

California State University, Sacramento  
Department of Communication Sciences and Disorders

**CSAD 228C Methods: Speech Disorders III**

Spring 2019

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Class Location: Folsom 1051

Office Hours: TBD

Class day/time: Monday 12:00-12:50

Units: 1

Section: CSAD 228C-1

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**Course Description**

Techniques and materials for assessing and treating clients with disordered speech secondary to developmental disabilities and syndromes, degenerative diseases or complex problems associated with English as a second language (ESL). Discussions of cases in the current caseload.

**Prerequisite(s):** CSAD 218, CSAD 228B; CSAD 221 may be concurrent; instructor permission.

**Corequisite(s):** CSAD 229C

**Place of Course in Program**

The purpose of this graduate course is to introduce student clinicians to methods, materials, and procedures in use with children and adults who demonstrate multiple communication disorders, emphasizing speech disorders secondary to developmental disabilities, syndromes, degenerative disease, motor speech disorder, and those requiring augmentative and alternative communication. CSAD 229C is a co-requisite.

The goal of CSAD 228C is to assist students in building problem solving and critical thinking skills. Students are encouraged to be active participants and bring topics to discuss with the class. Topics may include, but are not limited to: challenges with clients, therapy techniques, assessment, etc. This class is primarily conducted in a seminar and discussion format.

**Learning Outcome Competencies: CSAD 228C**

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

**CSAD 228C Specific Student Learning Outcomes:**

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

- 1) Students will discuss and identify major categories to be addressed in an interview
- 2) Students will demonstrate ability to use appropriate tools and techniques in assessing clients with multiple speech and/or language disorders
- 3) Students will design appropriate and effective measures to obtain an accurate baseline
- 4) Students will write professional reports with all pertinent case history information
- 5) Students will present data clearly and accurately in reports and other forms of written documentation and oral report
- 6) Students will develop specific, measurable, attainable, results oriented, time-bound goals
- 7) Students will describe and implement appropriate techniques to accurately measure and report treatment outcomes
- 8) Students will integrate goals into the client's functional daily living by providing home carryover activities

- 9) Students will involve caregivers in the therapy and/or home carryover process through participation in treatment planning, therapy, and planning of home carryover activities
- 10) Students will facilitate discussions and demonstrate critical thinking skills with other students through class presentations
- 11) Students will list and describe behavior management and reinforcement techniques
- 12) Students will discuss a variety of treatment activities
- 13) Students will identify and implement techniques to effectively communicate with other students, clinical instructors and other professionals
- 14) Students will identify and make appropriate referrals

Course Learning Outcome	Components Indicating Competence	Grades Received
1,4	Client Chart Review and Interview Question	
2,3,7	Assessment Plan	
12,11	Materials Presentation	
13	Weekly Self Reflection	
10,13	Attendance/Participation	
8,9,10,14	Community Resources Presentation	

### Course Policies

**Attendance:** Attendance to treatment and meetings is required. Missed treatment sessions will be made up the week after clinic and before finals and requires the approval of your clinical instructor. Should you be unable to attend or tardy for an treatment session or meeting, alert your clinical instructor and follow clinic procedures.

**Clinical Instructors:** Therapy times have been assigned by the scheduling office. Schedule changes must be approved by the Clinic Coordinator. Meetings with your clinical instructor will be either individual or group meetings. Should a concern arise regarding clinical issues, please communicate with the clinical instructor first and then the clinic coordinator if concerns persist.

### 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).

## Grading Policy

Your grade will be based on the total points you achieve for the semester out of the total possible. Letter grades will be as follows:

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

Assignment	Points Possible
Chart review and Interview Questions	100 points
Assessment Plan	50 points
Community resource Presentation	50 points
Materials Presentation	50 points
Weekly Self-Reflections (10)	100 pts (10 points each)
Attendance and participation	100

