



Department of Communication Sciences and Disorders  
California State University, Sacramento

**Spring 2019**

**CSAD 242A-01: METHODS LANGUAGE DISORDERS I  
PROFESSIONAL WRITING-FIELD OF SPEECH-LANGUAGE PATHOLOGY AUDIOLOGY**

**SYLLABUS & COURSE OUTLINE**

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**Dates:** Monday and Wednesday

**Class Time:** 1:00-1:50pm

**Building/Room:** Folsom Hall 2206A (Speech Lab)

**Units:** 2

**Professor:** Heather Thompson, Ph.D CCC-SLP

**Office:** Folsom Hall 2404G

**Office Hours:** Mondays and Wednesdays 11:00am-12:30pm

**Contact Information:** heather.thompson@csus.edu or 916/278-6654

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**COURSE DESCRIPTION**

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.

**PRE-REQUISITES**

Admission to graduate program.

**CO-REQUISITES**

Enrollment in CSAD 243A.

**LEARNING OUTCOMES COMPETENCIES: (CSAD 242A):**

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 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.

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

1. Understand the major research and/or professional conventions, practices, and methods of inquiry of the field of Speech-Language Pathology and Audiology.
2. Understand the major formats, genres, and styles of writing used in the field of Speech-Language Pathology.
3. Practice reading and writing within the field of Speech-Language Pathology and Audiology.
4. Produce written work that adheres to the appropriate format and is coherent and appropriate for the defined audience.
5. Practice reading and writing as a learning process that involves peer and instructor feedback, revision, critical reflection, and self-editing.
6. Edit to ensure documentation is free of errors in sentence structure, grammar, spelling, punctuation and capitalization.
7. Assess his/her own writing and develop strategies for addressing weaknesses.
8. Summarize test results, take into account the historical information and develop a written diagnostic statement that describes the speech/language/hearing problem(s) being addressed.
9. Demonstrate appropriate writing style by selecting the appropriate tone, sentence length, phrasing and use of professional terminology.
10. 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.
11. 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.)
12. List and discuss principles of speech pathology assessment for auditory processing disorders, for hearing impaired clients, and for children with phonological disorders.
13. Locate and discuss the most useful testing tools to be used with clients with these disorders.
14. Discuss and be able to list the most important interview questions to be asked of clients and parents of children with hearing, auditory processing disorders and speech sound disorders.
15. Discuss the application of ethical principles and confidentiality (HIPAA) in the clinical setting.
16. Discuss and describe different approaches for the treatment of hearing, auditory processing and speech sound disorders. Compare, contrast and evaluate these approaches verbally and in writing.
17. List and describe principles and procedures of reinforcement.
18. Explain principles and procedures of generalization of treatment targets. Apply information to assigned clients in clinic.
19. Demonstrate critical thinking skills by critically evaluating assessment and treatment ideas presented by the instructor and by classmates for clients with a variety of hearing, auditory processing and speech sound disorders.
20. Discuss the techniques used in clinic to communicate assessment findings, prevention and/or treatment methods, and home programming, professionally with adult clients, child clients, and families.

Course Learning Outcome	Components Indicating Competence	Grades Received
1, 3, 4, 6, 7, 9	Homework	
1-11, 13, 16-20	Report Writing & Peer Review Process	
1-3, 5, 16, 19	Literature Review	
2-7, 9, 10, 13, 15-20	Reflection On Action Form and Paper	
1, 11-20	Case Presentation	
2-7, 9	Professional Letter	
1-20	Attendance and Participation	

**GRADING POLICY**

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

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

Students must receive a B or better to obtain credit to the Graduate GWAR. Students who receive below a B- on any one assignment will be expected to conference with the instructor to discuss deficient areas and determine a plan for meeting competency in the area.

