Course Title: Methods: Language Disorders III
Units: 1
Course: CSAD 242C
Class Number #32022
Day of the week: Thursday
Class Time: 5:00 p.m. to 5:50 p.m.
Please note: Class time will vary for semi-annual IPE Simulation Event (See calendar section, listed below)
Building/Room: Folsom Hall #1051, and additional locations (listed below)
Instructor: Renee Campbell Garner, M.S., CCC-SLP
Office: Shasta Hall #255
Office Hours: 4:00 p.m., Thursday, also available with appointment
Contact Information: renee.garner@csus.edu

The information below is at the discretion of the individual course instructor and may be changed at any time with prior notice to students in the course.

CATALOG COURSE DESCRIPTION:
Techniques and materials for assessing and treating speech and language disorders emphasizing disorders secondary to cerebral vascular accidents, traumatic brain injury, or other neurological disorders. Discussion of cases in the current caseload.

Note: May be repeated.

Prerequisite: CSAD 218, CSAD 242B; CSAD 221 may be taken concurrently; instructor permission.

Corequisite: CSAD 243C.

1. **Place of Course in Program:** The purpose of this graduate seminar is to introduce student clinicians to methods, materials, and procedures currently in use with adult clients who have sustained acquired neurogenic problems secondary to brain injury.

2. **Student Objectives:** Upon completion of this Methods course, the student will be able to demonstrate knowledge and competencies in the following areas:

   A. The nature of speech, language, hearing and communication disorders and differences, as well as swallowing disorders, including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.

   B. Prevention, assessment and intervention of cognitive aspects of communication, including attention, memory, sequencing, problem-solving, and executive functioning.

   C. Prevention, assessment and treatment of receptive and expressive language, including phonology, morphology, syntax, semantics and pragmatics, in speaking listening, reading, writing and manual modalities.

   D. Prevention, assessment and treatment of people with motor speech disorders, including oral-verbal apraxia and/or dysarthria.

   E. Evaluation:
i. Screening/prevention;
ii. Obtaining a case history;
iii. Selecting and administering appropriate evaluation procedures;
iv. Adapting evaluation procedures to meet client needs;
v. Interpreting, integrating and synthesizing all information to develop diagnoses and make appropriate recommendations for intervention;
vii. Completing administrative and reporting functions necessary to support evaluation;
vii. Referring clients for appropriate services.

F. Intervention:
i. Developing setting-appropriate intervention plans with measurable and achievable goals that meet clients’ needs. Collaborating with clients and relevant others in the planning process;
ii. Implementing intervention plans (involve clients and relevant others in the intervention process);
iii. Selecting or developing and using appropriate materials and instrumentation for prevention and intervention;
iv. Measuring and evaluating clients’ performance and progress;
v. Modifying intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients;
vii. Completing administrative and reporting functions necessary to support intervention;

G. Communicating effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.

H. Communicating and collaborating with other professionals with the plan of care and in case management.

I. Providing counseling regarding communication and swallowing disorders to clients, family, caregivers, and relevant others.

J. Adhering to the ASHA Code of Ethics and behaving professionally.

K. Integrating clinical goals and objectives with the client’s functional daily living.

L. Working with the client’s support person(s) in carryover assignments so as to train others in managing communication problems.

M. Facilitating discussions with other Language Disorders III clinicians through case presentations and readings.

METHODS OF PRESENTATION: Direct instruction, whole group face-to-face discussions, small group in-class activities, critical thinking activities, guest presentations, field trips, case study analysis (e.g., video and written vignettes), interprofessional education activities, and/or other class assignments/activities.

<table>
<thead>
<tr>
<th>Learning Outcomes (listed above)</th>
<th>Assessment Measures (Tentative content arrangements)</th>
<th>Points Received (or average of points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-M</td>
<td>Methods Class Participation</td>
<td>120</td>
</tr>
<tr>
<td>A-M</td>
<td>IPE Participation Events (n=2)</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Case Presentation</td>
<td>60</td>
</tr>
<tr>
<td>A-M</td>
<td>Writing Assignments –reflection papers</td>
<td>140</td>
</tr>
<tr>
<td>A-M</td>
<td>Hard Copy Notebook</td>
<td>60</td>
</tr>
</tbody>
</table>
COURSE MATERIALS:
Required Texts:
None

Recommended Texts:
Students are encouraged to utilize books and resources located in the Clinic Work Room as well as the University library.

Other Readings:
Supplemental readings may be made available via email.

