CALIFORNIA STATE UNIVERSITY, SACRAMENTO
DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS
Fall 2018 CSAD 250
Syllabus

Course: CSAD 250  
Title: Speech/Language Internships Seminar  
Instructor: James Chuchas  
Office Hours: ** Thursdays - 2:45pm to 3:45pm  
NOTE: ** subject to change (e-mail me to schedule appt.)  
Room: Mendocino Hall Rm. 1028  
Phone: 278-6601 Office: Folsom Hall  
Email: james.chuchas@csus.edu

CSAD 250- 2 UNITS- Catalog Course Description:
Assessment, scheduling and conducting language speech and hearing programs in schools. Related issues including scope of practice, managed care, interagency cooperation and transdisciplinary approaches.

Corequisite(s): CSAD 295I, or CSAD 295M, or CSAD 295P, or CSAD 295S.

Course Objectives/Learning Outcomes:
The course objectives have been designed to be in direct support of the American Speech-Language Hearing Association (ASHA) Knowledge and Skills Acquisition listed at the end of the syllabus; the following California Commission on Teacher Credentialing (CTC) Education Teacher Credentials Program Design Standards: Standards 1, 2, 3, 4, 5, 6, 7, and 8; The following Speech-Language Pathology Services Credential Program Design Standards: SLP Standard 4, 5 6, 7, and 8; And the Special Class Authorization Standards 1, 2, 3, 4, and 5.  The student:
1. will become aware of the history of education.
2. will identify and discuss legal issues involved in treatment of clients in the school setting.
3. will review and discuss the types of clients and associated treatment models in the school setting (articulation, fluency, voice & Resonance, receptive and expressive language, hearing impaired, etc.) (pull-out, push-in, consultative, collaborative, etc.)
4. will review and discuss the relationship between language and speech disorders and academics (oral and written communication).
5. will identify and discuss professional, legal, and ethical practices related to practice in the schools, including state and federal mandates, legal requirements for assessment, Individualized Family Service Program (IFSP), Individualized Education Program (IEP) development and monitoring, services, and instruction of students with disabilities, transition and transitional planning, etc.
6. will identify and discuss academic assessment procedures (literacy, written language arts, and quantitative concepts) appropriate for the school age client with and without severe disorders of language.
7. will review and discuss different service delivery models including Response to Intervention.
8. will review and discuss different communication modalities for public school settings (oral, manual, AAC).
9. will review and discuss service delivery to culturally and linguistically diverse clients.
10. will review and discuss California state standards and statewide testing and curriculum approaches in the areas of reading/language arts/writing/math.
11. will review curriculum-relevant assessment (standardized and non-standardized) and the writing of curriculum-relevant goals.
12. will review and discuss providing access to the curriculum commonly taught in public schools by adapting and relating curriculum to students’ backgrounds, interests, and abilities.
13. will review and discuss methods for initial and ongoing speech and language assessment that provides data to drive selection and modification of instructional strategies, activities, and materials that appeal to and challenge the diverse abilities and interests of students.
14. will review and discuss common curriculum adoptions in the language arts, writing, and mathematics and their delivery to students with speech and language impairments.
15. will review service to health impaired clients in the schools, including service to medicated clients.
16. will identify and discuss methodology related to the use of speech assistants in school settings.
17. will identify and discuss different approaches for helping clients maintain their behavior.
18. will review and discuss pedagogical approaches for curricular instruction (literacy, written language arts, and quantitative concepts) in both general education and special day classroom settings.
19. will review and discuss processes used in research and the integration of research principles into evidence-based clinical practice.
20. will review and discuss cognitive and social aspects of communication and various communication modalities in school settings.
21. will review and discuss standards of ethical conduct, contemporary professional issues, and certification, licensure, and credentials.
22. will review and discuss strategies for effective interaction with students, families, and related professionals in school settings.
23. will identify and discuss methods to self-evaluate the effectiveness of his/her practice.
24. will review and discuss state and district data maintained in student’s files (California English Language Development Test-CELDT, California statewide standards testing, etc.) and the implications of such data on student’s speech and language and learning profile.

