



Department of Communication Sciences and Disorders
California State University, Sacramento

Summer 2021

Course Title:	SLPA Methods
Course:	CSAD 140-50
Units:	3
Day of the week:	Tuesday, Wednesday, & Thursdays
Dates:	June 8th-July 8th 2021
Class Time:	3:00 – 5:50PM
Building/Room:	Zoom
Instructor:	Tonia Davis, Ph.D. CCC-SLP
Office:	TBD
Office Hours:	TBD, or by appointment
Contact Information:	tonia.davis@csus.edu

DESCRIPTION

Taken by students as one of their senior level courses when they wish to pursue a Speech-Language Pathology Assistant (SLPA) licensure. Graduate students who have not had a similar course and wish to obtain this licensure will also need to enroll prior to pursuing the licensure.

PLACE OF COURSE IN PROGRAM

This course will generally be taken by students as an elective after they have completed their undergraduate degree in communication sciences and disorders when they wish to pursue Speech-Language Pathology Assistant (SLPA) licensure. This course follows the completion of *CSAD 145: Supervised Field Observations* in which the student completes a minimum of 25 guided observation hours as a prerequisite.

PREREQUISITES

Complete CSAD 145 and obtain instructor permission

Other requirements:

Prior to enrolling in the first course involving direct client contact, *CSAD 140L: SLPA Practicum, Ethical and Legal Parameters*, the student must meet or demonstrate the criteria listed below. Items 1, 3 and 4 must be maintained throughout the course.

1. Pass the Department's speech/language/hearing screening (generally completed in the junior year).
2. Pass the Writing Proficiency Exam (WPE).
3. Be physically capable of working with young children and individuals with special needs.
4. Have and maintain sufficient emotional stability to work with difficult clients.

5. Have completed all junior and senior level CSAD courses (or their equivalents).
6. Pass all medical requirements: TB (PPD) test, measles and rubella immunizations (or titer tests), begin the Hepatitis B immunization (within 2 weeks of beginning CSAD 140).
7. Obtain student professional liability insurance within 2 weeks of beginning CSAD 140.
8. Complete the Department's authorized background check.
9. Complete any background check/fingerprint/internship site paperwork requirements.
10. Complete 25 hours of observation prior to enrollment in CSAD 140.

It is your responsibility to submit all the required documentation to the class (e.g., background check, TB tests/immunization forms, risk management document, site visit information form, practicum agreement form and licensure forms etc. as per the guidelines on the syllabus). This may mean additional trips to your internship site or additional communication with your SLP master clinician in order for you to meet the required deadlines. It is not the responsibility of the instructor to seek these materials out, but rather your responsibility to make sure you have submitted all the required documentation that will allow you to complete the class and obtain licensure.

SPECIFIC STUDENT LEARNING OUTCOMES

Upon completion of this course the student will be able to:

1. Define and identify (un)ethical behavior in the practice of speech pathology and audiology, including confidentiality and informed consent, as determined by the American Speech and Hearing Association (ASHA).
2. Critically discuss and answer questions about the scope of practice for SLPs and Audiologists versus SLPA.
3. Identify, in writing and verbally, the differing requirements made by the CA State Licensing Board between the SLP and the SLPA, including the responsibilities not to be performed by the SLPA.
4. State or write and discuss the tenets of Universal Precautions.
5. Discuss HIPAA regulations to clinical practice verbally and in writing.
6. Demonstrate (in writing and verbally) the ability to set up a treatment session based on the client objectives established by the SLP, including appropriate teaching methods, and reinforcement.
7. Collect and report treatment data in a standardized manner as required by the SLP Master Clinician.
8. Identify, in writing, the difference between a complete client assessment and a screening.
9. Describe, in writing and verbally, the non-treatment duties of a SLPA.
10. Discuss, in writing, the supervision requirements for a SLPA, as well as the CEUs in supervision required for the SLP Master Clinician.
11. Describe the requirements and processes for registering as a SLPA.

The above learning outcomes will be assessed through the following: two exams, a journal project, and one case presentation (see below).

RESOURCES

Required Text:

1. Ostergren, Jennifer A. (2020). *Speech-Language Pathology Assistants: A Resource Manual*, 2nd edition. San Diego, CA: Plural Publishing.
2. Kraemer, R. & Bryla, J. (2018). *Clinical Workbook for Speech-Language Pathology Assistants*. San Diego, CA: Plural Publishing.