Required Materials:
Paper, pens, pencils
3-ring binder, with dividers and/or flashdrive
Download, print, and bring relevant documents from email and/or SacCT to class

COURSE REQUIREMENTS:
Internet connection (DSL, LAN, or cable connection desirable) Access to internet/SacCT/Web site
Access to a computer and printer

Assessment Materials: The Supply Room has numerous listings available for use during the semester. Some of those are listed below. We continually update the Supply Room holdings so this list is not complete. For a complete list of materials available through the CSUS SPA Supply Room, please visit the following CSUS webpage: http://www.csus.edu/HHS/SPA/Current%20Students/Supply%20Room.html
In addition, the clinician is encouraged to create assessment materials that are relevant to the particular individual clients’ needs.

Aphasia Diagnostic Profiles (ADP)
ASHA Functional Assessment of Communication Skills (ASHA FACS)
Apraxia Battery of Adults
Assessment of Intelligibility of Dysarthric Speech
Boston Diagnostic Aphasia Examination (BDAE)
Boston Naming Test
Boston Assessment of Severe Aphasia (BASA)
Communicative Abilities in Daily Living (CADL) Clinical Management of Right Hemisphere Dysfunction
Dworkin-Culatta Oral Mechanism Examination and Treatment System
Discourse Comprehension Test
Frenchay Dysarthria Assessment Dysarthria Profile
Neurosensory Center Comprehensive Examination for Aphasia (NCCEA)
Aphasia Language Performance Scales (ALPS)
Repeatable Battery for the Assessment of Neurological Status (RBANS)
Revised Token Test-Adults
Reading Comprehension Battery for Aphasia
Ross Information Processing Assessment-2nd edition (RIPA-2) Scales of Cognitive Ability in TBI (SCATBI)
Screening Test for Developmental Apraxia of Speech The Western Aphasia Battery (WAB)
Woodcock Language Proficiency Battery-R
**Therapy Materials:** Some of the materials (available for use with the adult client through the clinic Supply room) are listed below. Refer to your CSAD 221 and 218 notes and texts. Please visit the library for other readings and materials. If you have difficulty finding appropriate materials, please talk with your clinical supervisor. **Remember, adults like to bring in their own materials, too.** Examples include materials related to their personal history, hobbies, newspapers and magazines, recipes, maps, medications, phone book use, and more. Throughout the semester, you will be working with other Language III clinicians and their clients. Card games, board games and barrier games, etc., are adaptable across many objectives.

Color Library: Sports & Leisure Color
Cards: Sequencing
Helm Elicited Language Program for Syntax Stimulation (HELPSS)
Melodic Intonation Therapy
What’s In a Square
Apraxia Program Resource (Garcia)
Attention Process Training (Sohlberg & Mateer) Visiting Nurses Association (VNA) Binder
Dysarthria Rehabilitation (Tonkovich, Latham, Rannbow)
Easy Does it For Apraxia and Motor Planning (Strode & Chamberlain)
Easy Does it For Apraxia Preschool (Strode & Chamberlain)
LARK (Language Activity Resource Kit)
Oral-Motor Activities for School-Age Children (MacKee)
Oral-Motor Activities for Young Children (MacKee)
Sourcebook for Aphasia (Brubaker)
Speech/Language Rehabilitation (Keith)
Results for Adults: Cognition (Baker and Johnson)
The Phonemic Speech Workbook for Dysarthria Therapy (Smith) WALC: Attention, Concentration, Memory
Workbook for Reasoning Skills (Brubaker)
Workbook for the Verbally Apraxic Adult (Richards, Fallon)
Working with Aphasic Clients (Francis & Robinson) Working with Apraxic Clients: A Practical Guide (Huskins)
Working with Dysarthric Clients: A Practical Guide (Robertson, Thomson)

**EXPECTATIONS:**

**Students are expected** to attend class regularly and to be prepared to participate in weekly class discussions and activities. Assignments **must** be turned in or taken on the scheduled dates and times. Special circumstances will be allowed for rescheduling or make-ups given the following: (a) a compelling and/or documented medical issue and (b) instructor approval. If you are absent from class, you are responsible for all material covered.

Cell phones are to be turned off throughout the class period. Electronic devices will be used to access email and/or posted SacCT resources or documents. Checking other non-course online activities are not acceptable.

Students are expected to conduct themselves in a manner that demonstrates respect for others, democratic values, understanding of an appropriate social contract, and respect for diversity. Academic dishonesty of any kind will not be tolerated and will be dealt with under established University policy.

