



# California State University, Sacramento

## Department of Communication Sciences and Disorders

### GRADUATE SYLLABUS & COURSE OUTLINE

<b>Semester/Year:</b> Fall 2025	<b>Course:</b> CSAD 219 Counseling Techniques for Speech Pathologists and Audiologists	<b>Section Information:</b> Section #01 Course ID #164891 Class Number #83144									
<b>Meeting Days:</b> Tuesday & Thursday	<b>Meeting Times:</b> 9:00 – 10:15 a.m.	<b>Location:</b> Folsom Hall - 2206B									
<b>Instructor:</b> Dr. Darla K. Hagge, CCC-SLP	<b>Email:</b> hagge@csus.edu	<b>Phone:</b> 916/278-6695 – office 714/749-2799 – cell									
<b>Office Location:</b> Folsom Hall Department Office Door # 2316 Hagge Office #2405	<b>Office Hours/By Appointment Only:</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Day</th><th style="text-align: center;">Start Time</th><th style="text-align: center;">End Time</th></tr> </thead> <tbody> <tr> <td style="text-align: center;">Monday</td><td style="text-align: center;">10:15</td><td style="text-align: center;">11:45</td></tr> <tr> <td style="text-align: center;">Wednesday</td><td style="text-align: center;">10:15</td><td style="text-align: center;">11:45</td></tr> </tbody> </table>		Day	Start Time	End Time	Monday	10:15	11:45	Wednesday	10:15	11:45
Day	Start Time	End Time									
Monday	10:15	11:45									
Wednesday	10:15	11:45									
<p><b><i>"My humanity is bound up in yours, for we can only be human together."</i></b> ~Desmond Tutu</p> <p><b><i>"Caring for myself is not self-indulgence, it is self-preservation"</i></b> ~Audre Lorde</p> <p><b><i>"The most beautiful people we have known are those who have known defeat, known suffering, known struggle, known loss, and have found their way out of the depths. These persons have an appreciation, a sensitivity, and an understanding of life that fills them with compassion, gentleness, and a deep loving concern. Beautiful people do not just happen."</i></b> ~Elisabeth Kübler-Ross</p> <p><b><i>"Different, not less."</i></b> ~ Temple Grandin</p> <p><small>Date of last syllabus revision: 8/13/2025</small></p>											

## Catalogue Course Description:

**CSAD 219. Counseling Techniques for Speech Pathologists and Audiologists.**

**3 Units**

**Term Typically Offered:** Fall only

Development of strategies for counseling and interviewing clients with communication disorders and their families. Development of specific skills such as effective listening, dealing constructively with emotions, working with families, and leading support groups. Students will learn to deal effectively with the affective side of communication disorders to help clients benefit maximally from assessment and treatment.

## Place of Course in Program

Second year of graduate program for all CSAD MS graduate students.

Sacramento State Graduate Learning Goals (GLG)	Addressed by this course (Y/N)
<b>Disciplinary knowledge:</b> <i>Master, integrate, and apply disciplinary knowledge and skills to current, practical, and important contexts and situations.</i>	<b>Y</b>
<b>Communication:</b> <i>Communicate key knowledge with clarity and purpose both within the discipline and in broader contexts.</i>	<b>Y</b>
<b>Critical thinking/analysis:</b> <i>Demonstrate the ability to be creative, analytical, and critical thinkers.</i>	<b>Y</b>
<b>Information literacy:</b> <i>Demonstrate the ability to obtain, assess, and analyze information from a myriad of sources.</i>	<b>Y</b>
<b>Professionalism:</b> <i>Demonstrate an understanding of professional integrity.</i>	<b>Y</b>
<b>Intercultural/Global Perspectives:</b> <i>Demonstrate relevant knowledge and application of intercultural and/or global perspectives.</i>	<b>Y</b>

## Course Learning Outcomes:

### GRADUATE

Mastery of each student-learning outcome listed below is indicated by a grade of B or better on each component of the corresponding measures listed in the table. Students are required to track their progress towards meeting each learning outcome and must make an appointment with the instructor for any grade equal to or less than a B. The instructor will suggest strategies to help you establish competence and knowledge in these areas.

