



# California State University, Sacramento

## Department of Communication Sciences and Disorders

### GRADUATE SYLLABUS & COURSE OUTLINE

*Table 1: Class Information*

Semester/Year: Spring 2026	Course: CSAD 242A Methods: Language Disorders I & Professional Writing	Section: 01
Meeting Days: Tuesday & Thursday	Meeting Times: 6:00-6:50pm	Location: Folsom 2206B
Instructor: Kelly Dodge, M.S., CCC-SLP She/her	Email: <a href="mailto:kelly.dodge@csus.edu">kelly.dodge@csus.edu</a>	Phone: 916-278-4867
Office Location: TBD	Office Hours/Appointments: Tuesdays 5:30-6:00 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.**

Table 2: Sacramento State Graduate Learning Goals (GLG)

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

*Table 3: Course Learning Outcomes, Components, and Grades Received*

Course Learning Outcome	Components Indicating Competence	Grades Received
1	Grammar quiz Mechanics quiz ICR, FCR 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 & policies quizzes ICR, FCR	
7	Research review paper Levels of Evidence Chart Reflection paper Research presentation	
8	Research review paper Reflection paper Research presentation	

**Textbooks and Materials:** There are no required textbooks for this course. Readings will be posted on the CANVAS site.

**Online Resources:** Information will be provided on Canvas and Microsoft Teams.

Assignments and Grading Policy:

Table 4: Course Assignments, Points Possible, Writing Intensive Word Count

Assignment	Points	Writing Intensive
Quizzes (ASHA Ethics, Grammar, APA Formatting)	40	APA formatting practice; no word count
Language Sample Analysis	30	Transcription + 1 page assessment and reflection ( <b>500 words</b> )
Initial Case Report Peer Review	25 + 25 + 25 (multiple revisions)	5-8 pages clinical writing; peer review & revision ( <b>2500-3500 words</b> )
Research Levels of Evidence Chart	10	N/A
Research Expanded Lit Review & Research Handout	100	1 page handout; 5-6 pages literature review, research writing ( <b>2500-3500 words</b> )
Final Case Report	25+ 125 (multiple revisions)	8-10 pages clinical writing ( <b>4000-5000 words</b> ) & revision
Research Presentation	25	N/A
Reflection paper	25	2-3 pages casual voice reflection ( <b>1500 words</b> )
Reflection-on-Action	20	1-2 page session evaluation ( <b>250 - 500 words</b> )
Attendance and Participation	Reductions in total score	N/A
<b>Total points: 475</b>		

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:

Table 5: Percentages and Letter Grades

%	Letter
93.0-100	A
90.0-92.99	A-
87.0-89.99	B+
83.0-86.99	B
80.0-82.99	B-
77.0-79.99	C+
73.0-76.99	C
70.0-72.99	C-
67.0-69.99	D+

63.0-66.99	D
60.0-62.99	D-
<60	F

### 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.

### Course Policies/Procedures:

#### 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 [kelly.dodge@csus.edu](mailto:kelly.dodge@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  $\frac{1}{2}$  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 10% reduction in grade per day late** (e.g., 8 out of 10 points possible if late by one day). 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 assigned sections of reports should be completed.

## **Office Hours Policies**

Office hours follow a “drop in” format. If you need an office hours appointment outside of these times, please email the instructor at [kelly.dodge@csus.edu](mailto:kelly.dodge@csus.edu) to set up a time. I am happy to host office hours on Zoom via appointment – please email the instructor.

## **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 Mivok, 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.*

The use of artificial intelligence, including ChatGPT, in patient reports is considered both a student conduct violation and a professional ethics (HIPAA) violation, and will be reported to all appropriate entities.

## **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).

**Health & Safety Information:** If you are sick, stay home and do not attend class. Notify your instructor. Please self-diagnose if you are experiencing any COVID- like symptoms (fever, cough, sore throat, muscle aches, loss of smell

or taste, nausea, diarrhea, or headache) or have had exposure to someone who has tested positive for COVID contact Student Health & Counseling Services (SHCS) at 916-278-6461 to receive guidance and/or medical care. The CDC provides a good source of information regarding COVID-19 and a way to self-check symptoms: <https://www.cdc.gov/coronavirus/2019-ncov/index.html>

Students must adhere to COVID-19 policies regarding mask wearing and vaccinations as described on the CSUS website. Please see <https://www.csus.edu/compliance/risk-management/coronavirus.html> and <https://www.csus.edu/return-to-campus/return-to-campus-faq.html> for more information and updates.