**COURSE ACTIVITIES**

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Homework #1 – Grammar work	100 points
Report Writing	225 points
Peer Review	25 points
Literature Review	60 points
Reflection Paper	60 points
Case Presentation	40 points
Professional Letter	40 points
Attendance and Participation	50 points
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Total	600 points

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## READINGS

1. Golfarb, R. & Serpanos, Y.C. 2014. *Professional Writing in the Field of Speech-Language Pathology and Audiology, 2<sup>nd</sup> edition*. Plural Publishing, San Diego, CA. pp 361. **(G&S)**
2. A collection of articles and chapters posted on Canvas, as indicated in the syllabus.

## RESOURCES

1. Bell, N. (1991). *Visualizing and Verbalizing: for Language Comprehension and Thinking*. San Luis Obispo, CA: Gander Educational Publishing. \*
2. Chermak, G.D. and Musiek, F.E. (1997). *Central Auditory Processing Disorders: New Perspectives*. San Diego, CA: Singular Publishing Group, Inc.\*
3. American Psychological Association (2009). *Publication Manual of the American Psychological Association, 6<sup>th</sup> Edition*. Washington, DC: American Psychological Association.
3. Geffner, D & Ross-Swain, D. (2007). *Auditory Processing Disorders: Assessment, Management and Treatment*. San Diego, CA: Plural Publishing Group, Inc.\*
4. Goldsworthy, C. (2010). *Linking the Strands of Literacy*. San Diego, CA: Plural Publishing Group, Inc.
5. Johnson, C. (2011). *Auditory Rehabilitation: A Contemporary Issues Approach*. Boston, MA: Pearson Education Inc.\*

\*on reserve at the CSUS library

## COURSE PHILOSOPHY

Most undergraduate classes have a lecture format, where the responsibility is primarily upon the instructor. The purpose of this methods course is 1) for students to dialogue with the instructor and with each other about working with clients and 2) to develop writing skills used for the field of speech-language pathology. Throughout the course there will be an emphasis on writing, critical thinking, problem-solving, and real-world application of theory and knowledge. Thus, although the instructor will occasionally lecture, the course is primarily a seminar format which is discussion-centered. Students are encouraged to bring questions to class to discuss with the whole group. These can be questions about clinic procedures, challenges with particular clients, and the process of writing in the field. The goal is that students be actively involved in the learning process, helping each other to gain knowledge and experience in working with clients who have speech sound disorders, hearing and/or processing concerns. Verbal participation by the student is required.

## COURSE POLICIES

Attendance: Attendance at scheduled events, such as this course, is a professional responsibility and obligation. Role will be taken each class session. You are allowed two unexcused absences. After the second absence, the instructor has the option of decreasing your grade by a ½ grade (e.g., from an A- to a B+) with each additional absence unless you have a note from a medical doctor.

Drop/Adds: If you are enrolled in the corresponding practicum course (CSAD243A), you are not allowed to drop this course without also dropping that course. Once you have initialed that you have accepted a client and a treatment session day and time, you are not allowed to drop CSAD242A.

## ASSIGNMENTS

Assignments for this class were developed as per the requirements for a graduate level intensive writing class. The purpose of the assignments is to allow you to improve in your writing ability across the

semester and to foster your writing for a variety of purposes required for a practicing professional in the field of speech-language pathology. For each assignment, please hand in a hard copy along with the

associated rubric. Failure to hand in the rubric with an assignment will result in a loss of 5% of the grade for the assignment.

### **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).

### **WRITING SUPPORT**

As one of the objectives of this class is to facilitate student writing, students are encouraged to access outside resources, as needed. There are at least two programs on the CSUS campus that students can access to facilitate writing, including:

1. Peer and Academic Resource Center <http://www.csus.edu/parc/> and
2. The University Reading and Writing Center <http://www.csus.edu/writingcenter/>
3. APA formatting: <http://www.apastyle.org/>