Optional:

1. Dwight, D. (2015). *Here's How to Do Therapy: Hands-On Core Skills in Speech-Language Pathology*, 2nd edition. San Diego, CA: Plural Publishing
2. Secord, W.A., Boyce, S.E., Fox, R.A., Donohue, J.S., & Shine, R. (2007). *Eliciting Sounds: Techniques and Strategies for Clinicians*. 2nd Edition. Clifton Park, NY: Thomson Delmar Learning.
3. ASHA. (2010). Practical Tools and Forms for Supervising Speech-Language Pathology Assistants. *ASHA*.

Required Readings (Available on SacCT and/or at the URL provided)

1. American Speech-Language and Hearing Association (ASHA). Code of Ethics (2010).
2. ASHA State-by-state. Available at: <http://www.asha.org/advocacy/state/>
3. Speech-Language Pathology and Audiology Board (as posted by the State of California, 2015). Excerpts from the California Business and Professions Code for Speech-Language Pathology Assistant. Available at: http://www.speechandhearing.ca.gov/applicants/lawsregs_assist.pdf
4. ASHA (2002). Knowledge and Skills for Supervisors of Speech-language Pathology Assistants, ASHA Supplement, 22, 113-118. Available at: <http://www.asha.org/policy/KS2008-00294.htm>
5. ASHA. Issues in Ethics: Confidentiality (2013).
6. ASHA (2004). Guidelines for the Training, Use and Supervision of Speech-language Pathology Assistants. {Guidelines}. Available at: <http://www.asha.org/Practice-Portal/Professional-Issues/Speech-Language-Pathology-Assistants/>
7. Speech-Language Pathology and Audiology Board. SLPA Application Packet. Available at: http://www.speechandhearing.ca.gov/applicants/app_pack_slp_assist.shtml

Additional Resources (on Reserve):

1. Hegde, M.N. and Davis, D.D., Clinical Methods and Practicum in Speech-Language Pathology, 3rd edition, Singular Publishing Group, Inc., San Diego, CA, 1405.
2. Moon Meyer, S., Survival Guide for the Beginning Speech-Language Clinician, Aspen Publishers, Inc., Gaithersburg, MD, 1408.

COURSE POLICIES AND ASSIGNMENTS

Class Attendance:

Attendance will be expected and roll will be taken. If you are unable to attend class, you must notify the instructor by email prior to the scheduled class time. You are allowed to miss one class period, regardless of reason. If you miss more than the one class period, your class grade will decrease by one grade level for each additional absence

(e.g., from “A” to “A-”). Please arrive **ON TIME** to classes, as being punctual is a professional skill to develop and maintain.

Participation as a SLPA Intern:

During this course, students will be engaged in a clinical internship (CSAD 140L), under the supervision of a Clinical Instructor who holds a current California license in Speech-Language Pathology or a current Speech-Language Pathology or Clinical Rehabilitative Services Credential. Students will perform administrative and/or clerical duties associated with the clinical process, as well as participate in direct, clinical contact activities with both adults and children. **Under no circumstance shall students participate in any activity outside the scope of duties of a SLPA [as described in the California state law (Title 16 Business and Professions Code-1399.170—1399.170.20.1, 2358—2538.7 and Title 5 Education Code 56363)].** The clinical practicum (CSAD 140L) will take place at off-campus sites. Students will be required to provide their own transportation to those sites.

1. As part of this course you will be **REQUIRED** to complete a minimum of 4-6 weeks of a clinical practicum at a work site under the guidance of a SLP and completing SLPA duties **ONLY**. This practicum will consist of four to five-hour days at the site, four to five days per week, totaling 100 training hours.
2. You are required to furnish your own transportation to this practicum.
3. ***If you cannot work this requirement into your schedule, you must drop the CSAD 140 course.***

Attendance as a SLPA intern:

1. Consistent attendance is **REQUIRED** and will be considered as part of the final lab/internship grade.
2. Absences from your duties as a SLPA intern **must** be reported to the instructor by voicemail or e-mail, and to your assigned SLP Master Clinician. You must give sufficient advanced notice so that the SLP Master Clinician may accommodate your absence.
3. If you cancel a day of clinic, the absence must be made up. It is possible that this may not be permitted due to restrictions of the internship site schedule.
4. CSAD 140 and 140L are considered co-requisites. Unreported absences from the internship site will result in a grade of **“F”** for the course and immediate withdrawal from the course and from the practicum.
5. A total of 100 successful and competent practicum hours is required to receive a passing grade for the course. Each student is required to track and document his or her clinical activities and hours and have the documentation signed by the supervising SLP.
6. The supervising SLP will grade/assign points for the completion of the internship using the clinical competency form you have been provided as a guide. While every attempt is made to be objective when grading a practicum, being successful in a clinical setting has a subjective component. Your grade may, in part, reflect that subjective component as well as the larger objective component.

Due Dates for All Assignments:

Late submission will result in decreased points for the assignment (5 points per day).