Students should track their progress towards meeting each learning outcome by listing their grades on the table below over the course of the semester.

### CSAD 219 SPECIFIC STUDENT LEARNING OUTCOMES:

1. Discuss specific strategies for effectively counseling and interviewing persons with a wide range of communication disorders such as (but not limited to) autism, child language and articulatory-phonological disorders, neurological impairment secondary to stroke and TBI in adults, and others.
2. Describe specific strategies for developing effective professional relationships with clients, caregivers, and other professionals.
3. Identify professional communication skills that facilitate effective relationships with clients, caregivers, and other professionals.
4. List and describe skills necessary for interacting effectively as members of teams (e.g., teams in public schools, medical facilities) that work with clients and their families who need counseling services.
5. Demonstrate awareness of, sensitivity to, and specific strategies for interviewing and counseling clients from multicultural backgrounds.

6. Demonstrate knowledge of gender differences in communication, how these differences impact interviewing and counseling in communicative disorders, and specific strategies for effective cross-gender communication.
7. Increase their knowledge about and specific strategies for counseling with specific populations, including but not limited to geriatric patients, patients with neurological disorders, children from backgrounds of abuse/violence, families of children with special needs, and others.
8. Discuss and analyze significant current research literature in interviewing and counseling, critically evaluating this literature and its application to specific counseling and interviewing situations with a variety of clients.
9. Be exposed to a variety of points of view and approaches to interviewing and counseling. This will occur through a combination of exposure to the textbooks, the instructor's personal clinical experiences, and exposure to a variety of guest speakers from similar and different fields who work with various populations.
10. Recognize the need for participation in professional activities that promote lifelong learning of strategies for successful counseling and interviewing with a wide variety of individuals with communication disorders and their families.

## CSUS CSAD MS Program Learning Outcomes

The course must provide Competency Enriched Activities (e.g., content and opportunities) for students to learn so that each student can **demonstrate professional attributes and abilities**. To that end, identifying and articulating the ASHA Professional Competencies and Foundational Knowledge, and/or clinical skills that you acquire in this course and during your time at Sac State are critical to becoming career ready and your success both as a student and post-graduation. In this syllabus, assignments, readings, in-class activities, and exams are all opportunities where you can enhance and gain the professional and foundational competencies and skills that employers are seeking and the field requires. This will occur throughout this course including class conversations and will contribute to your ability to identify and articulate these competencies and skills when applying for leadership roles, internships, employment, doctoral programs, fellowships, and more.

Note: Failure to meet professional competencies may result in an A-PIP or C-PIP.

CSUS CSAD MS Program Learning Outcomes		
Competency Area:	Examples of Skills to be Demonstrated:	Competency Enriched Activity (CEA)
<b>Accountability:</b>		
<ul style="list-style-type: none"> <li>Adhere to the professional codes of ethics, the speech-language pathology scope of practice documents, professional fiduciary responsibility for each client/patient/student served, and federal state, and institutional regulations and policies related to the profession of speech-language pathology and its services, including compliance with confidentiality issues related to the Health Insurance Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA).</li> </ul>	<ul style="list-style-type: none"> <li>Comply with all HIPAA and FERPA requirements.</li> <li>Comply with all of ASHA's code of ethics.</li> </ul>	<p><b><u>This Course:</u></b></p> <ul style="list-style-type: none"> <li>Maintain privacy and confidentiality of classmates' shared insights, experiences, and perspectives throughout the semester.</li> </ul> <p><b><u>The Program:</u></b></p> <ul style="list-style-type: none"> <li>Clinic Orientation</li> <li>Internship Orientation</li> <li>Professional Development Series</li> <li>Interprofessional Education (IPE) Learning Experiences</li> <li>All CSU Compliance Trainings, completed by the end of the first week of the semester</li> </ul>
<ul style="list-style-type: none"> <li>Differentiate service delivery models based on practice sites (e.g., hospital, school, private practice).</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate understanding of SLP service differences between employment settings.</li> <li>Demonstrate understanding of differences between levels of care in medical SLP services.</li> </ul>	<p><b><u>This Course:</u></b></p> <ul style="list-style-type: none"> <li>Demonstrate understanding of service delivery models through class discussions, role-plays, case studies, etc.</li> </ul> <p><b><u>The Program:</u></b></p> <ul style="list-style-type: none"> <li>Clinic Orientation</li> <li>Internship Orientation</li> </ul>

