



# California State University, Sacramento

## Department of Communication Sciences and Disorders

### GRADUATE SYLLABUS & COURSE OUTLINE

<b>Semester/Year:</b> Fall 2025	<b>Course:</b> CSAD 242C Methods: Language Disorders III	<b>Section: #01</b> Course ID #165176 Class #83149
<b>Meeting Days:</b> Thursdays	<b>Meeting Times:</b> 3:30 – 4:20 p.m.	<b>Location:</b> 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 phone
<b>Office Location:</b> Folsom Hall CSAD Department Office #2405	<b>Office Hours/Appointments:</b> Posted on CANVAS	

**\*\*Date of last syllabus revision: 7/16/2025\*\***

### Catalogue Course Description:

**CSAD 242C. Methods: Language Disorders III.**  
**Unit**

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**Prerequisite(s):** [CSAD 218](#), [CSAD 242B](#); [CSAD 221](#) may be taken concurrently; instructor permission.

**Corequisite(s):** [CSAD 243C](#).

**Term Typically Offered:** Fall, Spring

Techniques and materials for assessing and treating speech and language disorders emphasizing disorders secondary to cerebral vascular accidents, traumatic brain injury, or other neurological disorders. Discussion of cases in the current caseload.

### Place of Course in Program

The purpose of this graduate seminar is to introduce student clinicians to methods, materials, and procedures currently in use with adult clients who have sustained acquired neurogenic problems secondary to brain injury.

# 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 comprehensive examination questions</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 successful passage of comprehensive examination questions.</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 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 throughout the entire comprehensive examination process including testing days, clearance of any comprehensive examination questions, completing by department-established deadline.</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>• Successful completion of the comprehensive examination cycle</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 with all faculty and administrators throughout the comprehensive examination process</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>• Successful passage of the comprehensive examination cycle</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>• Successful passage of the comprehensive examination cycle</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>• Successful passage of the comprehensive examination cycle</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>• Successful passage of the comprehensive examination cycle</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>• Successful passage of the comprehensive examination cycle</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>Sacramento State Graduate Learning Goals (GLG)</b>	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.

<b>Learning Outcomes</b>	<b>Assessment Measures</b>	<b>Points Possible</b>	<b>Points Received</b>
1-12	Methods Class Attendance and Participation	150	
4, 7	Dr. Brady's Guest Lecture & Assignment	175	
1-12	Case Presentation	175	
1-12	Reflection	150	
1-12	Home Exercise Program (HEP) & Resource Notebook – one for each client	350	

Upon completion of this Methods course, the student will be able to demonstrate knowledge and competencies in the following areas: The nature of speech, language, hearing and communication disorders and differences, as well as swallowing disorders, including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.

### CSAD 242C SPECIFIC STUDENT LEARNING OUTCOMES:

- 1.Prevention, assessment and intervention of cognitive aspects of communication, including attention, memory, sequencing, problem-solving, and executive functioning.
- 2.Prevention, assessment and treatment of receptive and expressive language, including phonology, morphology, syntax, semantics and pragmatics, in speaking listening, reading, writing and manual modalities.
- 3.Prevention, assessment and treatment of people with motor speech disorders, including oral-verbal apraxia and/or dysarthria.

4.Evaluation:

- \* Screening/prevention;
- \* Obtaining a case history;
- \* Selecting and administering appropriate evaluation procedures;
- \* Adapting evaluation procedures to meet client needs;
- \* Interpreting, integrating and synthesizing all information to develop diagnoses and make appropriate recommendations for intervention;
- \* Completing administrative and reporting functions necessary to support evaluation;
- \* Referring clients for appropriate services.

5.Intervention:

- \* Developing setting-appropriate intervention plans with measurable and achievable goals that meet clients' needs. Collaborating with clients and relevant others in the planning process;
- \* Implementing intervention plans (involve clients and relevant others in the intervention process);
- \* Selecting or developing and using appropriate materials and instrumentation for prevention and intervention;
- \* Measuring and evaluating clients' performance and progress;
- \* Modifying intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients;
- \* Completing administrative and reporting functions necessary to support intervention;
- \* Identifying and referring clients for services as appropriate

6.Communicating effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.