Required Texts:

Grading:
Class Attendance & Discussion Participation: (75 points).
You can earn up to 75 points for class attendance and active participation in classroom discussions. Prompt and professional attendance is required. Because this is a seminar class, discussion and contributions are the main responsibilities of enrolled students. If you are absent, you cannot participate. Your final participation grade, therefore, is dependent upon attendance. Absences must be reported prior to the start of class by e-mail or text on my cellphone. Everyone starts the semester with 75 points for Discussion/Participation. A student may have NO MORE THAN TWO reported absences per semester before possibly losing points. For your first two absences you will not lose points. Subsequently, if you are absent, you could possibly lose 10 pts for each class absence after the second absence. Please bring required items for discussion on required days (such as goal sheets, screening examples, curriculum materials, etc.). Please complete research assignments ahead of time so that you are ready to discuss them during class.

Classroom Presentations: (75 points).
Each Intern Student will be required to present a Power Point on certain assigned topics as covered in chapters or parts of chapters from the texts: Making a Difference for America’s Children and/or School Programs in Speech-Language Pathology. Your presentation must be in power point format. It must cover all of the important points regarding the topic in the chapter, but should not be a laundry list of facts OR a chapter outline. You must teach your peers what they need to know about the important legal and procedural information in an interesting and useful way. You should also research specific topic outlined in the chapter to insure that statistics and/or information as indicated in the text are current and if necessary incorporate researched up to date information in your presentation. Power Points should be sent to instructor the day before the assigned date of presentation so it can be posted on SacCT. The complete power point series should provide each student a handbook for beginning practice as an SLP in the public school setting. Students should make arrangements to have laptop computer for presentation. Presentation should be around 15 minutes.
Written Observation of Master Clinician: (10 points)

Written Observation of Master Clinician - due in class by the second week of class.

(3) Written Assignments: Total of: 60 points

#1) Psychologist Interview (25 points): Meet with the school psychologist at your site and compare speech/language and psychologist reports on a student that is being tested or has previously been tested for a full team evaluation. Ask them to explain their Psych testing to you for this student. Ask School Psychologist and Master Clinician to share their thoughts about the relationship between the psychological assessment and speech and language testing in the IEP process. For student in question, what were the commonalities or differences in the psych and speech/language assessment findings? What were the placement outcomes? Any other insights that you might have discovered? Write up at least a one page document or more with your findings. Be prepared to discuss in class.

#2) Observation of Language Arts and Math Lessons (25 points): Observe one general education math lessons at different grade levels and one general education language arts lesson. Write up each in a one page document. Is the lesson from a curriculum adoption? If so, which? What is the teaching objective? Describe the teacher’s methodology when teaching the lesson. Any modifications? Describe the performance of general education students and as well as those students who have IEPs.

#3) Effective Supervision & Learning Reflection: (10 points):

Please write a one page reflection focusing on two (2) key concepts from Dr. Pieretti’s Spring 2018 Supervision Workshop and the Effective Supervision and Learning Powerpoint. Please describe the ways in which these concepts related to your itinerant internship experience in the Public Schools and how they will inform on your supervision of Student Clinicians, Student Interns, and SLPAs in the future.

Completion of Master Clinician Thank You Letters: (10 points)

Completion of letters to Master Clinicians and Directors of Programs is mandatory. These letters should be proofread by the instructor and can then be printed on letterhead provided by the instructor. You will be provided with department letterhead and envelopes.

Evaluation of Master Clinician and Schools Internship Sites: (20 points).

EVALUATION of Master Clinician and Schools Internship Sites is mandatory – to be completed on CALIPSO

GRADING INFORMATION based on Maximum total of 250 POINTS:

The course final grade will be computed as total points earned out of the maximum total of 250 points. Letter grades will be assigned as follows:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>250-232</td>
<td>A</td>
<td>191-182</td>
<td>C</td>
</tr>
<tr>
<td>231-224</td>
<td>A-</td>
<td>181-174</td>
<td>C-</td>
</tr>
<tr>
<td>223-217</td>
<td>B+</td>
<td>173-167</td>
<td>D+</td>
</tr>
<tr>
<td>216-207</td>
<td>B</td>
<td>166-157</td>
<td>D</td>
</tr>
<tr>
<td>206-199</td>
<td>B-</td>
<td>156-149</td>
<td>D-</td>
</tr>
<tr>
<td>198-192</td>
<td>C+</td>
<td>148-0</td>
<td>F</td>
</tr>
</tbody>
</table>
TENTATIVE TIMELINE AND ASSIGNMENTS
(*NOTE: Subject to change)