		<ul style="list-style-type: none"> <li>Professional Development Series</li> <li>Interprofessional Education (IPE) Learning Experiences</li> </ul>
<ul style="list-style-type: none"> <li>Demonstrate an understanding of the effects of their actions and make appropriate changes as needed.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate awareness, understanding, and ability to perform professional problem solving, communication repair, and resolution including on-time behaviors for clinic, notes, assignments, meetings, orientations, misunderstandings, etc.</li> </ul>	<p><b><u>This Course:</u></b></p> <ul style="list-style-type: none"> <li>Demonstrate professional behavior and communication during each class meeting throughout the entire semester by arriving on-time, coming prepared to class, engaging in the content, participating in the role-plays/scenarios, contributing to class discussions.</li> </ul> <p><b><u>The Program:</u></b></p> <ul style="list-style-type: none"> <li>Clinic Orientation</li> <li>Internship Orientation</li> <li>Professional Development Series</li> <li>Interprofessional Education (IPE) Learning Experiences</li> </ul>
<ul style="list-style-type: none"> <li>Explain the health care and education landscapes and how to facilitate access to services in both sectors.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate understanding and ability to advocate for clients/loved ones across the lifespan.</li> <li>Educate and facilitate client/family self-advocacy knowledge and skills.</li> </ul>	<p><b><u>This Course:</u></b></p> <ul style="list-style-type: none"> <li>Demonstrate understanding of health care and education landscapes by participating in all activities during every class meeting.</li> </ul> <p><b><u>The Program:</u></b></p> <ul style="list-style-type: none"> <li>Clinic Orientation</li> <li>Internship Orientation</li> <li>Professional Development Series</li> <li>Interprofessional Education (IPE) Learning Experiences</li> </ul>
<b>Effective Communication Skills</b>		
<ul style="list-style-type: none"> <li>Demonstrate the ability to communicate in a responsive and responsible manner with clients/patients/students, communities, and interprofessional team colleagues and other professionals.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate active listening skills, respect, and understanding of multiple perspectives in all written and/or oral communications.</li> <li>Respond to others in a timely, thoughtful, considerate, reflective, and respectful manner.</li> </ul>	<p><b><u>This Course:</u></b></p> <ul style="list-style-type: none"> <li>Demonstrate appropriate communications and sensitivity with classmates and instructor during each class meeting.</li> </ul> <p><b><u>The Program:</u></b></p> <ul style="list-style-type: none"> <li>Clinic Orientation</li> <li>Internship Orientation</li> <li>Professional Development Series</li> <li>Interprofessional Education (IPE) Learning Experiences</li> </ul>
<b>Evidence-Based Practice</b>		
<ul style="list-style-type: none"> <li>Access and critically evaluate information sources, apply information to appropriate populations, and integrate evidence in provision of speech-language pathology services.</li> </ul>	<ul style="list-style-type: none"> <li>Identify, discuss, use, and integrate EBP into all aspects of clinical work and plan of care including assessments, therapeutic approaches, goals, education, counseling, etc..</li> </ul>	<p><b><u>This Course:</u></b></p> <ul style="list-style-type: none"> <li>Identify best practices, literature-based approaches in terms of applying a counseling approach to all clinical interactions.</li> </ul> <p><b><u>The Program:</u></b></p> <ul style="list-style-type: none"> <li>Clinic Orientation</li> <li>Internship Orientation</li> <li>Professional Development Series</li> <li>Interprofessional Education (IPE) Learning Experiences</li> </ul>
<b>Professional Duty</b>		

