

California State University, Fresno
Department of Communicative Disorders and Deaf Studies

CDDS 292

Seminar in Advanced Clinical Methods in Communicative Disorders

COURSE DESCRIPTION

This 3-unit seminar offers an advanced review of clinical methods, research trends, and recent developments in assessment and treatment procedures used across disorders of communication. The course is required of all students who have elected to take comprehensive exams for their culminating experience, rather than writing a thesis or completing a project.

Instruction will be delivered via lectures and guest lectures, on topics mostly selected by the students, with one mandatory session devoted to language disorders in older children and adolescents. Assignments will be given that are relevant to the topics covered. Controversial methods in treating people with developmental disabilities (e.g., mental retardation, autism) will be reviewed and critiqued through student presentation and class discussion. Students will also reflect upon the efficacy of their own clinical skills, through videotaped examples of their clinical work and through writing a brief paper.

PREREQUISITES

This course is available to graduate students in CDDS who have completed CDDS 200 and at least two graduate seminars (such as CDDS 204 Seminar in Stuttering, CDDS 206 Seminar in Neurogenic Language Disorders, CDDS Seminar in Child Language Disorders or other graduate seminars).

PRIMARY LEARNING OUTCOMES

1. Students will demonstrate an advanced knowledge of treatment methods in communicative disorders through class discussion, class presentations, and written assignments, including language sample analysis (click here for Exhibit 1, assignment for language sample analysis).
2. Students will demonstrate improved clinical skills through analysis and constructive criticism of videotaped examples of themselves performing clinical activities.
3. Students will demonstrate the skills necessary to analyze and critique research regarding treatment methods in communicative disorders.

WHAT YOU WILL NEED TO PURCHASE FOR THIS COURSE

Jacobson, J. W., Foxx, R. M., & Mullick, J. A. (2005). *Controversial for Developmental Disabilities*. Lawrence Erlbaum Associates, Publishers: Mahwah, New Jersey.

GRADING

Regular attendance of this class is necessary in order to achieve a good grade. Attendance will be taken. In order to effectively participate in classroom discussions, all assigned reading should be done before the class session for which it is assigned. Students must be present to earn points for in-class activities. Grading will be based on percentage of total points achieved. A standard grading scale will be used to determine the final grade, as follows:

90% – 100%	A
80% – 89.99%	B
70% – 79.99%	C
60% – 69.99%	D
59.99% and less	F

Topics and Course Schedule

This class is designed to address topics about which students feel they need more information before graduating and beginning careers as speech-language pathologists. Therefore, topics, assignments, and class schedule will be determined largely by classroom discussion conducted the first day of class and by opportunities that may present themselves as the curriculum for the class develops.

A tentative initial course schedule has been provided in a separate document. After the first class, a more detailed course schedule will be provided.

Assignments

Your performance in this class will be evaluated based upon the quality of the assignments included in your soft-covered binder, upon your group class presentation, and upon your self-critique paper and presentation. Points will be allocated as follows:

Assignments	250 points
Self-critique paper/class presentation	100 points
Group presentation/paper	<u>50 points</u>
TOTAL	375 points

Assignments. Throughout the semester, assignments will be given for you to complete and then place in a soft-covered binder to be turned in at the end of the semester. The assignments may

include short papers, research reviews, hands-on projects, clinical exercises and whatever other format may be suggested by the content of the topics selected. You will be given one opportunity to respond to feedback regarding each assignment before including it in your soft-covered binder. The soft-covered binder will be graded based on thoroughness, appearance, quality of response to feedback, and overall scholarly merit. Further details will be given in class.

Self-Critique. This will be a brief (no more than 10 minutes) presentation regarding your constructive critique of your own clinical skills, including a videotape of yourself delivering therapy. A brief paper (no more than 5 pages) regarding your critique of your clinical skills and your impressions of this assignment will be required. Further details will be given in class.

Group Presentation. For each class period, the last half hour will be devoted to a class presentation from a pair of students regarding one of the chapters in your textbook. Each student group will be required to write a brief paper critiquing the therapy discussed in their chapter. The paper and at least two studies relevant to the therapy discussed will be posted on the Blackboard Discussion Board, for all students' reference. Further details will be given in class.

Course Policies and Safety Issues

Please be courteous. Conducting sideline conversations, using laptop computers for functions other than note taking, and arriving late or leaving early detract from the quality of the classroom atmosphere. Please turn cell phones, beepers, palm pilot alarms, and so forth OFF during class, or, if it is absolutely necessary that you be available for incoming calls, set options to either vibration or mute modes.

University policy regarding disruptive classroom behavior will be rigorously upheld in this class. University policy states:

The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.

University Policies

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For

more information, contact Services to Students with Disabilities in Madden Library 1049 (278-2811).

Cheating and Plagiarism: "Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Schedule of Courses (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations)

It is important to note that, while collaboration among students for purposes of studying and further discussing concepts discussed in class is encouraged, students should submit writing assignments reflective of their own individual efforts. It is recognized that there is certain standard verbiage commonly used for the purposes of writing technical reports in our field. Students will not be penalized for using suggested standard verbiage.

