

CALIFORNIA STATE UNIVERSITY SAN MARCOS
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 651
Professional Seminar I
Fall 2010

Instructor: Ross Adams
Office Hours: By Appointment

Email: radams@csusm.edu
www.twitter.com/CSUSMCSD

I. COURSE DESCRIPTION

The purpose of the course is to allow students to develop an understanding of the clinical process, including the following: orientation to clinical terminology, reading files, looking at general disorder areas, understanding the overall communication abilities of clients, positive and negative clinician traits, writing behavioral objectives, teaching and treatment techniques, carryover, data collection, and preparing for first clinical experience.

II. COURSE OBJECTIVES FOR STUDENT KNOWLEDGE AND SKILLS ACQUISITION

Students will demonstrate knowledge and skills in clinical methodology, including clinical policies and procedures, observational skills, data collection, writing behavioral objectives, teaching and therapeutic techniques, conferencing, behavior management and professional report writing and oral presentations.

III. COURSE ASSIGNMENTS USED TO EVALUATE THE ABOVE OBJECTIVES:

1. Each student will collect 25 mispronunciations (e.g., [hənjkəpantɪs] for Pocahontas) and 25 agrammatical utterances (e.g., "I say green" for "I said green") and collaborate with his/her work group members to compile and catalogue a total sample of 100 mispronunciations and 100 agrammatical utterances; each teams' catalogue will then be swapped with another teams' catalogue for review and reanalysis prior to publication so that both teams will end up with samples of 200 each of mispronunciations and agrammatical utterances categorized by type. All mispronunciations must be transcribed in IPA with the adult-version target word provided. All agrammatical utterances must be documented as observed with the anticipated adult- or standard-version target, where appropriate, provided. (25 points; **Final Version DUE at last class meeting**)
2. Each student will compile a comprehensive list of monosyllabic target words (or minimal word pairs) as outlined in class by the instructor. (25 points; **DUE Week 7**)
3. Each student will utilize an evidence-based methodology to narrow down the comprehensive word list and gather at least two sets of stimulus materials (e.g.,

color photos, line drawings, PEC symbols, objects/toys) useful in eliciting those words from pediatric clients, as outlined by the instructor. (25 points; **DUE at last class meeting**)

4. Each student will draft a set of annual goals, quarterly benchmarks, and evidence-based rationales, based on baseline data drawn from Activity #1, as outlined by the instructor. (25 points; **DUE at last class meeting**)

IV. **COURSE GRADING:**

Credit/No Credit Grading

Submission Schedule: Work submitted late, but within one week of the due date will receive partial credit. Work received over one week late receives **no credit**.

Grading Emphasis: Each written assignment will be graded approximately 80% on content (detail, logic, synthesis of information, depth of analysis, etc.), and 20% on mechanics (grammar, syntax, spelling, format, uniformity of citation, etc.).

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

National Curriculum & Training Institute (1993). *Real Colors® Personality Instrument™ Adult* (English). Phoenix, AZ: NCTI.

Schraeder, Trici (2008). *A Guide to School Services in Speech-Language Pathology*. San Diego: Plural Publishing.

Selected readings/journal articles TBA.

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

Johnson, Dan (2004). *The Real Colors® Homeowner's Guide: A Follow-up to Your Real Colors® Workshop*. Phoenix, AZ: NCTI.

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

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

VII. **TENTATIVE COURSE OUTLINE:**

Week	Topic
1	Temperament: Speak in the Style of the Listener, Listen in the Style of the Speaker NOTE: Session #1 is 4 hours (i.e., two class sessions combined)
2	Supporting the Change Process: Unaware, Awareness, Preparation, Action, Maintenance, Recycling, Termination

3	(a) What is Our Work? (b) “got boundaries?”
4	(a) Incorporating Parents, Family, Caregivers, Partners, Adult Children, and Significant Others (b) Who is the Communicative Partner? (c) The Aim of Intervention: (1) Supporting the Family to Support the Development of the Young Child in EI (2) Stimulation vs. Facilitation vs. Compensation in Pediatrics (3) IDEA Part C vs. IDEA Part B
5	ASHA Workplace Success Skills: (a) Planning and Priority Setting (b) Organization and Time Management (c) Interpersonal Savvy and Peer Relationships (d) Organizational Agility (e) Problem Solving, Perspective, and Creativity (f) Dealing with Paradox and Learning on the Fly
6	Managing the Treatment Environment and Treatment Materials
7	Selecting (and Discarding) Stimuli
8	Establishing Baselines to Measure Change over Time: (a) Spontaneous vs. Elicited Samples (b) Formal vs. Informal Measures (c) Norm-referenced (e.g., standardized tests) vs. Criterion-referenced (e.g., checklists) Measures
9	(d) Dynamic assessment (e.g., test-teach-retest) (e) Clinical Observation (i.e., descriptive)
10	Writing Meaningful, Measurable Long-Term Goals for Pediatrics
11	
12	Determining Rationales
13	Delineating Short-Term Objectives (a.k.a. Benchmarks)
14	Structuring a Treatment Session: Using Time Efficiently

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 for potential 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	
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**

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.