**Wednesday, August 29**
**Discussion:** Buy books? *Do application for graduation!!!* Review class syllabus and discuss chapters for reading and outline assignments. Determine presentation dates. Review Fourth Semester Clinical Competencies sheet. Share details about your placement

**Reading Assignment Due:** None

**HOMEWORK!!!** *We need your completed schedules/locations by next Tuesday night. NO EXCEPTIONS!!!!!!! Discuss the goal sheet provided to you in your internship packet and develop initial goals for your internship together with your Master Clinician.*

**Wednesday, September 5**
**Written Master Clinician Observation Due (10pts)**
**Discussion:** Placement updates/experiences to share/questions. Bring in and share your district’s criteria for placement in the speech and language program. What exit criteria, if any, exist?

**Reading Assignment Due:** Read Blosser Chapter 3 (pgs 41-57) and Moore & Montgomery Chapter 2 (pgs. 40-46) & Appendix B. Assigned Power Point presentations.

**Research Assignment Due:** Obtain information about district’s placement and exit criteria for speech and language qualification criteria.

**Wednesday, September 12**
**Discussion:** Placement updates/experiences to share/questions. Assessment and placement IEP forms from your respective districts.

**Reading Assignment Due:** Read Moore & Montgomery, Chapter 3 Appendix B. Assigned Power Point presentations.

**Research Assignment Due:** Be prepared to discuss IEP forms that your district uses in the assessment and placement process, including procedures/forms for screening if utilized by district. Bring in screening tools used.

**Wednesday, September 19**
**Discussion:** Placement updates/experiences to share/questions. Grouping strategies. Articulation methods.

**Reading Assignment Due:** Read Moore & Montgomery, Chapter 4 (pgs. 145-166; Chapter 5 (pgs. 167-208). Assigned Power Point Presentations

**Research Assignment Due:** Ask you Master Clinician about techniques for articulation therapy they utilize and ask them how they choose which students are in which groups. Be prepared to discuss.

**Wednesday, September 26**
**Discussion:** Placement updates/experiences to share/questions. Grouping strategies. Articulation methods to date.

**Reading Assignment Due:** Read Blosser Chp 5 (pgs. 99-122); Blosser Chp. 4 (pgs. 69-76); (pgs. 86-92) and Blosser Appendix “B”; Moore & Montgomery Chp. 4 (pgs. 123-145). Assigned Power Point presentations.

**Discussion:** Behavior Management

**Research Assignment Due:** Bring in any behavior management system that you and/or your Master Clinician have in place. Focus both on the positive things that are done to reinforce behavior and on the consequences of inappropriate behavior. How does this system fit into the school-wide behavior management process if any? Be ready to share and discuss.
**Wednesday, October 3**

**Discussion:** Placement updates/experiences to share/questions. Service delivery models.

**Reading Assignment Due:** Read Moore & Montgomery, Chapter 6 (pgs. 209-228); Blosser, Chapter 8 (pgs. 213-251). Assigned Power Point Presentations.

**Research Assignment Due:** Ask your Master Clinician about service delivery models they have used and which they find useful at your site. Ask them how goals are written in the district (goal banks, etc.) and how they make them curriculum-relevant. Bring in any supporting materials if any. Is RTI being used for SPT? How? Be prepared to discuss.

**DUE: WRITTEN Research Assignment #1- Psychologist Interview- Due- (25pts):** Meet with the school psychologist at your site and compare speech/language and psychologist reports on a student that is being tested or has previously been tested for a full team evaluation. Ask them to explain their Psych testing to you for this student. Ask School Psychologist and Master Clinician to share their thoughts about the relationship between the psychological assessment and speech and language testing in the IEP process. For student in question, what were the commonalities or differences in the psych and speech/language assessment findings? What were the placement outcomes? Any other insights that you might have discovered? Write up at least a one page document or more with your findings. Be prepared to discuss in class.

**Wednesday, October 10**

**Discussion:** Placement updates/experiences to share/questions.

**Reading Assignments Due:** Read Moore & Montgomery Chapter 6 (pgs. 229-262); Chapter 7 (Pgs. 263-290); and Appendix “A”. Assigned Power Point presentations.