Computers: "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (<http://www/csufresno.edu/ITS/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

GO TO NEXT PAGE FOR THE TENTATIVE CLASS SCHEDULE

DATE	TOPIC	ASSIGNMENT
	Generate topics for guest lecturers	Assignment #1: Language sample analysis
	Review of basic assessment procedures for child language disorders Review of the basic treatment framework	Assignment #2: Target behaviors
	Assessing and treating language disorders in older school-aged children and adolescents	Assignment #3: Ethics Assignment #2 on target behaviors due
	Ethics for speech-language pathologists	Group presentation #1 Assignment #3 on ethics due
	Student choice: Decreasing undesirable behaviors in the clinic room	Group presentation #2
	Student choice: Working with families	Group presentation #3
	Student choice: Cognitive therapy for patients with dementia and Alzheimer's dementia	Group presentation #4 Assignment #1 - language sample analysis due Assignment #4: Research paper on children who are deaf or

		HOH
	Student choice: Working with children who are deaf or HOH	Group presentation #5
	Student choice: Working with families PART II	Assignment#4 – Research paper due
	Student choice: SLPs in the NICU	Joint lecture with CDDS 109 Meet in East Engineering Bldg., Room 191
	Student presentations	Group presentation #6 Group presentation #7 Group presentation #8
	Student choice: Early intervention	Group presentation #9 Assignment #5 – Professional resume
	Student choice: Post-graduation issues – licensing, credentialing, certification, job opportunities	Assignment #5 – Professional resume due Video Clips for Self-Critique DUE Group presentation #10

	Student choice: Rehabilitation of traumatic brain injury (TBI) patients	Group presentation #11
	Self-critique	All self-critique papers DUE
	FINAL EXAM: Self-critique	

EXHIBIT 1: Language Sample Analysis Assignment**CDDS 292 Advanced Clinical Methods in Communicative Disorders****Assignment #1: Language Sample Analysis**

1. Gather a language sample of 50 utterances from a school-aged child or adolescent, either with or without a diagnosis of language disorder.
2. Transcribe the language sample, according to the format provided for you. Please note that calculation of mean length of utterance is required.
3. On a separate document, write your analysis of the language sample. Your analysis should be at least 5, but no more than 10, double-spaced pages.
4. Please staple your language transcript and your analysis separately. Use a paper clip to bind them both together, with the language transcript in front, when you turn the assignment in.
5. In your soft-covered binder, please arrange your assignment (after you have responded to feedback) with the transcript in front of your analysis.
6. Scroll to the next page for the format you should use for your analysis.

Your name

CDDS 292

Assignment #1: Language Sample Analysis

Syntactic and Morphologic Structures Produced

Under this heading, state what syntactic and morphologic structures your client used, **including at least one example for each**. You must begin this section, as you must begin all further sections, with an introductory sentence or two, but you may then use either paragraph form or bullets to describe the structures. Here are some things to consider:

- What morphologic structures did the client produce (e.g., grammatical markers such as plural *-s*, past tense *-ed*, present progressive *-ing*, present tense third person *-s*, etc.)? Did the client produce auxiliary and copular *is*? Did the client use pronouns and prepositions properly? Did the client use modal auxiliary verbs (e.g., *should*, *might*, *would have*, *could have*, *will*, etc.)?
- What syntactic structures did the client produce? Simple sentences only? Compound and/or complex sentences? Declarative, interrogative, imperative, and/or negative sentences? Any passive sentences? What common sentence structures, such as *subject-verb-direct object* or *subject-copula-adjective* were produced?

Semantic Skills

Under this heading, use paragraph, rather than bulleted, form. Make a judgment regarding the extent of your client's vocabulary, giving ample examples to support your judgment. Did you notice your client using vague terms such as "stuff" or "that one" instead of coming up with

more specific words for concepts? Does the client have knowledge of basic concepts such as opposites, categorization, multiple word meanings, and so forth?

Pragmatic Language Skills

Under this heading, in paragraph form, describe your observations of the pragmatic language skills you observed your client exhibited. Give examples of these skills. Pragmatic language skills to consider would include, but would not be limited to:

- Eye contact
- Turn-taking
- Topic initiation, maintenance, and shift
- Conversational repair
- Ellipsis

Although these suggestions have been made to you in bulleted form, again, please use paragraph form for this section.

Receptive Language Skills

Under this heading, make a judgment regarding your client's receptive language skills. You may choose, for example, to see if your client can follow directions well (although this is not mandatory). Informal observations relative to receptive language skills would include whether or not the client responded appropriately to questions during your conversation. There will be some observations that you will make in regard to other sections (particularly semantics) that will also be relevant to receptive language. The emphasis of the language sample is on expressive language, so it is anticipated that this will be the shortest section of your paper.

Impressions

Under this heading, conclude by making some statement regarding the quality of the expressive and receptive language skills you observed in your client. Was the client age appropriate? Behind? Advanced?