and adult clients.
6. Apply principles of ethics and confidentiality (HIPAA) in the clinical and classroom setting. Demonstrate professionalism in receiving and applying constructive feedback and in problem-solving with peers.
7. Compare, contrast, and evaluate different approaches for the treatment of child language, auditory processing and speech sound disorders with a focus on the most recent available scientific evidence. Apply these approaches to individual or hypothetical clients.
8. Evaluate assessment and treatment ideas presented by the instructor and by classmates for clients with a variety of child language, auditory processing and speech sound disorders. Discuss reinforcement principles, generalization, and communication with clients and families.

This course meets KASA standards IV-B (human communication processes), IV-C (communication disorders), IV-D (assessment & intervention), IV-E (ethics), IV-F (research), IV-G (contemporary professional issues) and V-A (oral and written communication).

| Course Learning Outcome | Components Indicating Competence | Grades Received |
|-------------------------|--|-----------------|
| 1 | Grammar quiz ICR, FCR Professional letter Research review paper | |
| 2 | ICR, FCR Professional letter Research review paper | |
| 3 | ICR, FCR | |
| 4 | ICR, FCR | |
| 5 | ICR, FCR Standardized assessment activity Language sample analysis | |
| 6 | Ethics quiz ICR, FCR | |
| 7 | Research review paper Reflection paper | |
| 8 | Research review paper Reflection paper | |

Textbooks and Materials:

There are no required textbooks for this course. Readings will be posted on the CANVAS site.

Assignments and Grading Policy:

| Assignment | Points | Writing Intensive |
|------------------------------------|-----------------------------------|--|
| Quizzes | 30 | Mechanics of writing |
| Standardized Assessment | 10 | N/A |
| Language Sample Analysis | 30 | Transcription + 1 page assessment and reflection (500 words) |
| Initial Case Report Peer Review | 25 + 25 + 25 (multiple revisions) | 5-8 pages clinical writing; peer review & revision (2500-3500 words) |
| Research Project | 100 | 5-6 pages literature review, research writing (2500-3500 words) |
| Final Case Report | 100 | 8-10 pages clinical writing (4000-5000 words); peer review & revision |
| Professional letter | 25 | 1 page professional writing (250 words) |
| Reflection paper | 25 | 2-3 pages casual voice reflection (1500 words) |
| Attendance and Participation | Reductions in total score | N/A |
| Total points: 395 | | |

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

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

Course Policies and Procedures:

Clinical and Professional Writing: Grading Contract

You are guaranteed a passing score (B) in this graduate writing course if you:

1. Attend class regularly—submitting **quality** notes for **each** missed class
2. Meet all due dates and writing content criteria for all major assignments
3. Participate in all in-class exercises and activities
4. Give thoughtful peer feedback
5. Sustain effort and investment on each draft of all papers
6. Make substantive revisions when the assignment is to revise—extending or changing the thinking or organization—not just editing or touching up
7. Copy-edit all final revisions of assignments until they conform to the conventions of clinical and/or academic writing
8. Attend conferences with the teacher to discuss drafts as needed

Thus, you earn the grade of B entirely on the basis of what you do—on your conscientious effort and participation. The grade of B does not derive from my judgment about the quality of your writing. Grades higher than B, however, do rest on my judgment of writing quality. To earn higher grades, you must produce writing—particularly for your clinical case reports—that I judge to be exceptionally high quality.

Attendance

Attendance is mandatory as many course learning objectives are met through in-class activities and discussion. Please make every effort to attend each class section. If you miss a class section, you are responsible for submitting notes on the topic of the day, including a summary of the reading(s), material covered, copies of in-class activities, reflection, etc. Notes should be submitted by email to tonia.davis@csus.edu within one week of the missed class. The reason for missing class is irrelevant; you are adults and I trust your judgement. However, I need you to demonstrate that you are meeting the learning objectives. Failure to submit quality notes will result in a decrease of ½ letter grade per missed class.

Participation

You are responsible for your own education. **It is not enough to sit back and passively observe.** You are expected to participate in each and every class, either in small group or large group discussion. I encourage you to use this course as an opportunity to problem-solve, think critically, and make mistakes. Making mistakes shows me that you are being brave: you are stepping out of your comfort zone. Making new and different mistakes shows me that you are reflecting, responding, and thinking critically. **Be brave: use this course as an opportunity to grow.**

Audio-Recording

Recording (audio or visual) is absolutely not allowed at any time during this course due to the discussion of client confidential information. Any student found to be recording during class time will be immediately referred to the Office of Student Conduct.

Late Assignments

All assignments will be turned in via [Canvas](#) or Microsoft Teams. Assignments will be accepted late with a penalty of two points per day late (10%). Assignments will not be accepted after 10 days (score of 0). Although writing revisions will be allowed in all cases, students are expected to turn in their highest quality writing so that revisions are meaningful and substantive, not catching up. All sections of reports should be completed.