**Research Assignment Due:** Ask your Master Clinician how suspected autistic spectrum disorders (ASD) referrals are handled and processed including assessment procedures. Discuss service delivery options/models for ASD students in your assigned District. Bring in any supporting documents for referral and assessment protocol for ASD students if available. Be prepared to discuss.

**Research Assignment:** How are Bilingual/Multicultural assessments addressed in your Internship School District. Be prepared to discuss.

**Wednesday, October 17**

**Discussion:** Placement updates/experiences to share/questions and Interview Information

**Reading Assignment Due:** Read Moore & Montgomery chapter 9 (pgs. 364-406); Blosser Chapter 10 (pgs. 313-330). Assigned Power Point presentations.

**DUE: WRITTEN Research Assignment #2 – Observation of General Education Language Arts & Math Lessons: (25pts):** Observe one general education math lessons at different grade levels and one general education language arts lesson. Write up each in a one page document. Is the lesson from a curriculum adoption? If so, which? What is the teaching objective? Describe the teacher’s methodology when teaching the lesson. Any modifications? Describe the performance of general education students and as well as those students who have IEPs.

**Wednesday, October 24- Dr. Hagy - Medical Internship Information (**Date subject to change)**
Wednesday, October 31
Discussion: Placement updates/experiences to share/questions. Be ready to discuss difficult IEPs, Conflicts, Mediations/Due Process.

Reading Assignment Due: Read Moore & Montgomery Chapter 7 (pgs. 290-304); Chapter 8; Chapter 9 (pgs. 343-364). Assigned Power Point Class Presentations

Handouts: Special Education Do’s and Don’ts handouts.
Obtain information from Master Clinician regarding difficult IEPs, IEP conflicts, and Due Process (Mediations and/or Hearings) if any; What was done to help in these conflicts? What did or didn’t work in these situations? Is there any informal resolution/problem solving process available to parents prior to filing for Due Process Mediation/ Hearing in your assigned District? If so, describe process. Be prepared to discuss above items in class

***DUE: WRITTEN - Effective Supervision & Learning Reflection: 10 points:
Please write a one page reflection focusing on two (2) key concepts from Dr. Pieretti’s Spring 2018- Supervision Workshop and the Effective Supervision and Learning Powerpoint. Please describe the ways in which these concepts related to your itinerant internship experience in the Public Schools and how they will inform your won supervision of SLPAs, Student Clinicians, and Student Interns in the future.

Wednesday, November 7
Discussion: Placement updates/experiences to share/questions.

Reading Assignment Due: Read Blosser Chapters 10 (pgs. 330-363); Blosser Chapter 9 (pgs. 282-295); and Blosser Chapter 12 (pgs. 380-397). Assigned Power Point presentations.

Master Clinician Thank You Letters DUE (20pts): Email to me: Rough Draft Thank You Letters to your Master Clinicians, the Director of the Speech Programs, the principals at your sites. Be sure to include a positive paragraph about your Master Clinician’s skills in the letters to the principals and directors.

Wednesday, November 14
** Site/ Master Clinician Evaluation DUE (20 pts)
Certification, credentialing, and Licensing paperwork discussion
Discussion: Placement updates/experiences to share/questions. Assigned Power Point Presentations.

Research Assignment Due: None

Wednesday, November 21
Discussion: Placement updates/experiences to share/questions. Complete remaining Power Point Presentations.
Complete : Licensure, CCC, and California Licensure Procedures/Paperwork

Wednesday, November 28
Discussion: Placement updates/experiences to share/questions. Interviewing Strategies.
Complete any remaining Power Point Presentations. Questions re: Licensure, CCC, and California Licensure. Turn in any late assignments/paperwork. Class Evaluations

Wednesday, December 5- Last Class.
Discussion: related to Licensure/ ASHA Certification/ California Credentialing
Turn in any late assignments/paperwork.

Monday, December 10
Finals Week
CSAD 250: Speech/Language Internships Seminar

This course has been designed to be in direct support of the following American Speech-Language Hearing Association (ASHA) Knowledge and Skills Acquisition (KASA) for certification in Speech-Language Pathology:

CSAD 250 Speech/Language Internships Seminar:

**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.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: certification, specialty recognition, licensure, and other relevant professional credentials.

**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.