GRADING POLICY

Your final Grade will be computed as follows:

Midterm Exam	50 points
Final Exam	50 points
SOAPEs 1 & 2	50 points
Reflections 1 & 2	50 points
Case Presentation	50 points

During this placement, you will be graded on professional behavior throughout the class. This includes behavior such as how you talk about your placements/clients, describe behavior of others/colleagues, how you handle problems and your ability to complete and submit required paperwork for your placement in a timely manner and according to the established deadlines. Failure to meet professional behavior standards will result in a decrease of one letter grade (from A to A-) for each incident. Students will be notified by email to meet with the instructor in any such incident (no surprises at the end of the semester).

Letter grades will be based upon the following:

95 - 100%-----A	73 - 76%-----C
90 - 94%-----A-	70 - 72%-----C-
87 - 89%-----B+	67 - 69%-----D+
83 - 86%-----B	64 - 66%-----D
80 - 82%-----B-	60 - 63%-----D-
77 - 79%-----C+	Below 60%-----F

TENTATIVE COURSE SCHEDULE

DATE	TOPIC	PREPARATION	ASSIGNMENTS & DUE DATES
Week 1 June 8, 9, 10	Prerequisites, Course Direction & Design, Course Assignments, SLPA/SLP Role & Relationship, SLP/SLPA Duties/Supervision and Mentoring, Professional Behavior & Dress 1 hour in ethical conduct to meet ASHA's SLPA certification requirement	Ostergren (2020) Ch 1, 2, 3, 4 ASHA Code of Ethics Excerpts from the California Business and Professions Code for SLPA ASHA State-by-state	Background Check, Immunization, Site Visit Form Practicum, placement and Risk Management Forms Due Reflection 1 due
Week 2 15, 16, 17	Transcription, SLPA Role in Screening and Assessment Data Collection, Observation, Treatment Objectives and Plan, Lesson Plans, Note Writing, Hierarchies	Ostergren (2020) Ch 7, 8, 9, 10 ASHA Guidelines and Knowledge and Skills Standards Kraemer & Bryla (2018) Ch 1, 2	SOAPE Note 1 due
Week 3 June 22, 23, 24	Scope of Practice & ASHA Requirements, Legislation, HIPAA, Behavior Management, rapport, reinforcement, managing groups, scaffolding behavior 1 hour in Universal safety to meet ASHA's SLPA certification requirement 1 hour in patient confidentiality to meet ASHA's SLPA certification requirement	Ostergren (2020) Ch 6, 11, 12, 13 ASHA Confidentiality Kraemer & Bryla (2018) Ch 3, 4	Midterm exam <i>All information including assigned week 3 readings</i>
Week 4 June 29, 30, July 1	Implementing Treatment, Licensure Requirements, Application Process, applying for jobs, CEUs, Working with Diverse Populations, AAC and ASD, Case Presentations	Ostergren (2020) Ch 5, 14, 15, 16 Guidelines for the Training, Use and Supervision of SLPAs SLPA Application packet Kraemer & Bryla (2018) Ch 5, 6, 9	Presentations SOAPE Note 2 due
Week 5 July 6, 7, 8	Job searching, working as an SLPA Intervention - Individual vs Group, Play/Literacy, SSDs, Case Presentations	Ostergren (2020) Ch 17, 18, 19 Kraemer & Bryla (2018) Ch 7, 8	Presentations Final Reflection Final Exam



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Department of Communication Sciences and Disorders

Online Learning

For additional information, please review the [CSAD Handbooks](#) website

<https://www.csus.edu/college/health-human-services/communication-sciences-disorders/student-resources.html>

Zoom/ Online Instruction privacy and relevant rights and responsibilities:

Any time that a class session is recorded during the COVID-19-related Remote Instruction Period, students will be notified. If students do not want their likeness during class participation included in the recorded class session, they may elect to not participate via video recordings. Recordings will be available for viewing during the Remote Instruction Period subject to the following:

- Only students enrolled in the subject class during the Remote Instruction Period may view the recording.
- Students may not post or use the recordings in any other setting (e.g., social media, shared Google drive) for any purpose. Students who violate this will be subject to student discipline, up to and including expulsion.
- Federal and California law as well as University policies protecting intellectual property rights and use of instructional materials (including any recordings of class sessions) remain in effect during the Remote Instruction Period.
- If faculty have any plan to use the recording for a different class in the future, the faculty member will need written FERPA consent from those students in the current class who are identifiable in any of the recordings. A FERPA consent form signed by all students in the course will also be needed if the recordings are made available to others beyond the classroom on a nonsecure digital platform.

Technical Assistance

Seek help when you can't access Canvas or class materials.

