Clinical Methods: Speech 1

T/R 11am-12pm
Folsom 2206A
Spring Semester, 2018

Methods Instructor
Tonia Davis, PhD, CCC-SLP
Email: tonia.davis@csus.edu
Office: Folsom Hall TBD
Office Hours: T/W 1:30pm-3pm and by appointment
Phone: 916-278-6679

Catalog 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.
Prerequisite(s): CSAD 125, CSAD 126, CSAD 143, CSAD 145, CSAD 146, CSAD 148 or equivalents; instructor permission.
Corequisite(s): CSAD 229A.

Required Text
None. Articles will be posted.
Suggested Text:

Learning Objectives
Upon completion of this major course the student will be able to:
1. Discuss and list major categories of topics 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 principles of assessment.
4. Discuss the application of ethical principles 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 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 naturalistic 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 principles and procedures of reinforcement.
13. Explain principles and procedures of generalization of treatment targets.
14. Develop 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.

Accommodations
If you need course accommodations due to a disability, if you have emergency medical information to share with the instructor, or if you need special arrangements in case the building must be evacuated, please make an appointment with the instructor or speak to the division for Services to Students with Disabilities (SSWD) at Lassen Hall 2302, (916) 278-6296 as soon as possible.
**Honor Code**

All honor code violations will be reported to the university per policy. It is the obligation of faculty and other students to report potential honor code violations.

“The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. The faculty of Sacramento State are obligated… to guarantee that substantive knowledge is actually acquired… by those to whom they assign grades and whom they recommend for degrees. Academic dishonesty defrauds all those who depend upon the integrity of the University, its courses and its degrees. This fraud is accomplished to the extent that faculty, students or campus employees knowingly or unwittingly allow academic dishonesty to work its deception.” [http://www.csus.edu/umanual/student/stu-0100.htm](http://www.csus.edu/umanual/student/stu-0100.htm)

“Today I am going to give you two examinations, one in trigonometry and one in honesty. I hope you will pass them both, but if you must fail one, let it be trigonometry, for there are many good [people] in this world today who cannot pass an examination in trigonometry, but there are no good [people] in the world who cannot pass an examination in honesty.” - Madison Sarratt (1891-1978)

**Assessment**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>IPA Lab</td>
<td>50</td>
<td>2/15/18</td>
</tr>
<tr>
<td>Intervention Handout</td>
<td>50</td>
<td>2/20/18</td>
</tr>
<tr>
<td>Reflection 1</td>
<td>25</td>
<td>3/15/18</td>
</tr>
<tr>
<td>Participation/Professionalism</td>
<td>25</td>
<td>3/15/18</td>
</tr>
<tr>
<td>Grand Rounds</td>
<td>50</td>
<td>4/17/18</td>
</tr>
<tr>
<td>Reflection 2</td>
<td>25</td>
<td>5/10/18</td>
</tr>
<tr>
<td>Participation/Professionalism</td>
<td>25</td>
<td>5/10/18</td>
</tr>
</tbody>
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Letter grades will be based upon the following:

95 - 100%------------------------A
90 - 94%------------------------A-
87 - 89%-----------------------B+
83 - 86%------------------------B
80 - 82%------------------------B-
Below 80%----------------------F
Our week by week schedule is subject to change based on the needs of the students in the course.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Preparation</th>
<th>Deliverables</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/23</td>
<td>Introduction to Clinical Methods Clinical Policies and Procedures Review of IPA</td>
<td>CSAD P&amp;P IPA handout</td>
<td>None</td>
</tr>
<tr>
<td>1/25</td>
<td>Developmental Norms Review Phonological Processing Review Assessment Review</td>
<td>Review “Assessment” folder</td>
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<tr>
<td>1/30</td>
<td>Assessment Practice</td>
<td>You MUST give your chosen assessments prior to first week of clinic</td>
<td></td>
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<tr>
<td>2/1</td>
<td>Speech Sound Interventions Review</td>
<td>ASHA Speech Sound Practice Portal</td>
<td>Interventions assigned for presentation</td>
</tr>
<tr>
<td>2/6</td>
<td>Speech Samples</td>
<td>Review “Assessment” folder</td>
<td>First week of clinic</td>
</tr>
<tr>
<td>2/8</td>
<td>Baselines Progress Monitoring</td>
<td>Bring a speech sample to class</td>
<td></td>
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<tr>
<td>2/13</td>
<td>Target Selection Goal Writing</td>
<td>Review “Assessment” folder</td>
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<tr>
<td>2/15</td>
<td>Writing a Treatment Plan Writing the Initial Case Report</td>
<td>Bring your ICR to class</td>
<td>IPA Lab due</td>
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<tr>
<td>2/20</td>
<td>Intervention Presentations 1-4</td>
<td></td>
<td>Intervention Presentations</td>
</tr>
<tr>
<td>2/22</td>
<td>Intervention Presentations 5-8</td>
<td></td>
<td>Intervention Presentations</td>
</tr>
<tr>
<td>2/27</td>
<td>ELL Populations</td>
<td>Review “Assessment” folder</td>
<td></td>
</tr>
<tr>
<td>3/1</td>
<td>Reinforcement and Motivation</td>
<td>Materials under “Treatment”</td>
<td>IPA Lab resubmissions</td>
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<tr>
<td>3/6</td>
<td>Behavior Management</td>
<td>Materials under “Treatment”</td>
<td></td>
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<tr>
<td>3/8</td>
<td>Discussion</td>
<td></td>
<td>Get video for reflection</td>
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<tr>
<td>3/13</td>
<td>Attendance &amp; Therapeutic Alliance</td>
<td>None</td>
<td></td>
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<tr>
<td>3/15</td>
<td>Discussion</td>
<td></td>
<td>Reflection 1 due First half of professionalism grade posted</td>
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Spring Break
3/27  | Science, Pseudoscience, and Packaged Interventions | TBA | Identify a client for grand rounds
3/29  | Discussion | | |
4/3   | Organizing Your Session | Materials under “Treatment” | |
4/5   | Discussion | | |
4/10  | Service Delivery & Dosage | ASHA Service Delivery Portal | |
4/12  | Prep Day for Grand Rounds | | |
4/17  | Grand Rounds 1-4 | Grand Rounds Presentation | |
4/19  | Grand Rounds 5-8 | Grand Rounds Presentation | |
4/24  | Grand Rounds 9-12 | Grand Rounds Presentation | |
4/26  | Grand Rounds 13-16 | Grand Rounds Presentation | |
5/1   | Writing the Final Case Report | Bring your ICR and your FCR to class | |
5/3   | Discussion | Get video for reflection | |
5/8   | Generalization | ASHA Speech Sound Practice Portal | |
5/10  | Recap, review, goodbyes | Reflection 2 due | |

**Electronic Devices**
Cell phones should be on silent and put away. Laptops may be used to access materials only. They should be closed during discussion. No audio-recording allowed. Disability accommodations will be honored.

**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.