<ul style="list-style-type: none"> <li>• Demonstrate knowledge of one's own role and those of other professions to appropriately assess and address the needs of the individuals and populations served.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the role that an SLP performs in all clinical services</li> <li>• Demonstrate understanding and ability to provide the highest level of care in meeting the needs of clients including the provision of education, resources, home exercise programs, counseling, etc.</li> </ul>	<p><b><u>This Course:</u></b></p> <ul style="list-style-type: none"> <li>• Participate in all class activities during every class meeting throughout the semester.</li> </ul> <p><b><u>The Program:</u></b></p> <ul style="list-style-type: none"> <li>• Clinic Orientation</li> <li>• Internship Orientation</li> <li>• Professional Development Series</li> <li>• Interprofessional Education (IPE) Learning Experiences</li> </ul>
<ul style="list-style-type: none"> <li>• Demonstrate knowledge of the roles and importance of interdisciplinary/interprofessional assessment and intervention and be able to interact and coordinate care effectively with other disciplines and community resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the four domain areas of IPE (CERT).</li> <li>• Recognize and model respect, teamwork, collaboration, and professionalism with other disciplines.</li> <li>• Educate and advocate for the profession with other disciplines during all interactions.</li> </ul>	<p><b><u>This Course:</u></b></p> <ul style="list-style-type: none"> <li>• Participate in class discussions regarding IPE including interdisciplinary bias.</li> </ul> <p><b><u>The Program:</u></b></p> <ul style="list-style-type: none"> <li>• Clinic Orientation</li> <li>• Internship Orientation</li> <li>• Professional Development Series</li> <li>• Interprofessional Education (IPE) Learning Experiences</li> </ul>
<ul style="list-style-type: none"> <li>• Demonstrate knowledge of the roles and importance of individual and collective (e.g., local, national organizations) advocacy for clients/patients/students' right to care.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and perform the role of an advocate</li> <li>• Advocate at all levels for those that our profession serves.</li> </ul>	<p><b><u>This Course:</u></b></p> <ul style="list-style-type: none"> <li>• Demonstrate client/SO advocacy throughout the semester in all class activities and discussions.</li> </ul> <p><b><u>The Program:</u></b></p> <ul style="list-style-type: none"> <li>• Clinic Orientation</li> <li>• Internship Orientation</li> <li>• Professional Development Series</li> <li>• Interprofessional Education (IPE) Learning Experiences</li> </ul>
<ul style="list-style-type: none"> <li>• Demonstrate knowledge of the role of clinical teaching and clinical modeling as well as supervision of students and other support personnel.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand, acknowledge, respect, and learn from clinical instructors and supervisors.</li> <li>• Model and perform professionalism when interacting with all clinic assistants and staff.</li> </ul>	<p><b><u>This Course:</u></b></p> <ul style="list-style-type: none"> <li>• Discuss and role-play ways to support and enhance the supervisory process by applying content from this course.</li> </ul> <p><b><u>The Program:</u></b></p> <ul style="list-style-type: none"> <li>• Clinic Orientation</li> <li>• Internship Orientation</li> <li>• Professional Development Series</li> <li>• Interprofessional Education (IPE) Learning Experiences</li> </ul>

Learning Outcomes	Assessment Measures	Grade Received
3	Resume	
1-6, 9	Examination #1	
6 - 10	Examination #2	
1, 2, 3, 5, 6, 7, 9, 10	Group Project	
1-10	Final Examination	

## Textbooks and Materials: No required textbook; all readings are available on CANVAS

### Required Materials:

- Laptop, netbook, iPad, or other device with internet capability during every class meeting
- Paper (3-hole punched for binder), pens, pencils, for those individuals who prefer hard copy over virtual
- Download, print, and bring relevant documents, as instructed from Canvas or save to your own device

### Recommended Materials:

- 3-ring binder, with dividers, for those individuals who prefer hard copy over virtual

### Electronic requirements:

- Internet connection (DSL, LAN, or cable connection desirable)
- Flashdrive or other way to save documents/resources electronically, rather than via hard copy
- Access to Canvas Web site
- Access to a computer and printer, if desired

Online Resources: See CANVAS

### Course Requirements/Components:

**COURSE STRUCTURE:** This course will incorporate a variety of in-class learning experiences including direction instruction/lecture, interprofessional guest presentations, active learning activities, small/whole group discussions, case studies, role-play scenarios, and multimedia viewing. Due to the depth of the course content, students may be assigned weekly readings to be completed before the class meeting. All assignments and activities are carefully administered for the purpose of enhancing student learning and clinical application.

