CSAD 242C: Methods: Language 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

CALIFORNIA STATE UNIVERSITY, SACRAMENTO
Communication Sciences and Disorders Department
Spring Semester 2018

Course Title: Methods: Language Disorders III
Units: 1
Course: CSAD 242C
Class Number: #32802
Day of the week: Thursday
Class Time: 4:00 p.m. to 4:50 p.m.
Building/Room: Folsom Hall, Maryjane Rees Clinic LSH Center
2nd Floor, #2202
NeuroService Alliance Lab
[Note: No food is allowed in the room, per clinic policy.]
Instructor: Darla K. Hagge Ph.D., CCC-SLP
Contact Information: hagge@csus.edu
714/749-2799, cell [If time-sensitive]
Office: Shasta Hall #255
Office Hours: Office hours: M, 12-2 / T, 2-3/ W, 12-2
[Note: Days/times will change at mid-semester]

To make an appointment with Dr. Hagge,
please call 916/278-4867 or visit the Front Desk at Folsom Hall, 2nd floor.

Note: The entrance to the Front Desk and Dr. Hagge’s office: Door #2316.
Dr. Hagge’s Office is #2405

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;
vi. 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;
vi. Completing administrative and reporting functions necessary to support intervention;
vii. Identifying and referring clients for services as appropriate.

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 Attendance and Participation</td>
<td>140</td>
</tr>
<tr>
<td>A-M</td>
<td>IPE Participation Events &amp; Reflective Writing Assignment</td>
<td>140</td>
</tr>
<tr>
<td>A-M</td>
<td>Client Presentation</td>
<td>60</td>
</tr>
<tr>
<td>A-M</td>
<td>Virtual Resource 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 CSAD Supply Room, please visit the clinic’s webpage. 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
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.


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 Bb resources or documents. 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/if any difficulties arise during the semester so possible solutions can be identified.
GRADED COURSE ACTIVITIES:
According to the Department of Communication Sciences and Disorders Graduate Admissions Policy, Procedures and Practices, 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.

Final grades will be based on the total points earned for all assignments.

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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 ATTENDANCE &amp; PARTICIPATION</strong></td>
<td>140</td>
<td>14 class meetings</td>
</tr>
<tr>
<td>Format: 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>
<td>140</td>
<td>14 class meetings</td>
</tr>
<tr>
<td>Points: 10 pts/week x 140</td>
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</tbody>
</table>

| **CASE PRESENTATION** | 60         | The assigned presentation schedule and grading rubric will be provided on Bb. |
| 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 peers. | 60         | The assigned presentation schedule and grading rubric will be provided on Bb. |
| Points: 60 points |             |                |

| **IPE SIM Experience** | 140         | Participation in the IPE SIM Experience AND one reflection essay (see calendar for date) |
| Each student will participate in the IPE SIM Experience with nursing and SLP students | 140         | Participation in the IPE SIM Experience AND one reflection essay (see calendar for date) |
| Points: 140 points |             |                |

| **VIRTUAL RESOURCE NOTEBOOK** | 60         | Uploaded to Bb on date of scheduled presentation |
| Format: Uploaded to discussion board on Bb | 60         | Uploaded to Bb on date of scheduled presentation |
| Points: 60 points |             |                |

