

**CALIFORNIA STATE UNIVERSITY, SAN MARCOS  
COLLEGE OF EDUCATION, HEALTH AND HUMAN SERVICES**

**EDSL 652: Professional Seminar II  
Foundation Classroom Building (FCB) 106  
Monday 1-2:50PM  
SPRING 2013**

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Office Hours: by appointment**

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**School of Education  
College of Education, Health and Human Services  
Vision and Mission Statement**

*Vision*

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

*Mission*

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
  - Promote and foster social justice and educational equity
  - Advance innovative, student-centered practices
  - Inspire reflective teaching and learning
  - Conduct purposeful research
  - Serve the School, College, University, and Community
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**COURSE DESCRIPTION**

**EDSL 652 PROFESSIONAL SEMINAR II (2)**

Students will develop an understanding of diagnostic and treatment methodology used in clinical settings with a wide variety of populations and clinical profiles. Students will discuss clinical cases and problems in their clinical practicum, and will develop skills in reflective practice. Students will demonstrate knowledge and skills in clinical case management, problem solving, reflective practice, treatment methodologies and techniques, data collection, progress monitoring, professional report writing, interpersonal

**Course Prerequisites:** Admission to the MA in Education Option in Communicative Sciences and Disorders; EDSL 651 Professional Seminar I.

**Textbook:** Publication Manual of the American Psychological Association, Sixth Edition

Students will be responsible for assigned readings throughout the semester.

### **School of Education Attendance Policy**

Due to the dynamic and interactive nature of courses in the School of Education, 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).*

### **Students with Disabilities Requiring Reasonable Accommodations**

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300, 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.

**Student Learning Outcomes:** Student Learning Outcomes (SLOs) and assignments are aligned with the 2005 ASHA SLP certification standards (Revised, 2009) See below: [http://www.asha.org/certification/slp\\_standards/](http://www.asha.org/certification/slp_standards/) and the Commission on Teacher Credentialing (CTC) standards (Revised, 2010) See below: <http://www.ctc.ca.gov>

1. Students will identify the critical roles of SLPs in both educational and medical settings.
2. Students will identify responsibilities associated with specific SLP roles for each setting.
3. Students will apply a variety of diagnostic information to develop appropriate treatment for communication disorders across the lifespan.
4. Students will produce IEP goals in education settings and Long and Short Term goals for medical settings based upon evidence-based practice.
5. Students will create treatment plans and activities based upon client goals.
6. Students will create information that will serve to inform others of ASHA's mission for public health and community outreach.
7. Students will develop continuing education materials to educate professional colleagues about prevention and treatment of communication disorders.

These SLOs will be measured by a number of applied assignments. All assignments are due on the dates indicated. It is expected that all assignments will reflect university-level composition and exposition. Use of electronic spelling and grammar checking is encouraged. The Writing Center is available for support (Kellogg Library 1103).

### **Course Requirements**

**Quizzes: (Two quizzes scored as pass/fail)** Students will take 2 quizzes covering information from lectures, readings, and class discussion (**ASHA Standards III-B, C, D & F; IV-B; V-A; CTC for the Speech-Language Pathology Credential Standards 1-5**).

**Examinations: (Two examinations scored as pass/fail)** Students will take 2 examinations covering information from lectures, readings and class discussion, that evidence gained knowledge in the content area (**ASHA Standards III-B, C, D & F; IV-B; V-A; CTC for the Speech-Language Pathology Credential Standards 1-5**).

### **Treatment Plans and Presentation: (75 points)**

**Treatment Plans (50 points)** Students will develop two treatment plans using a single assigned material/methodology tailored to the student's individual caseload for the current semester. Students will provide a written copy of both plans to the instructor. The treatment plans should address the following target areas: Client's age/and or grade, speech language area of concern, baseline, long term goal, short term goals or benchmarks, rationale, target of the specific lesson, materials, detailed description of the activity, reinforcement schedule and type, cues/prompts if used, how the lesson's complexity can be increased and decreased, plan for data collection, general description of a subsequent lesson based on client performance. (**ASHA Standards III-B-F; IV-B; V-A; CTC Standard 1-5**).

