



Department of Communication Sciences and Disorders

California State University, Sacramento

ADVISORY COMMITTEE MEETING MINUTES

Date: April 24th, 2017

Location: Folsom Hall, Room 1049, CSUS Campus

Participants: All part-time and full-time faculty are invited to attend

1. Greetings & Welcome - Heather Thompson
2. Discussion and approval of the minutes from the November 2016 meeting
 1. Motion: Lisa D'Angelo
 2. Second: Robert Pieretti
 3. Minutes are approved
3. Department Updates - Heather Thompson
 1. Move to Folsom Hall
 - June 5th is the demolition date
 - Contracting company is on board
 - August 29th move in date, or at some point in the Fall of 2017
 - \$100,000 raised by the community
 - Construction costs have risen
 - Funds will be provided by Dean Baldini
 - An expensive fire system is being installed into two classrooms on the second floor
 - Development is ongoing to support the move to Folsom Hall; spread the word at ASHA next year in the fall about the clinic
 2. Catalogue
 1. Move forward with an AuD program in the next few years
 1. Taking applications for a tenure track position for those with a PhD in Audiology
 2. Approved by Board of Trustees; needs additional approval
 3. Department size
 1. The Department is growing; Junior class has four sections now to accommodate the increased number of students
 4. New associate Dean and Provost - Mary Maguire is the new Provost
 5. New faculty
 1. 2 new full-time tenure track faculty coming in the fall
 1. Aisha Patterson

2. Tanya Davis

6. Interprofessional Education Center - becoming known at the national level
7. Outstanding Teaching Award - Congratulations Dr. Darla Hagge!
8. Workshop for clinical instructors - Darla Hagge and Jeannette Reiff
 - May 6th from 9:00am-12:00pm
 - Sequoia Hall, Room 316
 - Free CEUs
 - RSVP to Jeannette Reiff
 - Golf theme
 - Interactive learning activities
 - Tools that can be used to supervise students

4. NSSLHA Updates

Many different successful events this year:

1. National NSSLHA chapter
2. Annual Conference
3. St. Valentine's Day Activities
4. Alumni Panel
5. Beach Hut Deli Fundraiser
6. Out of the Darkness walk for Suicide Prevention
7. March for Babies (March of Dimes)
8. Better Hearing and Speech Month Activities in the Quad of the campus
9. Open House in the clinic
10. Graduation cap decorating
11. Candy Fundraiser CSHA
12. Easter Activities
13. Participate in "A day without speech"

5. Alumni update - Karen Oakley

1. No update for today from Karen Oakley
2. Sac State Alumni collaboration event - Reach out to SLP and private practices in the area

6. Hospitals - Karen Low, Liaison

1. Has anyone had an intern on the new system where candidates are not interviewed but had a meet and greet?
 - It is going well for everyone who has tried this method
 - Requested feedback in the fall.
2. Attendance
 1. Interns in the fall missed a lot of day due to sickness
 2. Agreements were signed
 1. There is a line denoting that sickness needs to be documented by a doctor and sick days need to be made up
 2. Supervisors should reach out to CSUS to communicate these absence issues
 3. Students can miss two days before being reported to CSUS
 4. Dr. Hagge and Jeannette Reiff came up with a solution - to give a copy of signed contract to all employers
3. Training for student to know what situations they will be working in

- Dr. Roseberry and Dr. Hagge talk about this in class
4. Most students are placed in school districts with an electronic system
 - Professor Chuchas has demonstrations of SEIS in his class
 7. Public Schools - Marcella Mojibi
 1. Trends across the district
 1. SLPA
 1. Use of SLPAs in IEPs
 1. What is their role?
 2. What do we report on?
 3. Dr. Heather Thompson response:
 - They are there to provide information to the SLP
 - They do not do report or do documentation
 - They should never replace the SLP
 4. Dr. Darla Hagge response:
 - Can be difficult to advocate for themselves
 - They should work together with SLP to help navigate difficult situations to ensure they are working within their scope of practice.
 2. Use of non-speech oral motor activities in intervention for speech sound disorders:
 1. Dr. Heather Thompson showed evidence maps on ASHA website
 - ASHA's position is that there is no evidence that non-speech oral motor treatments are an effective treatment for child with developmental speech sound disorders; use of non-speech oral motor activities are not indicated for use with developmental speech sound disorders
 2. Parents are requesting that non-speech oral motor activities be used because of information presented on the internet and other sources
 - SLPs should be up to date on current evidence (see ASHA's level of evidence maps)
 - It is important for SLPs to explain to parents why some approaches should/should not be used
 - Supreme court decision overrides the rally decision
 - Someone on the (IEP) team needs to be able to speak to a specific disorder, disability, or ILS to advocate
8. Private Practice - Jane Johnson
 1. Jabbergy: What is the best practice for in-home therapy vs. in schools or clinic
 1. Regional systems are pushing specific models (e.g., coaching models)
 2. Whether (parent training) is used (at the CSUS clinic) depends on the individual clinical instructor
 3. Students are not taught these methods in-depth in classes
 - There is not enough practical hands-on experience
 4. Students don't know how to work with adult learners
 - It can be integrated into Dr. Darla Hagge's course next semester
 5. Clinicians take the clinic to the home
 - They need to have the family work with them and not just observe

- Clinicians treat them with the school-based models instead of the coaching model
 - Parents and Children Together (PACT) model for speech sound disorders could be explored further in terms of utility - discussed in Language 1 Methods and Speech 1 Methods classes.
6. CI should bring the parts into therapy more often (maybe even add parent training into the last ten minutes of the session)
2. Episodic therapy
- Need to train the parents to understand what needs to be done.
 - Create goals for the parents; Have them be more involved