Course: CSAD 250
Title: Speech/Language Internships Seminar
Room: Shasta 250
Time: Tuesdays, 6:00pm-7:50pm

Instructor: James Chuchas
Office Hours: Tues/Thurs: 10:45am to 11:45am (e-mail me to schedule appt.)
Phone: 278-6601 Office: Shasta 259
Email: james.chuchas@csus.edu

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:

**Discussion Participation: 50 points.**
You can receive up to 50 points for active participation in all 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 to the clinic office phone (278-6601). A student may have **no more than ONE** reported absence per semester without his/her participation grade being affected. Each absence thereafter may lower your final grade by one half letter grade (From A to A-, from A- to B+, and so on) regardless of discussion points earned for in class discussions on the days attended.

**Classroom Presentations: 100 points.**
Each Intern Student will be required to present a Power Point on certain 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 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 presented in the chapter in an interesting and useful way. 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

**Assignments: 50 points**
Completion of all assignments in the timeline is required. Please remember to turn in assignments (e.g. Psychologist Interview, Observation of language arts and math lessons etc….) on the assigned days. Please bring required items for discussion on required days (goal sheets, screening examples, curriculum materials, etc.). Please have completed research assignments ahead of time so that you are ready to discuss them.
Completion of letters: 25 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.

Evaluation of Master Clinician and site: 25 points.
Evaluation of Master Clinicians is mandatory. Refer to the evaluation form in your packet.

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:

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<th>Points</th>
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<td>250-232</td>
<td>A</td>
<td>191-182</td>
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<td>231-224</td>
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<td>223-217</td>
<td>B+</td>
<td>173-167</td>
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<td>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:</td>
<td>Articulation</td>
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<td>Voice and resonance, including respiration and phonation</td>
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<td>Receptive and expressive language (phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities</td>
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<td>Cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning)</td>
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<td>Social aspects of communication (challenging behavior, ineffective social skills, lack of communication opportunities)</td>
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<td>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.</td>
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<td>Receptive and Expressive Language</td>
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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 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 nonstandardized 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

   - Articulation
   - Fluency
   - Voice and resonance, including respiration and phonation
   - Receptive and expressive language (phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities
   - Cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning)
   - 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

   - Articulation
   - Fluency
   - Voice and resonance
   - Receptive and expressive language
   - Hearing, including the impact on speech and language
   - Swallowing
   - Cognitive aspects of communication
   - Social aspects of communication
   - Communication modalities

3. Interaction and Personal Qualities
   a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.
   b. Collaborate with other professionals in case management.
   c. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.
   d. Adhere to the ASHA Code of Ethics and behave professionally.
TENTATIVE TIMELINE AND ASSIGNMENTS
(NOTE: Subject to change)

Course: CSAD 250
Title: Speech/Language Internships Seminar
Instructor: James Chuchas
Office Hours: T & Th-10:45am – 11:45am (Subject to change) - Shasta 259
Room: Shasta 250
Phone: 278-6601
Time: Tuesday, 6:00pm to 7:50pm
Email: james.chuchas@csus.edu

Tuesday, January 24
Discussion: Buy books? Do application for graduation!!! Review class syllabus and discuss chapters for reading and outline assignments. Determine presentation dates.
Read 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.

Tuesday, January 31
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.

Tuesday, February 7
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.

Tuesday, February 14
Discussion: Placement updates/experiences to share/questions. Grouping strategies.
Articulation methods to date.

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

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.

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.

Tuesday, February 21
Discussion: Placement updates/experiences to share/questions. Behavior management.
Reading Assignment Due: Read Moore & Montgomery, Chapter 4 (pgs. 145-166; Chapter 5 (pgs. 167-208). Assigned Power Point Presentations

Written Research Assignment Due: 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.

Tuesday, February 28
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.

Written Research Assignment Due: 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.
Tuesday, March 7

Discussion: Placement updates/experiences to share/questions.

Reading Assignment 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.

Tuesday, March 14- Dr. Hagy Medical Internship Information (Date subject to change)

Tuesday, March 28

Discussion: Placement updates/experiences to share/questions. Be ready to discuss 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

Master Clinician Thank You Letters: 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.

Tuesday, April 4

Discussion: Placement updates/experiences to share/questions.

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

Research Assignment Due: If SLPAs are utilized in your Internship District – how are they used? Is it successful? Any difficulties?
Tuesday, April 11
Certification, credentialing, and Licensing paperwork discussion & Master Clinician

Thank You Letter

Discussion: Placement updates/experiences to share/questions.
Handouts: None

Research Assignment Due: Review the following websites and print out instructions and forms for paperwork submission to begin the process for obtaining the following:

California License:
Speech-Language Pathology and Audiology Licensing Board.  www.slpab.ca.gov

ASHA CCC:
American Speech Language Hearing Association   www.ASHA.org

Credential: You need to apply and be recommended by the Credentialing Office on campus. You do not apply directly to the California Commission on Teacher Credentialing.

Tuesday, April 18

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.

Tuesday, April 25

Class Evaluations

Tuesday, May 2

Class Evaluations

Discussion: Interview strategies/ suggestions

Tuesday, May 9

Discussion: related to Licensure/ ASHA Certification/ California Credentialing
Turn in any late assignments/paperwork

Tuesday, May 16

Finals Week