California State University, Sacramento
Department of Communication Sciences and Disorders

CSAD 228A Methods: Speech Disorders I
Fall 2017

Semester: Fall 2017
Course Number: CSAD 228A
Title: Speech Disorders 1 - Methods
Room: Folsom 1048
Time: MW 10:00-10:50am

Instructor: Marcella Mojibi, M.S., CCC-SLP
Email: marcella.mojibi@csus.edu
Office Hours: MW 8:00-10:00am or by appointment
Office: TBA

Course Description
Diagnosis and treatment as applied to the current caseload, including articulation and phonological disorders and characteristics associated with English as a second language (ESL) populations. Methods for both children and adults. Staffings, case studies and presentations, demonstrations and class discussions.

Course Philosophy
Most undergraduate classes have a lecture format, where the responsibility is primarily upon the instructor. The purpose of this methods course is for students to dialogue with the instructor and with each other about working with clients. There is an emphasis on critical thinking, problem solving, and real world application of theory and knowledge. Thus, although the instructor will occasionally lecture, the course is primarily in seminar format. The course is discussion centered. Students are encouraged to bring to class topics to discuss with the whole group. These can be questions about clinical procedures, challenges with specific clients, etc. Again, 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 articulation/phonological disorders. Verbal participation by the students is required.

Prerequisites
Acceptance to graduate program with completion of prerequisite courses in speech Pathology and Audiology.

Passed Written Proficiency Examination for Juniors (WPJ).

Completion of prerequisites coursework: CSAD 125, CSAD 126, CSAD 143, CSAD 145, CSAD 146, CSAD 148, or equivalent instructor permission.

Enrollment in co-requisite class: CSAD 229A

Required Textbooks and Readings


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 (CSAD229A), 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 CSAD228A.

**Learning Outcomes Competencies: SPHP228A:** 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 228A SPECIFIC STUDENT LEARNING OUTCOMES:**

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

1. Discuss and list major categories of interviewing to be covered when interviewing a parent/caregiver and/or adult client, with additional focus on the culturally and linguistically diverse client.
2. Locate common articulation and phonological tests and evaluate their content, norms, standardization, and uses.
3. List and discuss principals of assessment.
4. Discuss the application of ethical principals and confidentiality (HIPAA) in the clinical setting.
5. Design an appropriate, client-specific informal baseline and post-treatment assessment measure for trained, untrained, and generalization targets.
(goals) using best practices. Explain why these procedures are used and how they differ from formal testing. Compare pre-treatment and post-treatment data and evaluate the reliability and consistency of the results as applied to your client(s).

6. Use appropriate data collection strategies to assess progress on treatment goals using formal and informal measures. Present data clearly and accurately in reports, meetings with parents, clinical instructors, and colleagues.

7. Describe different treatment approaches including Van Riper's Traditional Approach, Minimal Pairs, Multiple Oppositions, Hodson's Phonological Process Approach, Tyler's Morphosyntax/Phonology Intervention and others.

8. Compare and contrast the cognitive-linguistic and motor intervention approaches and determine the appropriateness of approach(es) for the remediation of speech sound disorders.

9. Understand the role of structured drill play and naturalist methods for the remediation of articulation and phonological disorders.

10. Define phonological awareness and summarize methods for incorporating phonological awareness techniques into therapy for children with speech sound disorders.

11. Name and describe specific techniques for remediation of errors of /r, l, s, k, th/ and vowels.

12. List and describe principals and procedures of reinforcement.

13. Explain principals and procedures of generalization of treatment targets.

14. Discuss a variety of treatment activities and materials for the children and for adult clients who speak English as a foreign language (EFL).

15. Describe cultural variables that impact assessment and interventions with adults and children from culturally and linguistically diverse backgrounds.

16. Demonstrate critical thinking skills by critically evaluating assessment and treatment ideas presented by the instructor and by classmates and analyzing the appropriateness of these ideas for clients with a variety of speech sounds disorders.

17. Research and discuss with the class effective/ineffective evaluation/treatment materials.

18. Develop and discuss with the class the process/procedures for communicating assessment findings, prevention and/or treatment methods, and home programming professionally with adult clients, child clients, and families.

<table>
<thead>
<tr>
<th>Course Learning Outcome</th>
<th>Components indication</th>
<th>Grade Received</th>
</tr>
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<tbody>
<tr>
<td>1-18</td>
<td>Class Participation/Discussion</td>
<td></td>
</tr>
<tr>
<td>1,3,4,18</td>
<td>Client Screenings</td>
<td></td>
</tr>
<tr>
<td>2,6,8,9,11,13,14,1718</td>
<td>Phoneme Assignment</td>
<td></td>
</tr>
<tr>
<td>Assignment</td>
<td>Points- total 100</td>
<td>Percent of Grade</td>
</tr>
<tr>
<td>------------------------------------</td>
<td>-------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>IPA Quiz</td>
<td>2.5</td>
<td>2.5%</td>
</tr>
<tr>
<td>Client Screenings</td>
<td>2.5</td>
<td>2.5%</td>
</tr>
<tr>
<td>Phoneme Presentation</td>
<td>20</td>
<td>20%</td>
</tr>
<tr>
<td>Client Summary Discussion</td>
<td>5</td>
<td>5%</td>
</tr>
<tr>
<td>Approach Presentation</td>
<td>20</td>
<td>20%</td>
</tr>
<tr>
<td>Treatment Conference Reflection</td>
<td>5</td>
<td>5%</td>
</tr>
<tr>
<td>Discussion</td>
<td>5</td>
<td>5%</td>
</tr>
<tr>
<td>Final Case Presentation</td>
<td>20</td>
<td>20%</td>
</tr>
<tr>
<td>Self Reflection</td>
<td>5</td>
<td>5%</td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td>20</td>
<td>20%</td>
</tr>
</tbody>
</table>