**Tentative Course Schedule and Timeline**

DATE	DISCUSSION TOPIC	PREPARATION	ASSIGNMENTS & DUE DATES
01/23	Introductions, review syllabus, assignments, questionnaires	Read syllabus, clinic manual, G&S Ch 1	Review client files
01/28	Review assignments, planning for the first CI conference, client confidentiality, planning for the 1 <sup>st</sup> session, interviews	G&S Ch 4	Make a list of possible tests to use with Language 1 client
02/04	Assessment: Language testing, hearing screening, writing objectives & SOAPS, review interview questions	Read G&S Ch 2	<b>List of client interview questions for LI client due</b>
02/06	Baseline procedures and goals	(AR) Reading #1	<b>Homework #1 due.</b>
02/11	Baseline data collection	G&S Ch 5	Bring a list of errors to class.
02/13	Troubleshooting testing, starting intervention, report writing and sample report	(AR) Reading #2 (AP) Geffner, Ch 7 (AP) Moore et al, 2011	Record and transcribe language sample for MLU.
02/18	Review of intervention for speech sound disorders, writing goals, first session updates, research paper	G&S Ch 9	<b>Homework #2 due.</b>
02/20	First week updates, speech sample analysis Take baseline data collection	G&S Ch 3	<b>Homework #3 due. Complete steps 1-3 of the handout “How to establish baselines and develop goals”</b>
02/25	Writing a treatment plan; connecting baseline data to intervention methodology	G&S Ch 8	<b>Homework #4 due. Complete steps 4-5 of the handout “How to establish baselines and develop goals”</b>
02/27	Peer editing & review; Make revisions from peer editing after class.	Read Weiner, 1981	<b>First draft of ICR due for in-class peer review.</b>
03/04	Class discussion of intervention and clinic; Intervention for PA	Read Williams, 2004	<b>ICR due for grading.</b>
03/06	Class discussion of intervention and clinic; Language intervention	Read Tyler et al., 2003	Make ICR revisions based on instructor feedback.
03/11	Class discussion of intervention and clinic developing clinical portfolio	G&S Ch 4	<b>ICR due to CI.</b>
03/13	Class discussion of intervention and clinic; Intervention for AR and APD	G&S Ch 6; Read Crosbie, Holm & Dodd, 2005	<i>For clients starting 02/25/19 or later, ICR with peer review due in class.</i>

03/18 - 03/22	<b>SPRING BREAK – NO CLASS</b>		
03/25	Writing progress in treatment and diagnostic summaries		<b>Make revisions to ICR following CI feedback</b>
03/27	Writing - professional letters		<b>Literature review Due.</b>
04/01	<b>NO CLASS – CESAR CHAVEZ DAY OBSERVED</b>		
04/03	Peer editing and review		<b>First draft of FCR due for in-class peer review.</b> <i>Late start clients: ICR due to CI</i>
04/08	Class discussion - intervention		
04/10	<b>No class meeting – complete FCR</b>		
04/15	End of semester procedures		<b>FCR due in-class.</b>
04/17	Case presentations	G&S Ch 7	Make final FCR revisions based on instructor feedback.
04/22	Case presentations		<b>FCR due to CI.</b>
04/24	Case presentations		<b>Professional Letter Due.</b>
04/29	Case presentations		<b>Intervention Critique Due.</b>
05/01	Case presentations		<b>Finalize paperwork in clinic.</b>
05/06	Case presentations		<b>Reflection Paper Due.</b>
05/08	Case presentations		

\*AR = Aural rehab, AP = auditory processing, PA= Phonological Disorders

**CSAD 242A: METHODS: LANGUAGE DISORDERS I  
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**This course has been designed to be in direct support of the following American Speech-Language Hearing Association (ASHA) Knowledge and Skills Acquisition for certification in Speech-Language Pathology:**

**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, IV-G, IV-H: Contemporary Professional Issues**

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

**Standard IV-F: Research**

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: processes used in research and integration of research principles into evidence-based clinical practice.

**Standard V-A: Oral and Written Communication**

- The student will demonstrate skill in oral and written or other forms of communication sufficient for entry into professional practice.

**Standard IV-B: Basic Human Communication Processes**

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