**EXPECTATIONS: Cell phones and Pagers.** Cell phones are to be turned off throughout the class period. Electronic devices will be used to access posted CANVAS resources or documents. Checking email and other non-course online activities are not acceptable.

**Behavior.** Students who have trouble keeping up with the assignments or other aspects of the course, should communicate these challenges to the instructor as soon as possible. Building rapport and effective relationships are key to becoming an effective professional. To that end, student should be proactive and inform the instructor when any difficulties arise during the semester so possible solutions can be identified. The syllabus, outlines of class topics, and other info will be posted on CANVAS in Course Content. Some readings, materials, and other posted information will be removed no earlier than 2 weeks after original posting, but may be available on-line indefinitely. Students are encouraged to read and/or copy the

material when it is posted. In addition, it is recommended that students:

1. Retrieve the outline/readings from CANVAS when it is posted.
2. Read the text ahead of class to correlate readings with information that will be presented in lecture to reinforce learning.
3. Take notes in class and later rewrite and organize them using the outline as a guide or rewrite and reorganize them as personally needed for understanding.
4. Create and participate in study groups throughout the semester.

**Note:** The content and discussion in this course will necessarily engage with sensitive topics and issues every week. Much of it will be emotionally and intellectually challenging to engage with. I acknowledge that each of you comes to the CSUS CSAD graduate program with your own unique life experiences. This contributes to the way you perceive various types of information. In CSAD 219, all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include trauma, racism, life-altering events such as stroke, traumatic brain injury, and more. If you encounter a topic that is challenging for you, it can manifest in feelings of discomfort and being upset. In response, I encourage you to come talk to me or your friends or family about it. Remember that there are services at The Well that are available to you too. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of infusing a counseling approach to all those that we serve as speech-language pathologists. We will support our individual and collective learning throughout this course. To that end, we will create and maintain a space where we can engage bravely, empathetically, and thoughtfully with often-difficult content every week.

**Graded Course Activities.** According to the Department of Communication Sciences and Disorders Graduate Admissions Policy, Procedures and Practices, students failing to maintain a GPA of 3.00 are automatically placed on academic probation. Because graduate students need a grade of “B” to pass graduate coursework other than clinics, they should seek advising for grades equal to or less than “B.” Students should, therefore, should track their progress towards meeting each learning outcome by listing their grades on the table listed above over the course of the semester. The instructor will use a variety of activities and strategies to ensure maximizing students’ opportunities to learn and to integrate information presented in this course. Assessment data from these activities will used to evaluate students’ mastery of each learning outcome and the assignment of an earned grade.

**Assignments.** All assignments must be completed and turned in during class, on time, and in the correct form. Late assignments, those in an incorrect form, or e-mailed assignments will receive no credit accepted without a serious and compelling reason and/or doctor’s note **and** instructor approval. Special circumstances will be allowed for rescheduling or make-ups given the following: (a) a compelling and/or documented medical issue **and** (b) instructor approval. Late or missing assignments will negatively affect the student’s grade.

**Attendance/Participation.** This course involves verbal interaction/discussion among the students, the instructor, and possible guest presenters. **Attendance:** This course involves verbal interaction among the students and the instructor. You cannot really “get” what was covered in class via classmates’ notes. A modified Socratic method will be employed, whereby students will be called upon randomly to contribute to classroom discussions. Because of this, class attendance is required. You are allowed one unexcused absence. The instructor will pass around a role sign-in sheet each class meeting. If you are late, you are responsible for signing the sheet before class is over. If you are present but don’t sign the sheet, this will officially be considered an absence. Excused absences will be granted for **documented emergencies** where the instructor is given a **paper copy** confirming the emergency. All other absences will be considered unexcused. After the one (1) allowed unexcused absence, **the second unexcused absence will result in your final grade dropping ½ letter grade (e.g., A- to B+).** Your grade will drop ½ letter grade for every unexcused absence after the first one. Working as a Speech-Language Pathologist requires being present, on time, and prepared. Practicing those skills now will prepare you for your career. If you do need to miss a class, you are responsible for all materials covered in your absence. This means you must get any materials handed out during your missed session from a classmate, not the instructor.