Office Hours Policies

Office hours will take place both in person in my office at FLS 2404D. Office hours follow a “drop in” format. If you need an office hours appointment outside of these times, please email the instructor at tonia.davis@csus.edu to set up a time. I am happy to host office hours on Zoom via appointment – please email the instructor.

Zoom link: <https://csus.zoom.us/j/84171004692>

Letters of Reference

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.

Commitment to a Safe Learning Environment

I am committed to each student’s success in learning within a caring, responsive, and safe environment that is free of discrimination, violence, and bullying. Our program works to ensure that all students have the opportunity and support to develop to their fullest potential and share a personal and meaningful bond with peers and faculty within the program. Please don’t be a bystander to acts of harassment, discrimination, or hatred.

Land Acknowledgment

We are mindful in acknowledging that the land that Sacramento State is located on, was and continues to be occupied by the indigenous people of this area, the Miwok, Maidu, and Nisenan.

ASHA Code of Ethics Statement

As a graduate clinician, I expect you to follow the Sacramento State Commitment to Integrity (see [Additional Information](#)) as well as the American Speech Language Hearing Association (ASHA) Code of Ethics.

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.¹*

Inclusion and Access

If you identify ways in which this course does not meet your accessibility needs or ways in which course access can be improved for others, I encourage you to speak up when you see room for improvement. For formal accommodations, students should seek support through Services for Students with Disabilities (see [Additional Information](#) below).

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.

¹ <https://www.asha.org/code-of-ethics/>

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.” The use of artificial intelligence, including ChatGPT, without attribution is considered plagiarism.

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.

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 Disability Access Center (DAC), 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 DAC and meet with a DAC counselor to request special accommodation before classes start. **Sacramento State Disability Access Center (DAC)** 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, DAC provides consultation and

serves as the information resource on disability related issues to the campus community. DAC 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 dac@csus.edu.

Religious Observance Policy:

No student should ever have to choose between important religious observances and academic commitments. Students who wish to participate in religious observances that conflict with other obligations should proactively make arrangements with their instructors and coaches to do so. Instructors are encouraged to accommodate students' planned absence for religious observances with respect to tests, examinations, graded assignments, deadlines, or class participation.

Title IX

The University requires faculty and staff to report any personal disclosures of sexual misconduct including rape, dating/domestic violence and stalking to the Title IX Coordinator. Students who do not wish to report their experience to me or the Title IX Coordinator may speak to someone confidentially by contacting Student Health and Counseling Services.

Sac State is committed to supporting students and fostering a campus environment free of sexual misconduct and gender-based discrimination. If a student chooses to disclose to a faculty or staff member an experience related to sexual misconduct which includes rape, relationship violence, or stalking, all faculty and staff are obligated to report this disclosure to the university's Title IX Coordinator. Sac State's Title IX Coordinator is William "Skip" Bishop. Please email equalopportunity@csus.edu or (916) 278-5770. Upon receipt of the report, the Title IX Coordinator will contact you to inform you of your rights and options as a survivor and connect you with support resources, including resolution options for holding accountable the person who harmed you. Students who elect not to discuss their experience with the Title IX Coordinator can speak confidentially to the following confidential resources:

Student Health & Counseling Services at The WELL On Campus

Phone Number: 916-278-6461

Website: www.csus.edu/shcs

[Campus Confidential Advocate](#) – Laura Swartzen

Email: weave@csus.edu

On Campus Phone Number: 916-278-5850 (during business hours)

WEAVE 24/7 Hotline: 916-920-2952

Basic Needs Support

If you are experiencing challenges with food, housing, financial or other unique circumstances that are impacting your education, help is available. 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
- Disability Access Center: <https://www.csus.edu/student-affairs/centers-programs/disability-access-center/>
- 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>

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

CSAD 242A Methods: Language Disorders I & Professional Writing

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

Standard IV-E Ethical Conduct

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: standards of ethical conduct.

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 IV-G Contemporary Professional Issues

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: contemporary professional issues and advocacy.

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: 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.