Students who have trouble keeping up with the assignments or other aspects of the course, should communicate these challenges to the instructor as soon as possible. Building rapport and effective relationships are key to becoming an effective
professional. Be proactive and inform the instructor when any difficulties arise during the semester so possible solutions can be identified.

The syllabus, outlines of class topics, and other info will be emailed and/or posted on SacCT in Course Content. Outlines and other posted information will be removed no earlier than 2 weeks after original posting, but will not remain available on-line indefinitely. Read and/or copy the material when it is posted.

**GRADED COURSE ACTIVITIES:**
According to the Department of Communication Sciences and Disorders Graduate Admissions Policy, Procedures and Practices (http://www.csus.edu/HHS/SPA/accreditation/accreditation%20docs/GRaduate%20admissions%20Policy.procedures%20and%20practices.pdf), students failing to maintain a GPA of 3.00 are automatically placed on academic probation. In addition, any course grade below a “B-“ must be repeated. Therefore, students should track their progress towards meeting each learning outcome by listing their grades on the table listed above over the course of the semester. The instructor will use a variety of activities and strategies to ensure maximizing students’ opportunities to learn and to integrate information presented in this course. Assessment data from these activities will be used to evaluate students’ mastery of each learning outcome and the assignment of an earned grade.

All assignments must be completed and turned in during class, on time, and in the correct form. Late assignments, those in an incorrect form, or e-mailed assignments will receive no credit accepted without a serious and compelling reason and/or doctor’s note and instructor approval. Late or missing assignments will negatively affect the student’s grade.

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# METHODS OF EVALUATION:

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>POINT VALUE</th>
<th>DATE SCHEDULED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CLASS PARTICIPATION</strong></td>
<td>140</td>
<td>14 class meetings</td>
</tr>
<tr>
<td><strong>Format:</strong> Student will attend and participate in scheduled weekly class meetings including small/whole group discussions, active learning activities, and/or other in-class assignments. Including 1 IPE Event</td>
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<tr>
<td><strong>Points:</strong></td>
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</table>

| **CASE PRESENTATION**         | 60          | The assigned presentation schedule will be provided. |
| **Format:** During the semester, each student will present: one (1) case presentation including relevant clinical information, provide three (3) resources, and pose one (1) question for peer/instructor. |             |                        |
| **Points:**                   |             |                        |

| **Writing Assignments**       | 140         | 7 Total Reflections    |
| **Points:**                   |             |                        |

| **RESOURCE NOTEBOOK**         | 60          | December 7, 2017       |
| **Format:** Hard copy.        |             |                        |
| **Points:**                   |             |                        |

| **Total Points**              | 400         |                        |
GRADING:
Final grades will be based on the Total of all assignments, as listed above.

Note: For more information about grading at Sac State, visit the academic policies and grading section of the university catalog.

Learning Outcomes Competencies: (CSAD 242C):

Mastery of each student learning outcome listed below is indicated by a grade of C 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 C. 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 242C SPECIFIC STUDENT LEARNING OUTCOMES:
1. Active engagement in class learning/application of learning to clinic experience.
2. Understanding of standardized tests/interview process for adult acquired neurogenic disorders clients.
3. Competence with understanding Lab Values.
5. Understanding of Assessment/Therapy Materials for Aphasia/Verbal Apraxia.
7. Understanding of Parkinson’s Disease/Deep Brain Stimulator/LSVT Loud Program.
8. Understanding of evidenced-based research for methods and therapy materials for adult acquired neurogenic population.
10. Create resource notebook with resources for assessment and therapy materials and community resources.