**Examinations.** Two examinations and one final will be administered. The culminating experience for this course is the group project and presentation. The format of each exam will be announced in class. ***You are responsible for contacting the professor to take any makeup exam.*** On each exam, you will be asked about any **guest speaker**, lectures, videos, or other additional content that we have been exposed to in class. As stated earlier, you are strongly encouraged to read any assignment readings BEFORE class and ask questions about any material you do not understand. Embedded a counseling approach to all of our clinical responsibilities and work-related interactions is imperative for success! To that end, possible SLP and interprofessional guest speakers for this semester may include but are not limited to Ellen Bernstein-Ellis M.S., CCC-SLP, Jenna Ratcliff M.S., CCC-SLP, Susan Taylor Ph.D., MSW, and Tascha Ketphanh M.S., CCC-SLP.



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## Grading Policy:

METHODS OF EVALUATION:		
ASSIGNMENT	POINT VALUE	DATE SCHEDULED or DUE DATE
<b>ATTENDANCE &amp; PARTICIPATION</b> 30 class meetings x 5 points=150 <i>If any class meetings fall on a holiday, the 5 points will be automatically assigned to each student.</i>	150	In-class assignments may be assigned and will be required for submission to Canvas by the end of a class meeting, <b>per instructor's discretion.</b>
<b>RESUME</b>	100	<b>9/28/2025, 11:59 p.m.</b> Submit your "ready-for-an-interview" resume to CANVAS (appropriate for internship, LOR requests and employment); Use Microsoft word format, not pdf. <i>[See CANVAS for resume template (if desired), resume-building suggestions and other resources]</i>
<b>EXAM #1</b>	100	<b>10/7/2025</b> Format: In-Class
<b>EXAM #2</b>	100	<b>11/6/2025</b> Format: In-Class
<b>Group Project &amp; Presentations</b>	200	See calendar for dates and Canvas for student assignments
<b>Final Examination</b>	150 Part of the final examination score includes each student's submission of completed reflections for all of the group presentations.	Week of December 8, 2025 Format: In-Class <b>Day/time:</b> Per official university final examination schedule
<b>Total Possible Points</b>	800	

Note: Please review attendance policy including tardiness and absences.

The following grading scale will be used to assign letter grades based on the total number of points earned out of 800 possible points.

Letter Grade	Percentage Range	Point Range (Out of 800)
A	93–100%	744–800
A-	90–92%	720–743
B+	87–89%	696–719
B	83–86%	664–695
B-	80–82%	640–663
C+	77–79%	616–639
C	73–76%	584–615
C-	70–72%	560–583
D+	67–69%	536–559
D	63–66%	504–535
D-	60–62%	480–503
F	Below 60%	0–479

## TENTATIVE Course Schedule/Outline:

### **TOPICS, READINGS, DATES**

*The information below is at the discretion of the individual course instructor, and may be changed at any time with or without prior notice to students in the course.*

**Aug 26 & 28**  
**Week #1**

**Course Introduction**

**Syllabus review**

**Laying a Solid Foundation for Interviewing & Counseling in Communicative Disorders**

ASHA Scope of Practice

The relevance of counseling in the field of communication disorders

Self-Efficacy Measurement Tool for Counseling in Speech-Language Pathology  
(see self-assessment tool and article)

Article: On Teaching Counseling: Getting Beyond Informational Counseling  
Models of Disability

In-Class Activity: Cohort Contract/Agreement

Imposter Syndrome

Receiving/Giving Feedback

**Education/Training in SLP Services**

ASHA's Scope of Practice

Diagnosis

Good Brain Health

Stroke/TBI Prevention

Aural Rehabilitation – Common strategies

Parent Training – Hanen approach

Communication Partner Training (CPT)

Sept 2 & 4  
Week #2

### **Cultural & Emotional Factors that Affect Communication**

Loneliness and Communication: Role of SLP  
Cultural Competence; cultural humility  
Impact of Life Changes for Patients/Clients  
Serious Illness: Communicating with patients/clients  
Case Studies, #1 and #2