- For technical assistance, contact the IRT Help Desk. Visit AIRC 2005 during [open hours](#) to speak with the IRT Service Desk Team, or call (916)278-7337. [IRT website.](#)
- For assistance with course materials, contact your instructor

Spam and Phishing Scams

- Learn how to stay safe and protect yourself from hackers who may try to access your personal information: [Don't Fall for a Phishing Scam](#)
- Use anti-virus, anti-spyware, and anti-malware software. [Sac State's Software and Tools](#) available for download.
- Use pins and passwords to secure your computer and devices- don't share your password with anyone. Use strong passwords that include a combination of letters and numbers that no one can guess.

Canvas Student App

Canvas is fully functional on many types of smartphones and tablets. Compatible devices include platforms such as iPhone/iPad/iPod Touch, and Android. However, it is recommended that you do not solely rely on one of these devices to complete your online course work. Access to a computer is still needed for many online activities. Visit the [Mobile section](#) of the [Canvas Guides](#) website for more information.

Additional Information Commitment to Integrity:

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

Sac State's Academic Honesty Policy & Procedures:

“The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento expects that both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades.” Read more about Sac State's Academic Honesty Policy & Procedures at the following website: <http://www.csus.edu/umannual/student/stu-0100.htm>

Definitions: At Sac State, “cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means.” **Plagiarism** is a form of cheating. At Sac State, “plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person's contribution.” Source: Sacramento State University Library Note: Any form of academic dishonesty, including cheating and plagiarism, shall be reported to the [Office of Student Conduct](#).

Department Policy on Use of APA format

The Department of Communication Sciences and Disorders requires the use of the APA format and style. All students are required to reference the APA manual. All assignments are to be composed using APA format and style unless otherwise noted.

Understand When You May Drop This Course:

It is the student's responsibility to understand when he/she need to consider disenrolling from a course. Refer to the Sac State Course Schedule for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons include: (a) documented and significant change in work hours, leaving student unable to attend class, or (b) documented and severe physical/mental illness/injury to the student or student's family. Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if there is a compelling extenuating circumstance. All incomplete course assignments must be completed by the department's policy.

Inclusivity:

Students in this class are encouraged to be active participants in all aspects of the course, including but not limited to lectures, synchronous and asynchronous activities, discussion posts, etc. Each of us must show respect for each other, as our class represents a diversity of beliefs, backgrounds, and experiences. This enriches all of our learning experiences together. Our individual differences deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from our classroom community, or if you have a specific need, please contact the instructor early in the semester. Your instructor will work with you to ensure that you become an active and engaged member of our class and community.

Equal Access:

California State University-Sacramento, Department of Communication Sciences and Disorders, seeks to provide equal access to its programs, services, and activities for people with disabilities. If you have a documented disability and verification from the Office of Services to Students with Disabilities (SSWD), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to SSWD and meet with a SSWD counselor to request special accommodation before classes start. **Sacramento State Services to Students with Disabilities (SSWD)** offers a wide range of support services and accommodations for students in order to ensure students with disabilities have equal access and opportunity to pursue their educational goals. Working collaboratively with students, faculty, staff and administrators, SSWD provides consultation and serves as the information resource on disability related issues to the campus community. SSWD is located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) or (916) 278-7239 (TDD only) or via email at sswd@csus.edu.

Basic Needs Support

If you are experiencing challenges with food, housing, financial or other unique circumstances that are impacting your education, help is available. The CARES office provides case management support for any enrolled student. Email the CARES office at cares@csus.edu to speak with a case manager about the resources available to you. Check out the [CARES website](#).

Other Resources

- The Office of Student Affairs maintains a list of campus resources/centers: <https://www.csus.edu/center/>
- Testing Center: <https://www.csus.edu/student-affairs/centers-programs/testing-center/>
- Library: <https://library.csus.edu/> for consultation : Rachel Stark, MS, AHIP, stark@csus.edu
- Services to Students with Disabilities: <https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/>
- Student Health and Counseling Services at The WELL: <https://www.csus.edu/student-life/health-counseling/>
- Student Academic Success and Education Equity Programs: <https://www.csus.edu/student-affairs/retention-academic-success/>
- Crisis Assistance and Resource Education Support (CARES): <https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/>
- CHHS Student Success Center: <https://www.csus.edu/college/health-human-services/student-success/>
- Reading & Writing Center: <https://www.csus.edu/undergraduate-studies/writing-program/reading-writing-center.html>
- Peer & Academic Resource Center: <https://www.csus.edu/student-affairs/centers-programs/peer-academic-resource/>
- SMART Thinking (tutoring resource): <https://www.csus.edu/student-affairs/centers-programs/degrees-project/internal/documents/smarthinking.pdf>