



California State University, Sacramento

Department of Communication Sciences and Disorders

SYLLABUS & COURSE OUTLINE

Table 1: Class Information

Semester/Year: Fall 2026	Course: CSAD 242A Methods: Language Disorders I & Professional Writing	Section: 01
Meeting Days: Tuesday & Thursday	Meeting Times: 6:00pm-6:50pm	Location: Folsom 2206B
Instructor: Kelly Dodge, M.S., CCC-SLP She/her	Email: kelly.dodge@csus.edu	
Office Location: Folsom Hall 2000	Office Hours/Appointments: Tuesdays 5:30-6:00pm 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](#)

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 the 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)
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 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 quiz ICR, FCR	
7	Research review paper Levels of Evidence Chart Reflection paper Research presentation	
8	Research review paper Reflection paper Research presentation	

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.	<u>This Course:</u> - ASHA Ethics Quiz - Language Sample Activity, ICR, and FCR drafts demonstrating HIPAA/FERPA compliance (no identifying information; files and drafts stored, shared on approved platform) - Demonstrate understanding of HIPAA/FERPA in all verbal and written communications about clients <u>The Program:</u> - 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 (e.g., hospital, school, private practice).	- Demonstrate understanding of SLP service differences between employment settings. - Demonstrate understanding of differences between levels of care in medical SLP services.	<u>This Course:</u> - Research Presentation - Research Review Paper - Readings: sample reports from different settings - ICR and FCR drafts <u>The Program:</u> - 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.	<u>This Course:</u> - Reflection on Action Assignment - In-Class Conversations/Group Brainstorms - Language Sample Analysis (self-reflection/plan) - Reflection Paper - In-Class Peer Review of ICR & FCR drafts <u>The Program:</u> - 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.	<u>This Course:</u> - ICR and FCR drafts - Research Handout - Research Review Paper <u>The Program:</u> - 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.	<u>This Course:</u> - ICR and FCR drafts - Peer Review of ICR and FCR drafts - Language Sample Analysis - Research Review Paper - Reflection on Action - Reflection Paper <u>The Program:</u> - 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.	<u>This Course:</u> • In-class EBP activity • In-class SMART goals activity • In-class group discussions • In-class standardized assessment activity • Language Sample Analysis/class reading about language samples • Levels of Evidence Chart • Research Review Paper • ICR & FCR Drafts <u>The Program:</u> • 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> • ASHA Ethics Quiz • In-class group discussions • Readings: sample reports from different settings • Research Review Paper <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> • Peer Review of ICR and FCR Drafts • ICR & FCR Drafts • Research Review Paper/Research Handout • Research Presentation <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> • ICR & FCR Drafts • Research Review Paper/Research Handout • Research Presentation <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> • In-class group discussions • ICR & FCR Drafts • Reflection on Action • Reflection Paper <u>The Program:</u> • Clinic Orientation • Internship Orientation • Professional Development Series • Interprofessional Education (IPE) Learning Experiences

Textbooks, Materials, and Online Resources

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

Course Requirements/Components

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 (500 words)
Initial Case Report Peer Review	25 + 25 + 25 (multiple revisions)	5-8 pages clinical writing; peer review & revision (2500-3500 words)
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 (2500-3500 words)
Final Case Report	25+ 125 (multiple revisions)	8-10 pages clinical writing (4000-5000 words) & revision
Research Presentation	25	N/A
Reflection paper	25	2-3 pages casual voice reflection (1500 words)
Reflection-on-Action	20	1- to 2-page session evaluation (250 - 500 words)
Attendance and Participation	Reductions in total score	N/A
Total points: 475		

Course AI Policy

The purpose of this course is to learn the skills of clinical writing. The language sample analysis, initial case report (ICR), final case report (FCR), research paper, research presentation, and clinical reflection assignments are designed to develop these skills. As a general rule, the use of artificial intelligence (AI) tools prevent intrinsic development of these skills and should be avoided for this class. More specifically, the use of AI tools to support spelling and grammar (only when you have drafted your own work and when material **does not** contain identifiable information) may be acceptable use. The use of generative AI, including ChatGPT, to create *content* for these assignments is inappropriate and not permitted. Uploading or pasting unredacted material from patient reports into ChatGPT or other AI platforms is considered both a student conduct violation and a professional ethics (HIPAA) violation, and will be reported to all appropriate entities. Do not submit AI generated work as your own.

Course Modality

Unless otherwise noted by the instructor, classes are being taught in person and synchronously.

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 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 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 submitted for ICRs and FCRs, 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 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.

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 or clinic. Notify your instructor of your illness, contact the clinic administrative support coordinator, your clinical instructor, and the clinic coordinator of your absence through one email. Please self-diagnose if you are experiencing any illness symptoms (fever, cough, sore throat, muscle aches, loss of smell or taste, nausea, diarrhea, or headache). Following the guidance of your clinical instructor, you may be required to contact your clients to cancel the session. Cancelled sessions will be made up during dead week.

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;*
- (II) responsibility for one's professional competence;*
- (III) responsibility to the public; and*
- (IV) responsibility for professional relationships.*

Grading Policy

CSUS Grading Policy

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

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 will receive 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. All written assignments should be your **own work**. You **may not** copy wording directly from previous reports – this is considered plagiarism (see Academic Honesty, below).