Your grade will be based upon the total number of points you achieve for the semester out of the total possible. Grades can be improved or lessened by attendance issues, late assignments, and/or the amount and quality of verbal class participation. Letter grades will be based upon the rubric below.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>95-100%</td>
<td>A</td>
<td>73-76%</td>
</tr>
<tr>
<td>90-94%</td>
<td>A-</td>
<td>70-72%</td>
</tr>
<tr>
<td>87-89%</td>
<td>B+</td>
<td>67-69%</td>
</tr>
<tr>
<td>83-86%</td>
<td>B</td>
<td>64-66%</td>
</tr>
<tr>
<td>80-82%</td>
<td>B-</td>
<td>60-63%</td>
</tr>
<tr>
<td>77-79%</td>
<td>C+</td>
<td>Below 60%</td>
</tr>
<tr>
<td>Below 60%</td>
<td>F</td>
<td></td>
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</tbody>
</table>

Students who receive below a B- on any one test, presentation, paper, or project will be expected to conference with me to discuss deficient areas and what can be done to ensure competency.

**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 2 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.

- **Due Dates for All Assignments**
Late submission will result in decreased points for the assignment.

**Drop/Adds**

- If you are enrolled in the corresponding practicum course (CSAD 229A), 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 CSAD 229A.

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**Tentative Course Schedule and Timeline**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Preparation</th>
<th>Assignments &amp; Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wk 1 8/28-8/30</td>
<td>- Introductions, opening clinical procedures, client assignment, review of first week of therapy, interviews, test selection, planning for the 1st CI conference, clinic policies and paperwork - Behavior management</td>
<td>Review: - Text and notes from SPHP 126, 143, 146, and 147 - IPA Transcription - Distinctive features of place/manner/voicing</td>
<td>- Review client files &amp; Speech Handbook on SacCT</td>
</tr>
<tr>
<td>Wk 2 9/4-9/6 9/4- Labor Day, No Class</td>
<td>- IPA Quiz - Client interviews, test administration, assessment principles - Behavior management</td>
<td>Review - Review IPA - objective writing from SPHP146 - POEC &amp; various child artic tests</td>
<td>IPA Quiz in class 9/6 - Read: - Contents of &quot;Client Interviews-week 2&quot; folder on SacCT - Pena-Brooks and Hedge Assessment Pgs. 291-349</td>
</tr>
<tr>
<td>Wk 3 9/11-9/13</td>
<td><strong>First week of clinic</strong> - Oral motor exams, Hearing screens - Analysis of test results, Data collection/baseline procedures, goal selection - Charting - Behavior management</td>
<td>- Review lectures, discussion and notes from SPHP 146 - Select and oral motor exam</td>
<td>- Perform Screening in clinic and complete Client Screening form - Review and practice oral motor exams - Group work on practicing tests and writing objectives</td>
</tr>
<tr>
<td>Wk 4 9/18-9/20</td>
<td>- Writing treatment objectives - Accent training, teaching phonetic place/manner/voice</td>
<td>- Review lectures, discussion and notes from SPHP 146</td>
<td>Client Screenings Due 9/20</td>
</tr>
<tr>
<td>Wk 5 9/25-9/27</td>
<td>- Presentation of Client Summary: Evaluation methods Findings Tentative plan</td>
<td>Prepare for presentations</td>
<td>Client Summaries Due 9/25-In class for discussion</td>
</tr>
<tr>
<td>Wk 6 10/2-10/4</td>
<td><strong>Phoneme Assignment Presentations</strong></td>
<td>Prepare for presentations</td>
<td>Lead Discussion</td>
</tr>
</tbody>
</table>
| Wk 7 10/9-10/11 | **Phoneme Assignment Presentations- if needed**  
- Therapy check-ins:  
  Goals/baselines/charting  
  Behavior management  
  Time management/prep  
  Professional relationships | Prepare for discussion about therapy | Lead Discussion |
|---|---|---|---|
| Wk 8 10/16-10/18 | **Approach Presentations:**  
  Tuesday: Group A presents  
  Thursday: Group B presents | Prepare for discussion | Lead Discussion |
| Wk 9 10/23-10/25 | **Approach Presentations: if needed**  
- Treatment conference reflection/planning  
- Goal Updating, baselines, charting, FCR | Prepare for treatment class discussion | Treatment Plan Conference Reflection Due 10/23- in class for discussion |
| Wk 10 10/30-11/1 | **Client Presentations** | Prepare for client presentations | Assigned Presenters |
| Wk 11 11/6-11/8 | **Client Presentations** | Prepare for client presentations | Assigned Presenters |
| Wk 12 11/13-11/15 | **Client Presentations** | Prepare for client presentations | Self Reflection Due 11/15 Assigned Presenters |
| Wk 13 11/20-11/22 | **Client presentations** | Prepare for client presentations | Assigned Presenters |
| Wk 14 11/27-11/29 | **Last week of Clinic Client Presentations** | Prepare for client presentations | Assigned Presenters |
| Wk 15 12/4-12/6 | **Clinic Make-up Week**  
- Review of Speech I  
- Prep for Speech II  
- Course/CI Evaluations | Finalize packets for clinic | Assigned Presenters |
| Wk 16 5/8-5/10 | **No Final/No Class** | | |

**Other Resources on Reserve**
CSAD 228A Methods: Speech Disorders I

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: 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 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 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: acoustic 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.