



## College of Education

### Mission Statement

*The mission of the College of Education community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student centered education, diversity, collaboration, professionalism, and shared governance.*

### Communicative Sciences & Disorders EDSL 652 Professional Seminar II Spring 2011

Instructor: Ross Adams  
Office Hours: By Appointment

Email: [radams@csusm.edu](mailto:radams@csusm.edu)  
[www.twitter.com/CSUSMCSD](http://www.twitter.com/CSUSMCSD)

#### I. COURSE DESCRIPTION

The purpose of the course is to have students further develop their understanding of treatment methodologies used in clinical settings with a wide variety of populations and clinical profiles; and to allow students to discuss clinical cases and problems in their clinical practica. *Prerequisite(s): EDSL 651; Co-requisite(s): EDSL 641, 642, 643 depending on the semester. May be repeated for a total of three (3) units.*

#### II. COURSE OBJECTIVES FOR STUDENT KNOWLEDGE AND SKILLS ACQUISITION

Students will demonstrate knowledge and skills in clinical and case management, problem solving, reflective practice, and therapeutic methodologies.

#### III. COURSE ASSIGNMENTS USED TO EVALUATE THE ABOVE OBJECTIVE(S):

1. Each student will develop four (4) of the following (5) lesson plans with accompanying materials necessary to implement the lesson—tailored to the needs of the student’s individual caseload this semester—and begin presenting one lesson each, in whatever order the student chooses (thus allowing you maximum flexibility), beginning approximately Week 11 of the course (date TBA). Each lesson plan must include the following components:
  - a. Student’s Age/Grade
  - b. Speech-Language Area of Concern
  - c. Baseline (Present Level of Performance)
  - d. Annual Goal
  - e. Rationale
  - f. Three (3) Short-Term Objectives (*with one indicated as target of lesson*)
  - g. Materials
  - h. Detailed, Step-by-Step Description of the Activity
  - i. Reinforcement Schedule and Type of Reinforcement
  - j. Cues/Prompts to be Utilized

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- k. Feedback Hierarchy
- l. Additional Constraints (if applicable)
- m. How the Lesson Can Be Made More Challenging (if too easy for student)
- n. How the Lesson Can Be Simplified (if too difficult for student)

(4 x 20 points = 80 points)

Language lesson plan options must focus on the following [you select four (4) of these five (5)]:

**#1:** Semantics, morphology, and/or syntax using a toy-based play routine (e.g., Mr. Potato Head) and gather the materials necessary to implement the lesson. Multicultural representation should be taken into consideration when selecting the toy and play routine.

**#2:** Semantics, morphology, and/or syntax using a sequenced activity or routine (e.g., recipe, craft project) and gather the materials necessary to implement the lesson. Multicultural representation should be taken into consideration in when selecting the activity/routine.

**#3:** Semantics, morphology, and/or syntax using a specific grade-level identified children's book and gather the materials necessary to implement the lesson. Multicultural representation should be taken into consideration in selecting a book. Examples to be demonstrated in class:

- Allard, Harry (1985). *Miss Nelson is Missing*. Boston: Houghton Mifflin Company.
- Cronin, Doreen (2000). *Click, Clack, Moo: Cows that Type*. New York: Simon & Schuster Books for Young Readers.

**#4:** Semantics, morphology, and/or syntax using an activity drawn from specific grade-level curricula and gather the materials necessary to implement the lesson. Multicultural representation should be taken into consideration in selecting materials and activities. This lesson should be designed so that it could be co-taught with a classroom teacher and/or used in a "push-in" model.

**#5:** Pragmatics and gather the materials necessary to implement the lesson. Multicultural representation should be taken into consideration in selecting materials and activities.

**ADDITIONALLY, each student will select one (1) of the lesson plans developed above, implement it with a student on her/his caseload, (notifying the instructor of the anticipated date of implementation so as to facilitate the POSSIBILITY of coordination for faculty observation as scheduling permits), then write a paper reflecting on the outcome of the lesson. The reflective paper will be discussed further in class and will be due by the last class meeting (early submission is graciously accepted).**

2. Each student will develop one (1) evaluation plan tailored to the needs of a client on the individual student's caseload this semester and submit the evaluation plan by the last class meeting. (20 points)

(ASHA Standards III-B-H; IV-B, F & G; V-A; CTC Clinical Rehabilitative Services Credential (CRSC) Standards for Language, Speech and Hearing (LSH) Standards 19-24).

IV. **COURSE/ASSIGNMENT GRADING (Credit/No Credit):**

Total Course		Individual Assignment	
Pass	93-100	Pass	18.5-20
	90-92.99		18
	87-88.99		17.5
	83-86.99		16.5
	80-82.99		16
	77-79.99		15.5
	73-76.99		14.5
	70-72.99		14

**Submission Schedule:** Work submitted late, but within one week of the due date will be reduced by one letter grade. Work received over one week late receives **no credit**.

See note below under General Consideration regarding newly revised Graduate Writing Requirements.

V. **REQUIRED TEXT(S):**

American Psychological Association (2009). *Publication Manual of the American Psychological Association* (6th Ed.). Washington, D.C.: APA.

VI. **RECOMMENDED TEXT(S):**

Roseberry-Mckibbin, Celeste (2010). *Advanced Review of Speech-Language Pathology: Preparation for Praxis and Comprehensive Examination* (3rd Ed.). Austin, TX: Pro-Ed Publishers.

