California State University, Sacramento
Department of Communication Sciences and Disorders
Master of Science Degree
SYLLABUS & COURSE OUTLINE

Semester/Year: Spring 2026	Course: CSAD 244 Methods: Speech -- Language Assessment.	Section: 01
Meeting Days: Thursday	Meeting Times: 9:00am-11:50 am	Location: Folsom Hall 2307
Instructor: Kelly Louney, M.S., CCC-SLP		Email: louney@csus.edu
Office Hours: Thursday 2-3:45 pm		Location: Folsom 2306B

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.

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

Sacramento State Graduate Learning Goals (GLG)

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

Expected Learning Outcomes (ELO)

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.

Course Learning Outcome	Components Indicating Competence	Grades Received
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.	Assessment Comparison Attendance Participation passport	
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.	Written Assessment Plans	
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.	Assessment Comparison Grand Rounds Grand Rounds Attendance Participation passport	
4. Discuss the purpose and format of the Diagnostic Summary in a client report.	Grand Rounds Attendance Participation passport	
5. Evaluate client questionnaires and	Written Assessment Plans Participation passport	

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.	Grand Rounds Attendance	

CSUS CSAD MS Program Learning Outcomes

The course must provide Competency Enriched Activities (e.g., content and opportunities) for students to learn so that each student can **demonstrate professional attributes and abilities.** To that end, identifying and articulating the ASHA Professional Competencies and Foundational Knowledge, and/or clinical skills that you acquire in this course and during your time at Sac State are critical to becoming career ready and your success both as a student and post-graduation. In this syllabus, assignments, readings, in-class activities, and exams are all opportunities where you can enhance and gain the professional and foundational competencies and skills that employers are seeking and the field requires. This will occur throughout this course including class conversations and will contribute to your ability to identify and articulate these competencies and skills when applying for leadership roles, internships, employment, doctoral programs, fellowships, and more. Note: Failure to meet professional competencies may result in an Academic Performance Improvement Plan (A-PIP) or Clinical Performance Improvement Plan (C-PIP.)

CSUS CSAD MS Program Learning Outcomes		
Competency Area:	**Examples of Skills to be Demonstrated:**	**Competency Enriched Activity (CEA)**
Accountability:		
•Adhere to the professional codes of ethics, the speech-language pathology scope of practice documents, professional fiduciary responsibility for each client/patient/student served, and federal state, and institutional regulations and policies related to the profession of speech-language pathology and its services, including compliance with confidentiality issues related to the Health Insurance Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA).	• Comply with all HIPAA and FERPA requirements. • Comply with all of ASHA's code of ethics.	**This Course:** Grand Rounds **The Program:** • Clinic Orientation • Internship Orientation • Professional Development Series • Interprofessional Education (IPE) Learning Experiences • All CSU Compliance Trainings, completed by the end of the first week of the semester
• Differentiate service delivery models based on practice sites	• Demonstrate understanding of SLP service differences	**This Course:** Grand Rounds

(e.g., hospital, school, private practice).	between employment settings. • Demonstrate understanding of differences between levels of care in medical SLP services.	**The Program**: • Clinic Orientation • Internship Orientation • Professional Development Series • Interprofessional Education (IPE) Learning Experiences
• Demonstrate an understanding of the effects of their actions and make appropriate changes as needed.	• Demonstrate awareness, understanding, and ability to perform professional problem solving, communication repair, and resolution including on-time behaviors for clinic, notes, assignments, meetings, orientations, misunderstandings, etc.	**This Course:** Grand Rounds **The Program**: • Clinic Orientation • Internship Orientation • Professional Development Series • Interprofessional Education (IPE) Learning Experiences
• Explain the health care and education landscapes and how to facilitate access to services in both sectors.	• Demonstrate understanding and ability to advocate for clients/loved ones across the lifespan. • Educate and facilitate client/family self-advocacy knowledge and skills.	**This Course:** Grand Rounds **The Program:** • Clinic Orientation • Internship Orientation • Professional Development Series • Interprofessional Education (IPE)Learning Experiences
Effective Communication Skills		
• Demonstrate the ability to communicate in a responsive and responsible manner with clients/patients/students, communities, and interprofessional team colleagues and other professionals.	• Demonstrate active listening skills, respect, and understanding of multiple perspectives in all written and/or oral communications. • Respond to others in a timely, thoughtful, considerate, reflective, and respectful manner.	**This Course:** Grand Rounds **The Program:** • Clinic Orientation • Internship Orientation • Professional Development Series • Interprofessional Education (IPE) Learning Experiences
Evidence-Based Practice		
• Access and critically evaluate information sources, apply information to appropriate populations, and integrate evidence in provision of speech-language pathology services.	• Identify, discuss, use, and integrate EBP into all aspects of clinical work and plan of care including assessments, therapeutic approaches, goals, education, counseling, etc..	**This Course:** Grand Rounds **The Program:** • Clinic Orientation • Internship Orientation