## **Supporting All Students: Immigration-Related Accommodations**

### **Statement of Support**

This classroom is a welcoming space for all students, regardless of immigration status, national origin, or background. I am committed to creating an inclusive learning environment where every student can succeed academically while feeling safe and supported.

### **Flexible Policies**

I recognize that immigration-related events, fears, or family circumstances may impact your ability to attend class or complete assignments on schedule. If you are experiencing challenges related to immigration enforcement activities, family circumstances, or anxiety about current events, please reach out to me as soon as possible.

### **Available Accommodations:**

- Extended deadlines for assignments
- Alternative arrangements for missed classes or exams
- Modified participation requirements
- Referrals to campus support services

### **Confidentiality**

All communications regarding your personal circumstances will be kept strictly confidential. You are not required to disclose specific details—simply let me know you need support.

### **Campus Resources:**

- [Immigration Resources](#)
- Dreamer Resource Center
- Counseling and Psychological Services
- Dean of Students Office: 916-278-6602

### **How to Request Support:**

- [Email me](#) directly with “Support Needed” in the subject line
- Speak with me after class or during office hours
- Have a trusted classmate reach out if you’re unable to contact me directly

# **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>

### **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 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.

### 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.

## 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.

## 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](mailto:sswd@csus.edu).

*Sacramento State is committed to ensuring an accessible learning environment where course or instructional content are usable by all students and faculty. If you believe that you require disability-related academic adjustments for this class (including pregnancy-related disabilities), please immediately contact Services for Students with Disabilities (SSWD) to discuss eligibility. A current accommodation letter from SSWD is required before any modifications, above and beyond what is otherwise available for all other students in this class will be provided. Please be advised that disability-related academic adjustments are not retroactive. SSWD is located on the first floor of Lassen Hall 1008. Phone is 916-278-6955 and e-mail is [sswd@csus.edu](mailto:sswd@csus.edu). For a complete listing of services and current business hours visit <https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/>*

## 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](mailto:cares@csus.edu) to speak with a case manager about the resources available to you. Check out the [CARES website](#).

## 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 Mary Lee Vance. Please email [equalopportunity@csus.edu](mailto: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](http://www.csus.edu/shcs)

Campus Confidential Advocate – Laura Swartzen

Email: [weave@csus.edu](mailto:weave@csus.edu)

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

WEAVE 24/7 Hotline: 916-920-2952

## CSUS Grading Policy

Information for students regarding grading is provided here:

<https://www.csus.edu/umannual/acad/umg05150.htm>

## 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](mailto:stark@csus.edu)
- Disability Access Center <https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/>
- Student Health and Counseling Services: Your physical and mental health are important to your success as a college student. Student Health and Counseling Services (SHCS) in The WELL offers medical, counseling, and wellness services to help you get and stay healthy during your time at Sac State. SHCS offers Primary Care medical services, including sexual and reproductive healthcare, transgender care, and immunizations; urgent care for acute illness, injuries, and urgent counseling needs; pharmacy for prescriptions and over-the-counter products; mental health counseling, including individual sessions, group counseling, support groups, mindfulness training, and peer counseling; athletic training for sports injury rehabilitation; wellness services, including nutrition counseling, peer led health education and wellness workshops, and free safer sex supplies; violence and sexual assault support services. Most services are covered by the Health Services fee and available at no additional cost.
- Student Health, Counseling & Wellness Services at The WELL: <https://www.csus.edu/student-life/health-counseling/>
- Student Academic Success & Educational Equity Programs: <https://www.csus.edu/student-affairs/retention-academic-success/>
- Crisis Assistance and Resource Education Support (CARES): 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.  
<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/>
- The Writing Program: <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](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

Table 6: Tentative Class Schedule

Date	Topic	Reading	Assignments	Clinic (243A)
WEEK 1 1/27 Tuesday	Syllabus overview Course expectations	N/A	<b>Ethics &amp; About Me quizzes</b> due Friday midnight	Meet with clinical instructors. Discuss format, roles, expectations. Discuss preferred contact methods with your CI. First read of previous report.
Thursday	Reading a case report – guided practice & considerations for interviewing	Sample case reports “Colton” and “Connor”		
WEEK 2 2/3 Tuesday	Standardized Assessment (in-class activity)	N/A	<b>Grammar &amp; Writing quizzes</b> due Friday midnight	Meet with clinical instructors. Submit first lesson plan for first week of clinic. Discuss preferences for receiving feedback. Second read of previous report.
Thursday	Language Sample Analysis – how to collect & analyze	Heilmann et al. 2020		
WEEK 3 2/10 Tuesday <b>Clinic begins!</b>	Language Sample Analysis – from analysis to goals	LSA activities posted on Canvas	Work on language sample – transcription and analysis	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 lesson plan/SOAP note.
Thursday	SMART Language goals and baselines (in-class activity)	Goals activity posted on Canvas		
WEEK 4 2/17 Tuesday	Writing a case history and assessment section	“Lindsey” and “Brittany”	<b>Language sample analysis and brief essay due</b> Friday midnight on Canvas  <b>ICR Part 1: Case History -</b> Have draft turned in on Microsoft Teams by class time Tuesday, 2/17	Follow up any interview questions. Complete any additional assessments. Identify possible goals. Begin probing and baselining. Continue to complete lesson plans/SOAP notes.
Thursday	Probing vs. baselines/prompting	Schultz, 2022		