CSAD 242A Tentative Schedule

| Date | Topic | Reading | Assignments | Clinic (243A) |
|---|--|--|---|--|
| WEEK 1 8/28 | Syllabus overview Course expectations | N/A | Ethics quiz due Sunday midnight (Canvas) | Meet with clinical instructors. Discuss format, roles, expectations. Exchange contact information with members of your team. Discuss preferred contact methods with your CI. First read of previous report. |
| | Reading a case report – guided practice & considerations for interviewing | Sample case reports “Colton” and “Connor” | | |
| WEEK 2 9/4 | No class – Labor Day | None | Grammar quizzes due Sunday midnight (Canvas) | Meet with clinical instructors. Submit first lesson plan for first week of clinic. Discuss preferences for receiving feedback. Second read of previous report. |
| | Interviewing clients and family members – activities & discussion | | | |
| WEEK 3 9/11 Clinic begins! | Language Sample Analysis; introduction to SUGAR | Heilmann et al. 2020 https://www.sugarlanguage.org/ | Standardized assessment activity due Sunday midnight (Canvas) | Complete first day paperwork. Discuss expectations. Interview caregiver. Establish rapport and preferred activities. Conduct a language sample, which you will analyze in the methods course. Work on collaborative lesson plan/SOAP note. |
| | Standardized Assessment practice | Crowe & McLeod 2020 Guo et al., 2019 | | |
| WEEK 4 9/18 | Writing the case history | “Lindsey” and “Jamie” | Language sample analysis on your own client due Sunday midnight (Canvas) | Follow up any interview questions. Complete any additional assessments. Identify possible goals. Begin probing and baselining. Continue to complete lesson plans/SOAP notes. |
| | Writing the assessment section | “Brittany” | | |
| WEEK 5 9/25 | <i>No class (Dr. Davis observes Yom Kippur) – work on writing ICRs</i> | None | ICR Part 1: Case History due Sunday midnight <u>on Microsoft Teams</u> . Feedback provided by methods instructor. | Continue assessment or baselining/probing if needed. For some clients, you may be ready to finalize goals and discuss treatment strategies. Continue to complete lesson plans/SOAP notes. |
| | Writing goals using the performance-condition- criterion framework | Kamhi, 2006 Nobriga & St. Clair, 2018 | | |

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|-----------------|--|--------------------------|--|---|
| WEEK 6 10/2 | Collecting and writing baselines – identifying levels of support needed | Schultz et al., 2022 | ICR Part 2: Assessments due by Sunday midnight <u>on Microsoft Teams</u> . Feedback provided by peers. | Finalize goals with your clinical instructor. Begin treatment. By now, you should feel comfortable with lesson plan writing and the structure of the clinic. |
| | Cueing & prompting – providing support for success | Smith-Lock et al., 2014 | | |
| WEEK 7 10/9 | In-class peer review | None | Peer review completed by Wednesday’s class <u>on Microsoft Teams</u> ICR Part 3: Goals & Treatment Plan due to clinical instructor* + methods instructor by Sunday midnight <u>on Microsoft Teams</u> | Continue treatment. Try new treatment strategies. Receive feedback on therapy techniques and adjust. Submit your ICR to your clinical instructor by the end of the week. |
| | Treatment strategies for early language: imitation, joint attention, expansions | Roberts et al., 2014 | | |
| WEEK 8 10/16 | Treatment strategies for sentence expansion, grammatical morphemes, early syntax | Balthazar 2020 | Make ICR corrections per CI feedback | Continue treatment. Complete midterm competency evaluations with clinical instructor by end of week. You will receive ICR feedback from your clinical instructor, and should make corrections accordingly. |
| | Treatment strategies for pre-literacy | Roberts & Rochester 2021 | | |
| WEEK 9 10/23 | Guideposts for progress | Hall & Plante, 2020 | Work on research project. | Continue treatment. |
| | Introduction to the research project | None | | |
| WEEK 10/30 | Research project workday – find articles | None | Work on research project. | Continue treatment |
| | Research project workday – analyze levels of evidence | None | | |
| WEEK 11 11/6 | Writing a summary of progress & outcomes | “Vanessa” | Work on research project. | Continue treatment. |
| | Writing a professional letter | “Latoya” | | |

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|---|---|---|--|---|
| WEEK 12 11/13 | Writing a prognostic statement & recommendations | “Rachael” | Research Project due Sunday midnight (Canvas) | Continue treatment. Plan your outcome measures. |
| | <i>No class – ASHA Option for second round of peer review</i> | <i>Optional second round of peer review</i> | | |
| WEEK 13 11/20 | Research Project presentations – rapid review | None | FCR due to methods instructor by Sunday midnight <u>on Microsoft Teams.</u> | Continue treatment. You may begin collecting final data this week if your CI recommends it. Submit your FCR to your clinical instructor |
| | Research Project presentations – rapid review | None | | |
| WEEK 14 11/27 Last week of clinic! | Clinical Methods: <i>Growth Mindset</i> | Dweck video | FCR due to clinical instructor* by Sunday midnight | Continue treatment and collect final data. Discuss progress with caregiver. Receive and implement feedback from CI on FCR. Complete your final competency evaluations. |
| | Clinical Methods: <i>Small Wins</i> | Bassiri video | | |
| WEEK 15 12/4 Clinic makeups | Clinical Methods: <i>Receiving Feedback</i> | Williams video | Professional letter due Sunday midnight (Canvas) | Finalize FCR. Finalize end of clinic paperwork. If needed, complete final competency evaluations. Complete course evaluations. |
| | Clinical Methods: <i>Every Child Needs a Champion</i> | Pierson video | | |
| Finals week – no class – Reflection paper due (Canvas) | | | | |

Note: all assignments except the ICR/FCR due on Canvas.

*Due dates to clinical instructor may be changed based on the clinical instructor’s preference.