		• Professional Development Series • Interprofessional Education (IPE) Learning Experiences
Professional Duty		
• Demonstrate knowledge of one's own role and those of other professions to appropriately assess and address the needs of the individuals and populations served.	• Understand the role that an SLP performs in all clinical services • Demonstrate understanding and ability to provide the highest level of care in meeting the needs of clients including the provision of education, resources, home exercise programs, counseling, etc.	<u>**This Course:**</u> Grand Rounds <u>**The Program:**</u> • Clinic Orientation • Internship Orientation • Professional Development Series • Interprofessional Education (IPE) Learning Experiences
• Demonstrate knowledge of the roles and importance of interdisciplinary/ interprofessional assessment and intervention and be able to interact and coordinate care effectively with other disciplines and community resources.	• Identify the four domain areas of IPE (CERT). • Recognize and model respect, teamwork, collaboration, and professionalism with other disciplines. • Educate and advocate for the profession with other disciplines during all interactions.	<u>**This Course:**</u> Grand Rounds <u>**The Program:**</u> • Clinic Orientation • Internship Orientation • Professional Development Series • Interprofessional Education (IPE) Learning Experiences
• Demonstrate knowledge of the roles and importance of individual and collective (e.g., local, national organizations) advocacy for clients/patients/students' right to care.	• Understand and perform the role of an advocate • Advocate at all levels for those that our profession serves.	<u>**This Course:**</u> Grand Rounds <u>**The Program:**</u> • Clinic Orientation • Internship Orientation • Professional Development Series • Interprofessional Education (IPE) Learning Experiences
• Demonstrate knowledge of the role of clinical teaching and clinical modeling as well as supervision of students and other support personnel.	• Understand, acknowledge, respect, and learn from clinical instructors and supervisors. • Model and perform professionalism when interacting with all clinic assistants and staff.	<u>**This Course:**</u> Grand Rounds <u>**The Program:**</u> • Clinic Orientation • Internship Orientation • Professional Development Series • Interprofessional Education (IPE) Learning Experiences

Textbooks, Materials, and Online Resources:

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.

Links to required readings and videos can be found in Canvas.

Course Requirements/Components:

CLASS PARTICIPATION:
Attendance includes active participation. Students are expected to engage with other students, the instructor and material during the course in a substantive manner (e.g., comments that help advance the discussion, or that help develop a new angle on a problem). Speech-Language Pathology is a profession in which you need to actively problem-solve at all times, and the goal of this class is to support your ability to work on transdisciplinary diagnostic and treatment teams. If a student is deemed by the instructor to be lacking in participation, they will receive a warning wither in writing or in person. If participation does not improve to a sufficient level, a PIP may be deemed necessary. Verbal warnings and PIP's for lack of participation risk lowering the students overall grade by up to 10%. For this reasons, with the exception of in class assignments, laptops are not allowed during the class.