**\*Guest Presentation: Ellen Bernstein-Ellis M.S., CCC-SLP (9/4)**

Sept 9 & 11  
Week #3

### **Clinician Self-Awareness & “Soft Skills”**

Philosophy of Positive Intent  
Personal Styles Inventory, PPP lecture & group Activities  
Counseling Skills, PPP  
Resiliency Training

**\*Guest Presentation: Jennifer Ratcliff M.S., CCC-SLP (9/11)**

Sept 16 & 18  
Week #4

### **Trauma Informed Care (TIC)**

TIC PPP and lecture  
What is TIC?  
Applying TIC to pediatric populations  
Applying TIC to adult populations

Sept 23 & 25  
Week #5

### **Theories of Counseling**

PPP and lecture  
BioPsychoSocial Model  
Stages of Grief / What is Grief?  
“Holding Space” for your clients

**RESUME**

**DUE: 9/28/2025 at 11:59 p.m.**

Sept 30 & Oct 2  
Week #6

### **Healthcare Disparity**

Linguistically Diverse Clients  
Social Determinants of Health  
Healthcare Disparity  
Client Values and Clinician Assumptions  
Healthy People 2030  
IPE – Healthcare Disparity/Accessibility

**\*Guest Speaker: Tasha Ketphanh M.S., CCC-SLP (October 2<sup>nd</sup>, 2025)**

**Oct 7 & 9**

**Week #7**

**Healthcare Disparity & Clinical Tools**

Variables that influence individuals from different cultures  
Values and assumptions  
Healthcare Disparity  
Interdisciplinary Bias & Dual Professional Identity PPP & Lecture  
COVID-19 & Impact on Communities of Color  
Active Listening, blocks to listening

**EXAM I: 10/7/2025**

**Oct 14 & 16**

**Week #8**

**Counseling – Tools & More**

Self-Esteem, Feelings of Inadequacy  
Self-image, Self-Esteem/Self-Worth, Ideal Self  
Literature-based scales including QOL

**Oct 21 & 23**

**Week #9**

**Considerations in Working with Families  
of Children with Disabilities**

Strategies for dealing with families effectively in  
contentious situations  
Issues of parents and families of children with  
Disabilities  
Larry P. – Clinical implications &  
application for the SLP

**\*Guest Presentation: Angela Evenich M.S.,  
CCC- SLP (10/23/2025)**

**Oct 28 & 30**

**Week #10**

**Considerations in Working with Families (cont'd):  
Children with Disabilities and The Elderly/Seniors with  
Acquired Disabilities**

Strategies for dealing with families effectively in contentious situations  
Issues of parents and families of children with disabilities and more  
Families PPP & Lecture

**\*Guest Presentation: Jessica Newman M.S., CCC-SLP**

**Nov 4 & 6**

**Week #11**

**Gratitude, Loneliness, Social Desirability, and Happiness**

Tools: Scales, Made-to-Connect Cards Decks  
Positive psychology

**EXAM II: 11/6/2025**

**Nov 11 & 13**  
**Week #12**  
**11/11, holiday**

**Ethical Considerations & Applications**

ASHA Code of Ethics  
Court Forensics  
Case Studies

**Nov 18 & 20**  
**Week #13**

**Putting it All Together**

Case Studies (see CANVAS)

**Group presentations (n=38 students/19 teams)**  
**15 minutes per dyad**

Groups #1-5, Nov 18  
Groups #6-10, Nov 20

**Nov 25 & 27**  
**Week #14**

**11/27, Holiday**  
**Thanksgiving**

**Group presentations – 15 minutes per dyad**

Groups #11-15, Nov 25  
Thanksgiving, Nov 27

**Dec 2 & 4**

**Week #15**

**Group presentations – 15 minutes per dyad**

Groups #16-19, Dec 2  
Group Presentations, if needed, vs case studies, Dec 4

**December 8-12**  
**Week #16**  
**Finals Week**

**FINAL EXAMINATION, per university schedule**

# Hornet Honor Code

<https://www.csus.edu/student-affairs/internal/documents/hornet-honor-code.pdf>

As proud members and representatives of the Sacramento State Hornet community, we commit ourselves to actively promoting honesty, integrity, respect, and care for every person, ensuring a welcoming campus environment, and striving to help every member of our Hornet family feel a strong sense of belonging.