**Total Points**: 400
<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<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/student/stu-0100.htm](http://www.csus.edu/umanual/student/stu-0100.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
<table>
<thead>
<tr>
<th>Detailed Class Assignments/Requirements &amp; Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>If clinical questions or concerns arise, the students may contact the professor at any time during the semester.</em></td>
</tr>
<tr>
<td><strong>Participation:</strong></td>
</tr>
</tbody>
</table>
| **Weekly class meetings** | ● Students are required to sign the class roster at the beginning of each class meeting. Student attendance is required for all class meetings. Failure to attend class without a documented, excused absence will result in loss of points.  
● 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. |
| (140 Points) |
| **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. |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Time/Activities</th>
</tr>
</thead>
</table>
| 1    | January 25 | PREPARING FOR YOUR CLIENTS!  
[please review the syllabus on your own] | Bring the following information to class:  
Client background and history  
Assessment ideas  
Students will break into small groups by dx and severity (e.g., mild aphasia, mod cognitive-linguistic, etc) |
|      |            | Extra Credit Opportunity:  
Event: Feeding and Swallowing IPE Event  
Time: Thursday, January 25, 0800 – 1030 |  
Bring the following information to class:  
Client background and history  
Assessment ideas  
Students will break into small groups by dx and severity (e.g., mild aphasia, mod cognitive-linguistic, etc) |
| 2    | February 1 | ASSESSMENTS:  
Triage assessment  
Pt.-centered goals  
Medical diagnosis versus SLP diagnosis  
Creating an appropriate interview | Bring the following information to class:  
Your assessment plan  
Possible areas for goals |
| 3    | February 8 | REFLECTION ON ASSESSMENT  
Unexpected learning  
Other areas to assess? How?  
Needs of family/significant others  
Possible referrals | Bring the following information to class:  
Assessment summary, questions, concerns  
Draft Goals for your clients  
SMART, Pt.-centered, Specific |
| 4    | February 15| Interprofessional Lecture: Dr. Nasrindle Noureddine  
"Understanding Lab Values & Vital Signs"  
Activity: Team-based Learning Activity | Bring pencil/pen, notetaking materials |
| 5    | February 22| IPE SIM Lab Training with Nursing Students  
Location: Folsom Hall, 1st Floor. Room, # 1029  
SIM Lab | Time: 0800 – 1030 (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  
*Optional – I will be available in the NeuroService Alliance Lab if anyone wants individualized support. Otherwise, our 4:00 class is replaced by the IPE SIM Lab experience. |
| 6    | March 1    | Therapy Activities versus Guest lecture  
E. P. Portal  
Using your informal assessment notebooks  
Apps and software programs  
Other resources | Bring the following to class:  
Client Summary  
Questions/concerns |
| 7    | March 8    | Therapy Activities versus Guest lecture  
Modifying a therapy activity for all clients | Bring the following to class:  
Client Summary  
Questions/concerns |
| 8    | March 15   | Therapy Activities versus Guest lecture | Bring the following to class:  
Client Summary  
Questions/concerns |
| 9    | March 22   | Spring Break – Enjoy! | No Class Meeting |
| 10   | March 29   | Therapy Activities versus Guest lecture | Bring the following to class:  
Client Summary  
Questions/concerns |
| 11   | April 5    | Therapy Activities versus Guest lecture | Bring the following to class:  
Client Summary  
Questions/concerns |
| 12   | April 12   | Therapy Activities versus Guest lecture | Bring the following to class:  
Client Summary  
Questions/concerns |
<table>
<thead>
<tr>
<th></th>
<th>Date</th>
<th>Event Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>April 19</td>
<td>Client Presentations #1-5, 10 minutes each</td>
<td>Bring the following to class:</td>
</tr>
<tr>
<td></td>
<td></td>
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<td>Client Summary</td>
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<td></td>
<td></td>
<td></td>
<td>Questions/concerns</td>
</tr>
<tr>
<td>14</td>
<td>April 26</td>
<td>Client Presentations #6-10, 10 minutes each</td>
<td>Bring the following to class:</td>
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<td>Client Summary</td>
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<td>Questions/concerns</td>
</tr>
<tr>
<td>15</td>
<td>May 3</td>
<td>Client Presentations #11-15, 10 minutes each</td>
<td>Bring the following to class:</td>
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<td>Client Summary</td>
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<td></td>
<td>Questions/concerns</td>
</tr>
<tr>
<td>16</td>
<td>May 10</td>
<td>Dead Week – Meet with your university on-campus supervisor and finalize all required clinic documentation</td>
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</tr>
<tr>
<td>17</td>
<td>May 17</td>
<td>Finals Week – Meet with your university on-campus supervisor and finalize all required clinic documentation</td>
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</table>
CSAD 242C Methods: Language 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: 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 differences.
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