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://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)

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>

StudyMate (tutoring resource): Available in the course CANVAS site

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: Knowledge of Principles and Methods of 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 Knowledge of Principles and Rules of the ASHA Code of Ethics

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

Standard IV-F Research and Evidence-Based Practice

- 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 and 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.

Preliminary Speech-Language Pathology Performance Expectations (SLPEs)

The following preliminary speech-language pathology performance expectations will be met by this CSAD 242A course:

	Speech Language Pathology Services Credential Candidates will:	Introduced (I)	Practiced (P)	Assessed (A)
Preliminary Speech-Language Pathology Performance Expectations (SLPEs)				
1	Demonstrate knowledge of developmental and behavioral milestones for California students from ages birth - 22 required to access the core curriculum.		Research Paper, Presentation, ICR drafts, FCR	
2	Collect relevant information regarding individuals' past and present status and family and health history.	Readings	ICR drafts, FCR	
3	Use knowledge of communication disabilities to determine the potential educational impact.		Research Paper, ICR drafts, FCR	
4	Appropriately select, administer, interpret, and document the results of least-biased assessment ¹ measures for all students.	Readings, Language Sample Assignment, Research Paper	ICR drafts, FCR	
5	Appropriately select, implement, and document intervention services for all students.		ICR drafts, FCR	
6	Demonstrate knowledge of the principles and processes of assessment, selection, and treatment for augmentative and alternative communication (AAC).			
7	Demonstrate written communication skills needed to document the performance and progress of students.		ICR drafts, FCR	
8	Engage in interprofessional practice with teachers and other relevant personnel.		ICR drafts, FCR	
9	Demonstrate relevant methods of consultation and collaboration with teachers, families, and additional members of the educational team to support students' learning across educational contexts.		Research Paper, ICR drafts, FCR	

¹ See California Education Code [Section 56320](#)
CSAD 242A Language Methods & Professional Writing

CSAD 242A Tentative Schedule

Date	Topic	Reading	Assignments	Clinic (243A)
WEEK 1 9/1 Tuesday	Syllabus overview Course expectations; Lesson Plans	N/A	ASHA Ethics & About Me quizzes 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”; ASHA: Preferred Practice Patterns		
WEEK 2 9/8 Tuesday	Standardized Assessment (in-class activity)	ASHA: Preferred Practice Patterns, Shipley & McAfee	Grammar & Writing quizzes 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 9/15 Tuesday Clinic begins!	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 9/22 Tuesday	Writing a case history and assessment section	“Lindsey” and “Brittany”	Language sample analysis and brief essay due Friday midnight on Canvas	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	ICR Part 1: Case History - Have draft turned in on Microsoft Teams by class time Tuesday, 9/29	

WEEK 5 9/29 Tuesday	In-class peer review	Peer Review rubric on Canvas	ICR Part 1: Case History 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	ICR Part 2: Assessments - Have draft turned in on Teams by class time Tuesday 10/6;	
WEEK 6 10/6 Tuesday	In-class peer review	Peer Review rubric on Canvas	ICR Part 2: Assessments - 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 10/13 Tuesday	In-class peer review	TBD	ICR Part 3: Goals & Treatment Plan – have draft turned in on Teams by class time Tuesday 10/13 ICR Part 3: Goals & Treatment Plan due to methods instructor by Friday midnight on Microsoft Teams	Continue treatment. Try new treatment strategies. Receive feedback on therapy techniques and make adjustments.
Thursday	Goal-writing questions ** sign up for research topics	TBD		
WEEK 8 10/20 Tuesday	Treatment strategies in child language disorders (EBPs)	TBD	Make ICR corrections per CI feedback	Continue treatment. Complete midterm competency evaluations with clinical instructor by end of week (10/23). Submit your ICR to your clinical instructor by this week.* 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		
WEEK 9 10/27 Tuesday	Research Project Workday	Example research paper	Reflection on Action due Friday at midnight on Canvas	Continue treatment.
Thursday	Research Project Workday	None		
WEEK 10 11/3	Research Project/Presentation	Example research paper/handout		Continue treatment

Tuesday				
Thursday	Writing a summary of progress & outcomes	“Vanessa” and Latoya		
WEEK 11 11/10 Tuesday	Writing a prognostic statement & recommendations	“Rachel”	Research Paper Levels of Evidence Chart due Friday midnight on Canvas	Continue treatment.
Thursday	FCR/Research Paper/Final Data questions			
WEEK 12 11/17 Tuesday	Research Presentations	N/A	FCR draft due to methods instructor by WEDNESDAY 11/18 by midnight on Microsoft Teams	Continue treatment. Plan your outcome measures.
Thursday	Research Presentations	N/A		
WEEK 13 11/24 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. Submit your FCR to your clinical instructor*
Thursday	Thanksgiving – no class	N/A		
WEEK 14 12/1 Tuesday Last week of clinic!	Research Presentations	N/A	Research paper & Handout due by Wednesday midnight on Canvas FCR (final/deidentified version) due 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 final competency evaluations .
Thursday	Research Presentations/Final Case Report Questions	N/A		
WEEK 15 12/8 Tuesday Clinic makeups	Individual meetings / course evaluations		Reflection Paper due on Canvas by 12/11	Finalize FCR. Finalize end of clinic paperwork. If needed, complete final competency evaluations. Complete course evaluations.
Thursday	Individual meetings / course evaluations			

Note: all assignments except the ICR/FCR drafts due on Canvas. ICR and FCR drafts are turned in on Teams.

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