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## 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.

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## 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:

<https://sacramentostate.policystat.com/policy/11300038/latest>

**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, may be reported to the office of student affairs.

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## 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.

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## 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.

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## 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 Disability Access Center (DAC), 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 Disability Access Center (DAC)** 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, DAC provides consultation and serves as the information resource on disability related issues to the campus community. DAC 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 [dac@csus.edu](mailto:dac@csus.edu). Additional information can be found on the DAC website: <https://www.csus.edu/student-affairs/centers-programs/disability-access-center/>

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## Crisis Assistance & Resource Education Support (CARES) Support

If you are experiencing challenges in the area of food and/or stable housing, help is just a click, email or phone call away! Sacramento State offers basic needs support for students who are experiencing challenges in these areas. Please visit our Crisis Assistance & Resource Education Support (CARES ) website to learn more about your options and resources available. <https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/>

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## Title IX

The University requires faculty and staff to report any personal disclosures of sexual misconduct including rape, dating/domestic violence and stalking to the Title IX Coordinator. Students who do not wish to report their experience to me or the Title IX Coordinator may speak to someone confidentially by contacting Student Health and Counseling Services.



Sac State is committed to supporting students and fostering a campus environment free of sexual misconduct and gender-based discrimination. If a student chooses to disclose to a faculty or staff member an experience related to sexual misconduct which includes rape, relationship violence, or stalking, all faculty and staff are obligated to report this disclosure to the university's Title IX Coordinator. Sac State's Title IX Coordinator is Mary Lee Vance. Please email [equalopportunity@csus.edu](mailto:equalopportunity@csus.edu) or (916) 278-5770. Upon receipt of the report, the Title IX Coordinator will contact you to inform you of your rights and options as a survivor and connect you with support resources, including resolution options for holding accountable the person who harmed you. Students who elect not to discuss their experience with the Title IX Coordinator can speak confidentially to the following confidential resources:

Student Health & Counseling Services at The WELL On Campus

Phone Number: 916-278-6461

Website: <https://www.csus.edu/student-life/health-counseling/counseling/>

Campus Confidential Advocate Email: [weave@csus.edu](mailto:weave@csus.edu)

On Campus Phone Number: 916-278-5850 (during business hours)

WEAVE 24/7 Hotline: 916-920-2952

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## 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/testing/>

Library: <https://library.csus.edu/>

Student Health and Counseling Services at The WELL: <https://www.csus.edu/shcs/>

Sacramento State Disability Access Center (DAC): <https://www.csus.edu/student-affairs/centers-programs/disability-access-center/>

Peer & Academic Resource Center: <https://www.csus.edu/parc/>

Student Academic Success Program: <https://www.csus.edu/saseep/>

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>

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# Knowledge And Skills Acquisition (KASA) For Certification in Speech-Language Pathology

## CSAD 219 Counseling Techniques for Speech Pathologists and Audiologists

This course has been designed to be in direct support of the following American Speech-Language Hearing Association (ASHA) Knowledge and Skills Acquisition for certification in Speech-Language Pathology:

### Standard IV-C: Speech, Language, Hearing, Communication, and Swallowing Disorders and Differences

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: swallowing disorders (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction,) including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, and executive functioning), including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: social aspects of communication (e.g., behavioral and social skills affecting communication), including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: communication modalities, including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.

### Standard IV-D: Prevention, Assessment, and Intervention

- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction).
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, and executive functioning).
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding social aspects of communication (e.g., behavioral and social skills affecting communication).
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of assessment and intervention regarding communication modalities.

### Standard IV-E, IV-G, IV-H: Contemporary Professional Issues

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: standards of ethical conduct.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: contemporary professional issues and advocacy.

### Standard IV-F: Research

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: processes used in research and integration of research principles into evidence-based clinical practice.

### Standard V-A: Oral and Written Communication

- The student will demonstrate skill in oral and written or other forms of communication sufficient for entry into professional practice.

#### Standard IV-B: Basic Human Communication Processes

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: psychological bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: cultural bases of human communication differences.