<table>
<thead>
<tr>
<th>Course Learning Outcome</th>
<th>Components Indicating Competence</th>
<th>Grades Received</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Students are expected to participate/engage in all class activities and discussions.</td>
<td>Class Participation, active engagement, application of class learning in clinic.</td>
<td></td>
</tr>
<tr>
<td>2 Reflection: Response to assessment/therapy for aphasia/verbal apraxia.</td>
<td>Complete and submit the reflection assignment</td>
<td></td>
</tr>
<tr>
<td>3 Reflection: Understanding of Lab Values.</td>
<td>Complete and submit the reflection assignment</td>
<td></td>
</tr>
<tr>
<td>4 Reflection: Learning value of IEP/collaboration with nursing students.</td>
<td>Complete and submit the reflection assignment</td>
<td></td>
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<tr>
<td>5 8 Reflection: Initial impressions with client interviews/assessment.</td>
<td>Complete and submit the reflection assignment</td>
<td></td>
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<tr>
<td>6 Reflection: Insight into post concussion syndrome/TBI.</td>
<td>Complete and submit the reflection assignment</td>
<td></td>
</tr>
<tr>
<td>7 Reflection: Understanding of Parkinson’s Disease/Deep Brain Stimulator.</td>
<td>Complete and submit the reflection assignment</td>
<td></td>
</tr>
<tr>
<td>8 Reflection: Understanding of effective therapy materials/strategies</td>
<td>Complete and submit the reflection assignment</td>
<td></td>
</tr>
<tr>
<td>9 Understanding of evidenced-based research for effective assessment and therapy material/methods for adult acquired neurogenic population</td>
<td>Case study from his/her assigned clinic client and pose one (1) question/concern/issue to the class and share three (3 resources)</td>
<td></td>
</tr>
<tr>
<td>10 Resource Notebook: Research and create a resource notebook for adult acquired neurogenic</td>
<td>Students are expected to research and compile resources related to therapy methods and materials, for acquired neurogenic population</td>
<td></td>
</tr>
<tr>
<td>Letter Grade</td>
<td>Percentage</td>
<td>Performance</td>
</tr>
<tr>
<td>-------------</td>
<td>------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>A</td>
<td>93-100%</td>
<td>Excellent Work</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
<td>Nearly Excellent Work</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
<td>Very Good Work</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
<td>Good Work</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
<td>Mostly Good Work</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
<td>Above Average Work</td>
</tr>
<tr>
<td>C</td>
<td>73-76%</td>
<td>Average Work</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
<td>Mostly Average Work</td>
</tr>
<tr>
<td>D+</td>
<td>67-69%</td>
<td>Below Average Work</td>
</tr>
<tr>
<td>D</td>
<td>60-66%</td>
<td>Poor Work</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
<td>Failing Work</td>
</tr>
</tbody>
</table>

**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: http://www.csus.edu/umanual/AcademicHonestyPolicyandProcedures.htm

**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.

**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.

**ACCOMMODATIONS:**
Inform your instructor of any accommodations needed. 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. 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
**Detailed Class Assignments/Requirements & Activities**

*If clinical questions or concerns arise, the students may contact the professor at any time during the semester.*