WEEK 5 2/24 Tuesday	<b>In-class peer review</b>	Peer Review rubric on Canvas	<b>ICR Part 1: Case History</b> due to Methods Instructor Friday midnight on Microsoft Teams	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.
Thursday	Writing a language assessment - Analysis	TBD		
WEEK 6 3/3 Tuesday	<b>In-class peer review</b>	Peer Review rubric on Canvas	<b>ICR Part 2: Assessments</b> - Have draft turned in on Teams by class time Tuesday 3/3; <b>ICR Part 2: Assessments</b> - due by Friday midnight on Microsoft Teams.	Finalize goals with your clinical instructor. Begin treatment. By now, you should feel comfortable with lesson plan writing and the structure of the clinic.
Thursday	Writing a treatment plan	“Elijah”		
WEEK 7 3/10 Tuesday	Treatment methods and strategies	N/A	<b>ICR Part 3: Goals &amp; Treatment Plan</b> due to methods instructor by Friday midnight on Microsoft Teams	Continue treatment. Try new treatment strategies. Receive feedback on therapy techniques and make adjustments. <b>Submit your ICR to your clinical instructor by the end of the week*</b> (3/13).
Thursday	Goal-writing questions ** sign up for research topics	TBD		
WEEK 8 3/17 Tuesday	Treatment strategies in child language disorders	TBD	Make ICR corrections per CI feedback	Continue treatment. <b>Complete midterm competency evaluations</b> with clinical instructor by end of week (3/20). You will receive ICR feedback from your clinical instructor, and should make corrections accordingly.
Thursday	Research Project: Summary vs. Synthesis; Levels of Evidence	Example research paper/project		
SPRING BREAK	3/23-3/27			
WEEK 9 3/31 Tuesday	No class – Cesar Chavez DAY		<b>Reflection on Action</b> due Friday at midnight on Canvas	Continue treatment.
Thursday	Research Project Workday	None		
WEEK 10 4/7	Research Project Workday	None	Work on research project	Continue treatment

Tuesday				
Thursday	Writing a summary of progress & outcomes	“Vanessa” and “Latoya”		
WEEK 11 4/14 Tuesday	Writing a prognostic statement & recommendations	“Rachel”	<b>Research Paper Levels of Evidence Chart</b> due Friday midnight on Canvas	Continue treatment.
Thursday	Writing a professional letter	Sample professional letter		
WEEK 12 4/21 Tuesday	Research Presentations	N/A	<b>FCR draft</b> due to methods instructor by Friday midnight on Microsoft Teams	Continue treatment. Plan your outcome measures.
Thursday	Research Presentations	N/A		
WEEK 13 4/28 Tuesday	Research Presentations	N/A	Work on research project/FCR	Continue treatment. You may begin collecting final data this week if your CI recommends it. <b>Submit your FCR to your clinical instructor*</b>
Thursday	Research Presentations	N/A		
WEEK 14 5/5 Tuesday <b>Last week of clinic!</b>	Research Presentations	N/A	<b>Research paper &amp; Handout due</b> by Wednesday midnight on Canvas <b>FCR (final/deidentified version) due</b> to methods instructor by Friday midnight on Canvas	Continue treatment and collect final data. Discuss progress with caregiver. Receive and implement feedback from CI on FCR. Complete your <b>final competency evaluations</b> .
Thursday	Research Presentations/Final Case Report Questions	N/A		
WEEK 15 5/12 Tuesday <b>Clinic makeups</b>	Individual meetings / course evaluations		<b>Reflection Paper</b> due on Canvas by 5/15	Finalize FCR. Finalize end of clinic paperwork. If needed, complete final competency evaluations. Complete course evaluations.
Thursday	Individual meetings / course evaluations			
Finals week – no class – <b>Reflection paper</b> due on 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.