CSAD 228C: Speech III Methods

Spring 2016

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Place of Course in Program

The purpose of this graduate course is to introduce student clinicians to methods, materials, and procedures in use with children and adults who demonstrate multiple communication disorders, emphasizing speech disorders secondary to developmental disabilities, syndromes, degenerative disease, motor speech disorder, and those requiring augmentative and alternative communication. Speech 229C is a co-requisite.

The purpose of SPHP 228C is to assist students in building problem solving and critical thinking skills. Students are encouraged to be active participants and bring topics to discuss with the class. Topics may include, but are not limited to: challenges with clients, therapy techniques, assessment, etc. This class is primarily conducted in a seminar format.

Knowledge and Skills Acquisition (KASA) for Certification in Speech-Language Pathology

Standard III-C: The applicant must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates. Specific knowledge must be demonstrated in the following areas:

Social aspects of communication (challenging behavior, ineffective social skills, lack of communication opportunities) ● Etiologies ● Characteristics

Communication modalities (including oral, manual, augmentative and alternative communication techniques, and assistive technologies) ● Characteristics

Standard III-D: The applicant must possess knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders.

Social aspects of communication ● Prevention ●Communication Modalities ● Assessment

Standard IV-G: The applicant for certification must complete a program of study that includes supervised clinical experiences sufficient in breadth and depth to achieve the following skills outcomes (in addition [Type text]
to clinical experiences, skills may be demonstrated through successful performance on academic course work and examinations, independent projects, or other appropriate alternative methods):

1. Evaluation (must include all skill outcomes listed in a-g below for each of the 9 major areas)
   a. Conduct screening and prevention procedures (including prevention activities)
   b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals
   c. Select and administer appropriate evaluation procedures, such as behavioral observations non-standardized and standardized tests, and instrumental procedures
   d. Adapt evaluation procedures to meet client/patient needs
   e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention
   f. Complete administrative and reporting functions necessary to support evaluation
   g. Refer clients/patients for appropriate services
   Focus:
   • Social aspects of communication (including challenging behavior, ineffective social skills, lack of communication opportunities)
   • Communication modalities (including oral, manual, augmentative, and alternative communication techniques and assistive technologies)

2. Intervention (must include all skill outcomes listed in a-g below for each of the 9 major areas)
   a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process
   b. Implement intervention plans (involve clients/patients and relevant others in the intervention process)
   c. Select or develop and use appropriate materials and instrumentation for prevention and intervention
   d. Measure and evaluate clients'/patients' performance and progress
   e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients
   f. Complete administrative and reporting functions necessary to support intervention
   g. Identify and refer clients/patients for services as appropriate
   Focus:
   • Cognitive aspects of communication
   • Social aspects of communication
   • Communication modalities

3. Interaction and Personal Qualities

[Type text]
Focus:

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

• Collaborate with other professionals in case management.

• Provide counseling regarding communication and swallowing disorders.

• Adhere to the ASHA Code of Ethics and behave professionally.

Student Assessment

Student knowledge and performance of KASA requirements will be assessed through student performance on case presentations, written assignments, and class participation.

Learning Outcomes Competencies: (SPHP 228C):

Mastery of each student learning outcome listed below is indicated by a grade of B or better on each component of the corresponding measures listed in the table. Students are required to track their progress towards meeting each learning outcome and must make an appointment with the instructor for any grade equal to or less than a B. The instructor will suggest strategies to help you establish competence and knowledge in these areas.

Students should track their progress towards meeting each learning outcome by listing their grades on the table below over the course of the semester.

SPHP 228C SPECIFIC STUDENT LEARNING OUTCOMES:

1) Students will discuss and identify major categories to be addressed in an interview.

2) Students will demonstrate ability to use appropriate tools and techniques in assessing clients with multiple speech and/or language disorders.

3) Students will design appropriate and effective measures to obtain an accurate baseline.

4) Students will write professional reports with all pertinent case history information.

5) Students will present data clearly and accurately in reports and other forms of written documentation and oral report.

6) Students will develop specific, measurable, attainable, results oriented, time-bound goals.

7) Students will describe and implement appropriate techniques to accurately measure and report treatment outcomes.

8) Students will integrate goals into the client’s functional daily living by providing home carryover activities.

[Type text]
9) Students will involve caregivers in the therapy and/or home carryover process through participation in treatment planning, therapy, and planning of home carryover activities

10) Students will facilitate discussions and demonstrate critical thinking skills with other students through class presentations

11) Students will list and describe behavior management and reinforcement techniques

12) Students will discuss a variety of treatment activities

13) Students will identify and implement techniques to effectively communicate with other students, clinical instructors and other professionals

14) Students will identify and make appropriate referrals

<table>
<thead>
<tr>
<th>Course Learning Outcome</th>
<th>Components Indicating Competence</th>
<th>Grades Received</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,4</td>
<td>Client Chart Review and Interview Question</td>
<td></td>
</tr>
<tr>
<td>2,3,7</td>
<td>Assessment Plan</td>
<td></td>
</tr>
<tr>
<td>5,6,10</td>
<td>Client Summaries</td>
<td></td>
</tr>
<tr>
<td>8,9,10,14</td>
<td>Community Resources Presentation</td>
<td></td>
</tr>
<tr>
<td>12,11</td>
<td>Materials Presentation</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Weekly Self Reflection</td>
<td></td>
</tr>
<tr>
<td>10,13</td>
<td>Attendance/Participation</td>
<td></td>
</tr>
</tbody>
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**Schedule**

