



EDEX 652: Professional Seminar II
On-line
Fall 2011

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Office Hours: By appointment only

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 on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance. (*Adopted by COE Governance Community, October, 1997*).

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 practice.

Course Prerequisites: Admission to the MA in Education Option in Communicative Sciences and Disorders. EDSL 651

Course Corequisites: EDSL 641, 642, 643 depending on the semester. May be repeated for a total of three (3) units.

Course Objectives:

The student will:

1. Demonstrate knowledge and skills in clinical and case management, problem solving, reflective practice, and therapeutic methodologies. Develop skills in culturally-relevant and client-centered assessment, integrated delivery of services, resource procurement, and interagency coordination and collaboration.

Required Texts:

N/A

Recommended Texts:

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.

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 Disable 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.

Course Requirements

Credit/No Credit Assignments (must receive the equivalent of an A or B to receive credit; no exceptions):

1. Review of report components: Identify what is missing (Each student will review a sample report provided by the instructor and identify as many missing components as possible, taking into consideration that a report should contain all the necessary information to understand the proposed treatment plan and how/why to carry it out.)

Each student will draft Section 1 of a Report: Purpose of Report/Reason for Referral for review by the class
2. Each student will draft Section 2 of a Report: Pertinent History for review by the class

Each student will draft Section 3 of a Report: Evaluation Situation for review by the class
3. Each student will draft Section 4 of a Report: Procedures Administered for review by the class

Each student will draft Section 5 of a Report: Data Collected for review by the class
4. Each student will draft Section 6 of a Report: Summary for review by the class

Each student will draft Section 7: Recommendations of a report for review by the class
5. Each student will draft Section 8 of a Report: Proposed Goals for review by the class
6. Each student will draft one example of formal correspondence and one example of informal correspondence (e.g., email) for review by the class
7. Each student will draft a résumé for review by the class
8. Each student will draft and answer five potential interview questions, including at least one treatment/assessment scenario question (All of the above due by 10/24/11)
9. Each Student will draft a complete evaluation report on a single client from their current semester practicum placement (First draft due 11/14/11; final draft due 12/5/11)

Grading Standards

Consistent with requirements set forth by the School of Education and the Office of Graduate Studies and Research, 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. Please note that CSUSM requires graduate students to maintain a cumulative GPA in all coursework towards the MA of 3.0. 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.

Students need to pass all graded assignments with a B or better to demonstrate acquisition of skills and knowledge towards meeting the standards for practice. Students may be offered an opportunity to redo/retake a single assignment at the instructor's discretion. Any assignment requiring a make-up will receive a 20% reduction in possible points for that assignment. If a student receives less than a B on the makeup, or receives less than a B on more than one assignment, the student will be obligated to repeat the course. Please note that CSUSM only allows for two courses to be retaken at the MA level. Should you earn less than a B in more than two courses, you will be disqualified from the program. Make-ups are intended to offer a second opportunity for students to demonstrate competence on important standards so as to avoid academic probation. Make-ups are not intended to improve grades or GPA. Please be advised that each student is expected to operate in a professional manner and present her/his best work the first time. Make-ups need to be scheduled within one (1) week of receipt of the failing grade.

Students are expected to turn all work in when it is due. Work submitted late, but within one week of the due date will be reduced by one letter grade. Work received over one week late will receive 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 as such.

Letter grade (percentage total points):

A = 93 and above	B- = 80-82.99	D+ = 68.00-69.99
A- = 90.00-92.99	C+ = 78.00-79.99	D = 63-67.99
B+ = 88.00-89.99	C = 73-77.99	D- = 60-62.99
B = 83-87.99	C- = 70-72.99	F = 59.99 and below

All University Writing Requirement

Every course at the university must have a writing requirement of at least 2500 words. Your evidence-based practice paper will be used to satisfy this requirements.

All scholarly, professional writing assignments will be subjected to grading based on the Communicative Sciences and Disorders Graduate Writing Assessment Rubric. All writing assignments must be submitted in both hard copy AND through the Cougar Courses container. You will be expected to adhere to the Academic Honesty Policy and use APA style referencing in all professional writing.

Assignments graded on the Communicative Sciences and Disorders Graduate Writing Assessment Rubric are graded on a 4 point scale. The conversion is as follows:

- 4 = A = 95 points = exceeds standards
- 3 = B = 85 points = meets standards
- 2 = C = 75 points = approaching, but does not meet standards
- 1 = D = 65 points = fails to meet standards

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 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 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	

Schedule/Course Outline

Note: Please be advised that topics may shift due to the availability of resources

August-September 2011						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
28	29: Intro, Report Overview, Section 1 (Purpose of Report/Reason for Referral)	30	31	1	2	3
4	5: Section 2 (Pertinent History); Section 3 (Evaluation Situation)	6	7	8	9	10
11	12: Section 4 (Procedures Administered); Section 5 (Data Collected)	13	14	15	16	17
18	19: Section 6 (Summary); Section 7 (Recommendations)	20	21	22	23	24
25	26: Section 8 (Proposed Goals)	27	28	29	30	1

October 2011						
2	3: Professional Correspondence	4	5	6	7	8
9	10: Résumé	11	12	13	14	15
16	17: Interviewing	18	19	20	21	22
23	24: NO CLASS	25	26	27	28	29
30	31: NO CLASS	1	2	3	4	5

November 2011						
6	7: NO CLASS	8	9	10	11	12
13	14: NO CLASS First Drafts Due	15	16	17	18	19
20	21: NO CLASS	22	23	24	25	26
27	28: NO CLASS	29	30	1	2	3

December 2011						
4	5: NO CLASS Final Reports Due	6	7	8	9	10
11	12	13	14	15	16	17