93 – 100%	A	<b><u>Exceeds Performance Expectations</u></b> (Minimum assistance required) <ul style="list-style-type: none"> <li>Clinical skill/behavior well-developed, consistently demonstrated, and effectively implemented</li> </ul>
90 – 92%	A-	
87 – 89%	B+	<b><u>Meets Performance Expectations</u></b> (Minimum to moderate assistance required) <ul style="list-style-type: none"> <li>Clinical skill/behavior is developed/implemented most of the time, but needs continued refinement or consistency</li> <li>Student can problem solve and self-evaluate adequately in-session</li> <li>Clinical Instructor acts as a collaborator to plan and suggest possible alternatives</li> </ul>
83 – 86%	B	
80 – 82%	B-	
77 – 79%	C+	<b><u>Needs Improvement in Performance</u></b> (Moderate assistance required) <ul style="list-style-type: none"> <li>Inconsistently demonstrates clinical skill/behavior</li> <li>Student's efforts to modify performance result in varying degrees of success</li> <li>Moderate and ongoing direction and/or support from Clinical Instructor required to perform effectively</li> </ul>
73 – 76%	C	
70 – 72%	C-	

67 – 69%	D+	<p><b><u>Needs Significant Improvement in Performance</u></b></p> <p>(Maximum assistance required)</p> <ul style="list-style-type: none"> <li>● Clinical skill/behavior is beginning to emerge, but is inconsistent or inadequate</li> <li>● Student is aware of need to modify behavior, but is unsure of how to do so</li> <li>● Maximum amount of direction and support from clinical Supervisor required to perform effectively.</li> </ul>
63 – 66%	D	
60 – 62%	D-	
0 – 59%	F	<p><b><u>Unacceptable Performance</u></b></p> <p>(Maximum assistance is not effective)</p> <ul style="list-style-type: none"> <li>● Clinical skill/behavior is not evident most of the time</li> <li>● Student is unaware of need to modify behavior and requires ongoing direct instruction from Clinical Instructor to do so</li> <li>● Specific direction from Clinical Instructor does not alter unsatisfactory performance</li> </ul>

**TENTATIVE CLASS SCHEDULE:**

Please note: each class will have a seminar component in which students may discuss challenges or ask questions

<u>Week</u>	<u>Topic</u>	<u>Reminders/Due Dates</u>
1	Course overview, review syllabi Discussion: Chart Review and Interview Questions	
2	Discussion: Assessment Plan, Prep for Client Summary	Client Chart Review Due and interview questions
3	Prepare client summaries Goal writing review and Baseline data	Clinic starts this week! Assessment Plan Due
4	Discussion: Clients and Initial Case Reports	
5	Students present Client Summaries from Chart Review Discussion: Behavior Management and Reinforcement	Client Summary Presentation Due
6	Student present client summaries from Chart Review Discussion: Prompting and visual schedules	
7	Goals writing	Bring goal plans/ideas
8	Identify target Community Resources	
9	Spring Break	
10	Students present Community Resources Presentation	Community Resources Handout Due
11	Students present Community Resources Presentation	
12	Discussion: Parent involvement and home carryover	
13	Guest speaker	
14	Discussion: Collecting Final Data and Review of semester with parent and reporting progress	
15	Wrap up Discussion: materials presentation/share ideas	
16	Finals Week- No Class	

**Assignments**

**Chart Review and Interview Questions:** Submit a brief outline of interview questions for your client(s). A grading rubric will be provided at least 1 week before the assignment due date.

**Assessment Plan:** Submit an outline of your planned assessment. This includes and what information you plan to obtain and how you will assess each given area. A grading rubric will be provided at least 1 week before the assignments due date.

**Client Summary Presentation:** A summary of your clients that states age, diagnosis, pertinent medical history, past and current intervention, assessment tools used, and goals.

**Community Resources Presentation:** This presentation will focus on a disability or organization. You will be asked to create a one page flyer.

**Materials Presentation:** The student will discuss a therapy material or assessment that they used during the semester.

**Weekly Self-Reflection:** Students will submit a reflection on a session of therapy each week (10 total). Focus will be on appreciating success/learning, and identifying areas for growth.

Assignments are due at the beginning of the class period. Late assignments will automatically drop your grade 10 points for each day it is late.

Professional prompt attendance is required. Absences must be reported to the instructor prior to classtime.

### **Basic Needs 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 Basic Needs website to learn more about your options and resources available. <https://www.csus.edu/basicneeds/>*

## **CSAD 228C: Methods: Speech Disorders III**

**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: phonology, articulation disorders (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: 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: cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, and executive functioning), 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.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: communication modalities, 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 articulation.

· 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, assessment, and intervention regarding cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, and executive functioning)

\*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).

· The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of assessment and intervention regarding communication modalities.

#### *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: biological bases of human communication.

· The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: neurological bases of human communication.

· The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: psychological bases of human communication.

· 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.