PROFESSIONAL BEHAVIOR:
Professional behavior is expected 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. If a student is deemed by the instructor to be lacking in professional behavior, they will receive a warning either in writing or in person. If professional behavior does not improve to a sufficient level, a PIP may be deemed necessary. Verbal warnings and PIP's for lack of professional behavior risk lowering the students overall grade by up to 10%.

ASSESSMENT COMPARISONS:
Students will review two standardized assessments within the same disorder category of which they have given. 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 clinical 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.
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.

CSUS Grading Policy

The CSUS Grading Policy (Policy# 11476953) can be found at:
https://sacramentostate.policystat.com/policy/11476953/latest

EXAMPLE

Source	Points
Passport Passport (5 points each)	75
Written Assessment Plan	15
Verbal Presentation	15
Professional Behavior in Class	20
Reflection On Action (5 points each)	20
Total	145

Letter grades are assigned according to the following scores

%	Letter
94-100%	A
90-93%	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-
Below 60%	F

Attendance Policy

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.

Course Policies/Procedures:

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).

Course Schedule/Outline:

Date	Topic/Class Content	Readings	Assignment/Activities	
Week 1-2	Syllabus Policies and Procedures Assessment Review	Shipley CSAD 147 materials		
Week 3- 13	Grand Rounds	Shipley CSAD 147 materials	Grand Rounds	
Week 14	Make up grand rounds	Shipley CSAD 147 materials		
15	Assessment reflections Course evaluations		None	

Hornet Honor Code

https://www.csus.edu/student-affairs/_internal/_documents/hornet-honor-code.pdf

As proud members and representatives of the Sacramento State Hornet community, we commit ourselves to actively promoting honesty, integrity, respect, and care for every person, ensuring a welcoming campus environment, and striving to help every member of our Hornet family feel a strong sense of belonging.

As Hornets, we will:

- Promote an inclusive campus and community
- Listen and respect each other's thoughts, interests, and views Value diversity and learn from one another
- Engage daily with mutual trust, care, and integrity
- Support a culture of honor and adhere to campus policies for honesty, ethics, and conduct
- Be proud to be Sac State Hornets.

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://sacramentostate.policystat.com/policy/11300038/latest

Definitions: At Sac State, "cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means." **Plagiarism** is a form of cheating. At Sac State, "plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person's contribution." Source: Sacramento State University Library Note: Any form of academic dishonesty, including cheating and plagiarism, may be reported to the office of student affairs.

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. Prefer to the Sac State Course Schedule for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons include: (a) documented and significant change in work hours, leaving student unable to attend class, or (b) documented and severe physical/mental illness/injury to the student or student's family. Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if there is a compelling extenuating circumstance. All incomplete course assignments must be completed by the department's policy.

Equal Access

California State University-Sacramento, Department of Communication Sciences and Disorders, seeks to provide equal access to its programs, services, and activities for people with disabilities. If you have a documented disability and verification from the 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 SSWD and meet with a SSWD 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** Additional information can be found on the DAC website: https://www.csus.edu/student-affairs/centers-programs/disability-access-center/

Crisis Assistance & Resource Education Support (CARES) Support

If you are experiencing challenges in the area of food and/or stable housing, help is just a click, email or phone call away! Sacramento State offers basic needs support for students who are experiencing challenges in these areas. Please visit our Crisis Assistance & Resource Education Support (CARES) website to learn more about your options and resources available. https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/

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 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: https: https://www.csus.edu/student-life/health-counseling/counseling/

Campus Confidential Advocate Email: weave@csus.edu

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

WEAVE 24/7 Hotline: 916-920-2952

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/testing/

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

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

Sacramento State Disability Access Center (DAC): https://www.csus.edu/student-affairs/centers-programs/disability-access-center/

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

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

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

SMART Thinking (tutoring resource): https://www.csus.edu/student-affairs/centers-programs/degrees-project/_internal/_documents/smarthinking.pdf

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

ASHA Knowledge And Skills Acquisition (KASA) tracking for courses and clinics in the MS program can be found online in the student's CALIPSO account.