### **Treatment Plan Scoring**

Each treatment plan will be worth 25 points based upon the following:

5 points-Demographic information, targeted LTG and STG including all goal elements

5 points-Specific treatment targets for this lesson, which are connected to goals and descriptions of materials

5 points-Reinforcement schedule and type, cues/prompts how to increase and decrease complexity, plan for data collection

5 points-Proposed subsequent lesson plan and current plan displays creativity and is connected to the assigned materials/theme

5 points-clarity, grammar/mechanics, spelling and readability (e.g. visual presentation)

**Treatment Presentation: (25 points)** Students will present both treatment activities to the class. Students will be assigned a group based on current placement type, and will be expected to participate in colleagues' presentations if requested. Part of this presentation should reflect on positive elements of treatment plans (i.e. what was good about the plan) and a description of what components of the plans needed improvement based upon their execution with their individual clients. (**ASHA Standards III-B-F; IV-B; V-A; CTC Standard 1-5**).

### **Treatment Presentation Scoring-25 points**

5 points-Presentation of both treatment plans including LTG and STGs

5 points-Use of assigned materials/theme incorporated into the presentation

5 points-Clarity of presentation to the class, information well organized and cohesive

5 points-Speaking style, which includes appropriate use of volume, speaking rate, non-verbal behaviors, and ability to answer questions concisely

5 points-Presentation incorporates self-reflection and collaboration with colleagues

### **Grading Standards**

Consistent with requirements set forth by the School of Education and the Office of Graduate Studies and Research (OGSR), the minimal acceptable grade for passing a course in the ComDis Program is a B. A review of the student's performance will need to be conducted should s/he earn less than a B in any course. If the student earns a B-, a Statement of Concern (SoC) will be issued with a Performance Improvement Contract that will specify how the student will demonstrate competency towards the standards for the content in that subject matter. No more than two courses can be earned with a B- or the student will be disqualified from the program. As well, any course with a grade below a B- will need to be repeated. CSUSM only allows two courses to be retaken at the MA level. Professional Seminar II is graded as a pass/fail course. Each assignment will be scored as pass/fail with the exception of the treatment plans and presentations, which will be assigned a specific score based upon the scoring guidelines listed. Students will be allowed to make one revision for each failed assignment.

Please note that CSUSM requires graduate students to maintain a cumulative GPA of 3.0 in all coursework towards the MA. Should your GPA fall below a 3.0, you will be placed on Academic Probation and you will have one semester to bring your GPA back above a 3.0 or you will be disqualified from the program.

Any scholarly, professional writing assignment will be subjected to grading based on the Graduate Writing Assessment Rubric. You will be expected to adhere to the Academic Honesty Policy regarding Plagiarism and use APA style referencing in all professional writing.

Students are expected to turn all work in when it is due. Work received over one week late receives no credit. Your work will be graded on both content (detail, logic, synthesis of information, depth of analysis, etc) and mechanics (grammar, syntax, spelling, format, uniformity of citations, etc.). You are entering into a professional career that requires mastery of the written language. You will be graded on such.

### **All University Writing Requirement**

Every course at the university must have a writing requirement of at least 2500 words. Your quizzes will satisfy this requirement.

### **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 presentation

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."

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

### **Plagiarism:**

As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

### **Electronic Communication Protocol:**

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

## **Professional Etiquette:**

**Attendance:** Daily class and clinic attendance is required. Poor attendance negatively reflects on professionalism. Absences should be communicated to your instructor, clinic supervisor, and clinic director prior to the beginning of class or clinic.

**Tardiness:** Graduate students are expected to arrive at class and clinic on time. Arriving late can be very disruptive. If arriving late to class or clinic, try to be as quiet and unobtrusive as possible. If you know before hand that you will be late, please communicate this to the instructor or supervisor. Habitual tardiness will be noted and documented.