Roth Froma & Worthington, Colleen (2005). *Treatment Resource Manual for Speech-Language Pathology* (4th Edition). Thomson-Delmar Learning. NOTE: Not available until 10/22/2010.

Shiple, K. & McAfee, J. (2004). *Assessment in Speech-Language Pathology: A Resource Manual* (4th Edition) Thomson-Delmar Learning.

VII. **COURSE OUTLINE:**

As the week-to-week schedule of topics is subject to change, it will be provided and modified as necessary through Cougar Courses. The News Forum feature of Cougar Courses will be utilized to keep students apprised of changes to the course outline, including assignment due dates, if applicable.

Pro Sem IIA will focus on such topics as the following:

- Designing Functional, Fun Activities
- Cueing and Prompting
- Offering and Fading Feedback
- Using Reinforcement Effectively
- Clinical Decision Making (e.g., Who much? Who often?)

Pro Sem IIB will focus on such topics as the following:

- Impairment- vs. Function-Based Intervention
- Managing the Treatment Environment and Materials
- Managing Adult Behavior
- Designing Appropriate Activities and Selecting Appropriate Stimuli
- Writing Meaningful Goals and Objectives for Adult Neurogenics
- Record Keeping in Adult Settings
- Single-Subject Research Design

Pro Sem IIC will focus on such topics as the following:

- Report Writing
- Professional Correspondence
- Building a Resume

## **VIII. PROFESSIONAL AND ADMINISTRATIVE REQUIREMENTS**

1. "Person-first" language (e.g., "student with specific language impairment" rather than "language-impaired student"; "Johnny who presents with Down syndrome" rather than "my Down syndrome student") must be used throughout all written and oral assignments and discussions.
2. Word process all written documents. Keep an electronic copy of all of your work. You will want these for your records and future use as professional portfolio entries.
3. Complete and hand in all assignments on the due dates for full credit. If you have extraordinary circumstances that impact completion of your assignments, please inform the instructor(s). Any time that you have questions or concerns, please contact the instructor(s) immediately.
4. Participate actively in class discussions and group activities and demonstrate positive interpersonal skills with classmates, the instructors, and guests.
5. Collaborative teams of four (4) will be assigned by the instructor from among the members of the class. Document the members of your team below and enlist their support to ensure you receive handouts and information if you miss class.

Name		Email	
Phone		Other	
Name		Email	
Phone		Other	
Name		Email	
Phone		Other	

#### IX. COLLEGE of EDUCATION ATTENDANCE POLICY

Due to the dynamic and interactive nature of courses in this field, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he **may not receive a passing grade** for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the CoE Governance Community, December, 1997).*

#### **Attendance and Participation for this course:**

The course deals with complex material processed in a variety of ways. Structured interactions, group processes, oral presentations, guided discussion of readings, and development of assessment and treatment skills are the norm. **Students are expected to have read assigned materials by the date indicated in the syllabus, and should be prepared to discuss readings individually or in variously structured groups.** The degree of your engagement in these processes forms the basis for points assigned. Due to the fast paced and highly interactive nature of the course, regular attendance and full participation are expected: teaching and learning is difficult (if not impossible) if one is not present for and engaged in the process. Therefore, the above College Attendance Policy is amplified as follows: 1. Missing more than two (2) class meetings will result in the reduction of one letter grade. 2. Arriving late or leaving early on more than two (2) occasions will result in the reduction of one letter grade. 3. Illness and emergency circumstances will be considered/negotiated on a case-by-case basis. These measures should not be considered punitive, as students are expected to establish appropriate personal, academic, and career-ladder priorities. Therefore, these measures should be viewed as taking appropriate individual responsibility for one's own learning in a democratic, collaborative, and reciprocal-learning environment.

## X. **GENERAL CONSIDERATIONS**

### **Graduate Writing Requirements**

The California State University maintains a Graduation Writing Assessment Requirement (GWAR) for master's candidates. This requirement must be achieved prior to Advancement to Candidacy. A master's candidate will satisfy the graduate writing requirement by receiving a passing score on a written product as assessed with the GWAR rubric. Toward the goal of providing opportunity for graduate students in the College of Education to satisfy the writing requirement, all papers in all graduate classes must adhere to the writing and format style guidelines detailed in the sixth edition of the Publication Manual of the American Psychological Association. This manual is a required textbook for all CSUSM College of Education graduate-level courses.

The GWAR Rubric will be provided on Cougar Courses.

### **Ability**

Every student has the right to equitable educational consideration and appropriate accommodation. Students having differing ability (e.g., mobility, sight, hearing, documented learning challenges, first language/English as a second language) are requested to contact the instructor at the earliest opportunity. Every effort will be made to accommodate special needs. Students are reminded of the availability of Disabled Student Services, the Writing Center, technology assistance in the computer labs, and other student support services available as part of reasonable accommodation for students with special needs.

### **CSUSM Academic Honesty Policy**

“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.”

### **Appeals**

Every student has the right to appeal grades, or appeal for redress of grievances incurred in the context of any class. Disputes may be resolved informally with the instructor, or through the formal grades appeal process. For the latter, consult the Associate Dean.

**Students with Disabilities Requiring Reasonable Accommodations**

Students are approved for services through the Disabled Student Services Office (DSS). The DSS Office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905 or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.