| Participation: Weekly class meetings (140 Points) | ● Each class meeting will be unique and include a variety of activities including guest presentations, active learning activities and/or small/whole group discussions. Student attendance is required for all class meetings.  
● Class meetings will be held on Thursday evenings, but the time/location may vary according to the activity/speaker. Specific details will be announced in class and may be emailed and/or posted on SacCT Calendar. See “Tentative Lecture/Activity Schedule,” listed below.  
● Students are expected to participate in all class activities and discussions.  
● Make-up participation points for a missed class are approved at the discretion of the instructor only, and if approval is granted, will be in the form of a special project/assignment. |
|---|---|
| Case Study Presentation (60 Points) | ● According to the presentation schedule provided, each student will present (1) case study from his/her assigned clinic clients and pose one (1) question/concern/issue to the class to generate a group discussion, and share three (3) relevant resources verbally.  
● Students are encouraged to share a clinical-based question for instructor and/or peer feedback/support. |
| Writing Assignments (140 Points) | ● Students will complete and submit the reflection writing assignments (hard copy, completed in class (as designated)). |
| Resource Notebook (60 Points) | ● Students are expected to identify, locate, and save a variety of resources related to clinical services including (but not limited to) screening tools, informal assessments, apps, therapy approaches, current publications, community-based groups and services, websites and other resources.  
● Throughout the semester, each student will create a hard copy resource notebook.  
● By the end of the semester, each student will have a substantial resource hard copy notebook to be used in medical-based internship placement and beyond.  
● Students will present his/her hard copy notebook to the instructor at the end of the semester. |
# TENTATIVE LECTURE/ACTIVITY SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Time/Activities</th>
</tr>
</thead>
</table>
| 1    | August 31  | **Lecture:** Review of Syllabus and Class Requirements                | Time: 5:00 – 5:50 p.m.  
Materials: Preferred note-taking items  
Syllabus hard copy and/or electronically |
|      |            | **Location:** Folsom Hall, Room # 1051                                 |                                                                               |
| 2    | September 7| **Assessment Tools/, SOAPS Notes**  
**Test Scoring Interpretation/Goal Writing**  
**Response Forms**                          | Time: 5:00 – 5:50 p.m.  
Materials: Preferred note-taking items       |
|      |            | **Location:** Folsom Hall, Room #250                                   |                                                                               |
| 3    | September 14| **Guest Presentation:** Jim Conrad, Ph.D., Therapy Demonstration/Materials for Aphasia, Verbal/Oral Apraxia, Yes/No Reliability Assessment | Time: 5:00 – 5:50 p.m.  
Materials: Preferred note-taking items       |
|      |            | **Location:** Folsom Hall, Room #250                                   |                                                                               |
| 4    | September 21 | **Lecture:** Dr. Nassrine Noureddine  
**Lecture:** Understanding Labs  
**Activity:** Team-based Learning Activity | Time: 5:00 – 5:50 p.m.  
Materials: Preferred note-taking items       |
|      |            | **Location:** Folsom Hall, Room # 1051                                 |                                                                               |
| 5    | September 28 | **Activity:** SIM Lab Training with Nursing Students                  | Time: 7:30 a.m. – 12:00 p.m. (½ class will attend for first part of session and ½ the class will attend for second part of session)  
Specific schedule to be emailed  
Materials: Print materials emailed and bring to SIM Lab  
Clipboard, flashlight, pen  
Business Casual Dress |
|      |            | **Location:** Folsom Hall, 1st Floor, Room # 1029  
**SIM Lab**                                      |                                                                               |
| 6    | October 5  | **Cognitive Therapy Assessment/Therapy Materials**  
**Internet/Computer Programs for Therapy Tools/Therapy Binders/Home Programs**, Verbally Program, Speech Sounds on Cue  
**Value of Support Groups**  
**Location:** Folsom Hall, Room # 1051          | Time: 5:00 – 5:50 p.m.  
Materials: Preferred note-taking items  
Students prepare for sharing I phone app./internet program for therapy  
Materials: Preferred note-taking items       |
| 7    | October 12 | **Aphasia and Dysarthria: Assessment and Therapy Methods**  
**Materials:**                                        | Time: 5:00 – 5:50 p.m.  
Materials: Preferred note-taking items       |
|      |            | **Location:** Folsom Hall, Room # 1051                                 |                                                                               |
| 8    | October 19 | **Lecture:** Right Cerebral Vascular Accident/Therapy Materials  
**Open discussion about therapy goals /materials for clients** | Time: 5:00 – 5:50 p.m.  
Materials: Preferred note-taking items       |
|      |            | **Location:** Folsom Hall, Room # 1051                                 |                                                                               |
| 9    | October 26 | **Guest Presentation:** Impact of TBI/ Post Concussion Syndrome:  
Retired Lawyer, Artist, Inspirer: Tina Green, J.D.  
**Materials:**                                        | Time: 5:00 – 5:50 p.m.  
Materials: Preferred note-taking items       |
|      |            | **Location:** Folsom Hall, Room #1051                                  |                                                                               |
| 10   | November 2 | **Guest Presentation:** Dr. Stuart Gherini  
**Parkinson’s Disease: Deep Brain Stimulator, LSVT LOUD Program** | Time: 5:00 – 5:50 p.m.  
Materials: Preferred note-taking items       |
|      |            | **Location:** Folsom Hall, Room # 1051                                 |                                                                               |
| 11   | November 9 | **Lecture:** ALS/MS and Dementia Therapy Materials  
**Open discussion about troubleshooting issues with clients** | Time: 5:00 – 5:50 p.m.  
Materials: Preferred note-taking items       |
|      |            | **Location:** Folsom Hall, Room # 1051                                 |                                                                               |
| 12   | November 16| **Lecture:** Support Groups, Community Resources: NeuroService Alliance  
**CTAP, CTEC**                                        | Time: 5:00 – 5:50 p.m.  
Materials: Preferred note-taking items       |
<p>|      |            | <strong>Location:</strong> Folsom Hall, Room # 1051                                 |                                                                               |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Time</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 30</td>
<td>Lecture: Student Presentations and Discussions of Clients</td>
<td>5:00 – 5:50 p.m.</td>
<td>Preferred note-taking items</td>
</tr>
<tr>
<td></td>
<td>Location: Folsom Hall, Room # 1051</td>
<td></td>
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</tr>
<tr>
<td>December 7</td>
<td>Lecture: Wrapping it Up Student Presentations and Discussions of Clients</td>
<td>5:00 – 5:50 p.m.</td>
<td>Hard copy resource notebook due</td>
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<td></td>
<td>Turn-in Resource Notebook Location,</td>
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<tr>
<td>December 14</td>
<td>Week of Final Examinations</td>
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Alternative to whole class meeting:
Final individual meetings and evaluations with assigned clinical supervisors
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: 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 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: linguistic bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: cultural bases of human communication difference.
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