**Leaving Class or Clinic Early:** Sometimes other obligations and appointments require graduate clinicians to leave early, however, please notify the instructor or supervisor and exit quietly and respectfully.

**Taking Breaks During Class or Clinic:** Instructors and supervisors provide breaks during course and clinic activities. However, if a student needs to take a break between allotted breaks, it is expected that the student will enter and exit quietly and unobtrusively without break companions. It is NOT acceptable to enter or exit a classroom when other students are presenting to class members. If other students have begun a presentation during a break, the student is expected to wait outside the class until the presentation is completed. It is NOT acceptable to enter or exit a classroom during a guest speaker presentation except for an emergency.

**Cell Phones and Texting:** Most graduate students are very conscientious and respectful about cell phone use in class and clinic. Cell phones should be turned off before class and clinic and left off. Use of a cell phone for calls or texting will result in the graduate student being asked to leave the class or clinic site. If the graduate student has a situation, which necessitates the cell phone being visible (e.g. a sick child), please advise the instructor or supervisor before class or clinic.

**Computers, Laptops, and Tablets:** It is expected that all electronics will be used appropriately and respectfully (i.e. for course or clinic-related activities only). Reading email, surfing the net, shopping, playing games, etc. are not course related and are not appropriate activities. If electronics are used for non-course related activities, the student will be asked to shut them down. Habitual use of electronics for non-course related activities would result in a loss of electronic privileges. As a courtesy, please do not use electronics when guest speakers are visiting. If the student would like to take notes on presentations, please take hand-written notes. No exceptions will be tolerated unless the student requires use of electronics as a pre-approved accommodation.

**Attentiveness:** Students often engage in multiple activities in class or clinic under the false assumption that they are multitasking. In fact, students are engaging in a behavior known as continuous partial attention. This means that only partial attention is given to

any task and results in an overall lack of engagement. Students are expected to contribute and not detract from an atmosphere of learning in both the clinic and classroom. Attentiveness reflects on social skills, a sense of professionalism, and your potential to be successful in employment positions. Guest speakers and faculty are members of the professional community, and as such, are potential employers or colleagues of potential employers. A lack of attentiveness and professionalism will negatively bias potential employers when students begin to seek post-graduation employment. Further, students will need faculty and supervisors to provide positive letters of recommendation, and it will be unlikely they will be able to do so if students don't display professional behaviors.

### Tentative Schedule/Course Outline

Date	Topic	Assignment (if any)
Session 1 January 24	Introduction, review of previous semester, intensive writing workshop	<b>Quiz 1-Assigned-Revising Goals</b>
Session 2 February 4	Goal Writing, Formal writing standards	<b>Quiz 1-In Class</b>
Session 3 February 11	Goal writing across settings, introduction to adult documentation, developing lesson plans, cueing, prompting, cueing hierarchies,	
Session 4 February 18	Adult documentation and medical settings	<b>Devina Archaya Guest Speaker</b>
Session 5 February 25	Behavior management, functions of behavior, collaboration with school-based teams, reinforcement schedules and types	<b>Stephanie Butsch Guest Speaker</b>
Session 6 March 4	First half of class-meet in groups to assist in plans and presentations	
Session 7 March 11	Progress Monitoring and Clinical Decision Making	<b>Midterm Examination</b>
Session 8 March 18	Issues Related to Adult Treatment and Assessment	<b>Treatment Plans Due</b>
Session 9 March 25	No class at CSUSM, work from home	<b>Quiz 2-Posted on Cougar Courses during class time</b>
Session 10 April 1 No Class	CSUSM Spring Break	
Session 11 April 8	Treatment Plan Presentations	<b>Treatment Presentations Due</b>
Session 12 April 15	Principles Early Intervention	<b>Karyn Searcy Guest Speaker</b>
Session 13 April 22	Treatment Plan Presentations	
Session 14 April 29	Mock Interviews, ASHA certification, professional continuing education	
Session 15 May 6		<b>Final Examination</b>