Please note: each class will have a seminar component in which students may discuss challenges or ask questions

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reminders/Due Dates</th>
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<tbody>
<tr>
<td>1</td>
<td>Course overview, review syllabi Discussion: Chart Review and Interview Questions</td>
<td></td>
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<tr>
<td>2</td>
<td>Discussion: Assessment Plan, Prep for Client Summary</td>
<td>Client Chart Review Due and interview questions</td>
</tr>
</tbody>
</table>
| 3 | Prepare client summaries  
Goal writing review and Baseline data | Clinic starts this week!  
Assessment Plan Due |
| 4 | Discussion: Clients and Initial Case Reports |  |
| 5 | Students present Client Summaries from Chart Review  
Discussion: Behavior Management and Reinforcement | Client Summary  
Presentation Due |
| 6 | Student present client summaries from Chart Review  
Discussion: Prompting and visual schedules |  |
| 7 | Guest Speaker: Occupational Therapist | Bring Questions!!! |
| 8 | Prepare Community Resources Presentation |  |
| 9 | Students present Community Resource Presentation | Community Resources  
Handout Due |
| 10 | Students present Community Resources Presentation |  |
| 11 | Discussion: Parent involvement and home carryover |  |
| 12 | Discussion: Collecting Final Data and Review of  
semester with parent and reporting progress |  |
| 13 | Student led discussion |  |
| 14 | Student led discussion |  |
| 15 | Wrap up  
Discussion: materials presentation |  |
| 16 | Finals Week- No Class |  |

### Assignments

Chart Review and Interview Questions: Submit a brief outline of interview questions for your client(s). A grading rubric will be provided at least 1 week before the assignment due date.

Assessment Plan: Submit an outline of your planned assessment. This includes and what information you plan to obtain and how you will assess each given area. A grading rubric will be provided at least 1 week before the assignments due date.

Client Summary Presentation: A summary of your clients that states age, diagnosis, pertinent medical history, past and current intervention, assessment tools used, and goals. A grading rubric will be provided at least 1 week before the assignments due date.

Community Resources Presentation: This presentation will focus on a disability or organization. You will be asked to create a one page flyer. A grading rubric will be provided at least 1 week before the assignments due date.

Materials Presentation: The student will discuss a therapy material or assessment that they used during the semester. A grading rubric will be provided at least 1 week before the assignments due date.

Weekly Self-Reflection: Students will submit a reflection on a given topic each week. A grading rubric will be provided.
Grading

Grade for Methods: Letter grades will be based upon the following:

<table>
<thead>
<tr>
<th>SCORE</th>
<th>GRADE</th>
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<tbody>
<tr>
<td>93 – 100%</td>
<td>A</td>
</tr>
<tr>
<td>90 – 92%</td>
<td>A-</td>
</tr>
<tr>
<td>87 – 89%</td>
<td>B+</td>
</tr>
<tr>
<td>83 – 86%</td>
<td>B</td>
</tr>
<tr>
<td>80 – 82%</td>
<td>B-</td>
</tr>
<tr>
<td>77 – 79%</td>
<td>C+</td>
</tr>
<tr>
<td>73 – 76%</td>
<td>C</td>
</tr>
<tr>
<td>70 – 72%</td>
<td>C-</td>
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<tr>
<td>67 – 69%</td>
<td>D+</td>
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<tr>
<td>63 – 66%</td>
<td>D</td>
</tr>
<tr>
<td>60 – 62%</td>
<td>D-</td>
</tr>
<tr>
<td>0 – 59%</td>
<td>F</td>
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Chart Review and Interview Questions 100 points
Assessment Plan 50 points
Client Summaries 50 points
Community Resources Presentation 50 points
Materials Presentation 50 points
Weekly Self-Reflection 10 points each week/total of 160
Attendance/Participation 10 points each week/total of 160

Assignments are due at the beginning of the class period. Late assignments will automatically drop your grade 10 points for each day it is late.

Professional prompt attendance is required. Absences must be reported to the instructor prior to class time.

**Grading for Clinic:** Your grade for clinic performance may range from a low of 0.0% to 100% on the Semester Competency Form that the clinical instructor completes as a midterm and final evaluation.

A passing grade for clinic performance is based on the Final Clinical Competency Form. You should review this form BEFORE clinic starts so that you aware of all items that will become part of your formative and summative assessment for this clinic. The Clinical Competency form will be completed by your clinical instructor at midterm and at final, but it is the **final** Clinical Competency Report on which your clinic grade is based. The Clinical Competency Form is separated into four (4) general competency categories: Writing, Assessment, Treatment, and Professional Behavior. Each general competency area consists of numerous individual line items.

A passing grade for each clinic is a B- or higher. A passing grade is obtained by achieving a rating of 80% or better on the average combined score of the 4 general competency categories, provided that the student achieves; (a) an average rating of 80 or better for each of the 4 general competency categories and (b) a minimum score of 60 on all individual competency line items. **Therefore, any student receiving**
(a) a rating of 59 or less on any one (or more) specific line item or (b) a rating of 79 or less for a competency category will not pass the clinic, even if their average combined score of the 4 general competency categories is a B- or higher. In such cases, a grade of C+ will be given for the clinic.