7.Communicating and collaborating with other professionals with the plan of care and in case management.

8.Providing counseling regarding communication and swallowing disorders to clients, family, caregivers, and relevant others.

9.Adhering to the ASHA Code of Ethics and behaving professionally.

10.Integrating clinical goals and objectives with the client's functional daily living.

11.Working with the client's support person(s) in carryover assignments so as to train others in managing communication problems.

12.Facilitating discussions with other Language Disorders III clinicians through case presentations and readings.

## Textbooks and Materials:

### Required Texts:

None

### Recommended Texts:

Students are encouraged to utilize informal language assessment and cognitive binders designed in CSAD 221, resources available on Canvas, books and posted resources.

### Other Readings:

Supplemental readings may be made available via email or through Canvas.

### COURSE REQUIREMENTS:

Internet connection (DSL, LAN, or cable connection desirable); access to internet/SacCT; access to a computer and printer.

**Assessment Materials:** The Supply Room has numerous listings available for use during the semester. Some of those are listed below. We continually update the Supply Room holdings so **this list is not complete**. For a complete list of materials available through the CSUS CSAD Supply Room, please visit the clinic's webpage. In addition, the clinician is encouraged to create assessment materials that are relevant to the particular individual clients' needs.

Aphasia Diagnostic Profiles (ADP)

ASHA Functional Assessment of Communication Skills (ASHA FACS) Apraxia Battery of Adults

Assessment of Intelligibility of Dysarthric Speech Boston

Diagnostic Aphasia Examination (BDAE) Boston Naming Test

Boston Assessment of Severe Aphasia (BASA) Communicative

Abilities in Daily Living (CADL) Clinical Management of Right

Hemisphere Dysfunction

Dworkin-Culatta Oral Mechanism Examination and Treatment System Discourse

Comprehension Test

Frenchay Dysarthria Assessment Dysarthria Profile

Neurosensory Center Comprehensive Examination for Aphasia (NCCEA) Aphasia

Language Performance Scales (ALPS)

Repeatable Battery for the Assessment of Neurological Status (RBANS) Revised Token Test-Adults

Reading Comprehension Battery for Aphasia

Ross Information Processing Assessment-2nd edition (RIPA-2) Scales of

Cognitive Ability in TBI (SCATBI)

Screening Test for Developmental Apraxia of Speech Western Aphasia

Battery (WAB)

Woodcock Language Proficiency Battery-R

**Therapy Materials:** Some of the materials (available for use with the adult client through the clinic Supply room) are listed below. Refer to your CSAD 221 and 218 notes and texts. Please visit the library for other readings and materials. If you have difficulty finding appropriate materials, please talk with your clinical supervisor. Remember, adults like to bring in their own materials, too. Examples include materials related to their personal history, hobbies, newspapers and magazines, recipes, maps, medications, phone book use, and more. Throughout the semester, you will be working with other Language III clinicians and their clients. Card games, board games and barrier games, etc., are adaptable across many objectives.

Color Library: Sports & Leisure Color Cards:

Sequencing

Helm Elicited Language Program for Syntax Stimulation (HELPSS) Melodic

Intonation Therapy

What's In a Square

Apraxia Program Resource (Garcia)

Attention Process Training (Sohlberg & Mateer) Visiting Nurses

Association (VNA) Binder

Dysarthria Rehabilitation (Tonkovich, Latham, Rannbow)

Easy Does it For Apraxia and Motor Planning (Strode & Chamberlain) Easy Does it

For Apraxia Preschool (Strode & Chamberlain)

LARK (Language Activity Resource Kit)

Oral-Motor Activities for School-Age Children (MacKee) Oral-Motor

Activities for Young Children (MacKee) Sourcebook for Aphasia

(Brubaker)

Speech/Language Rehabilitation (Keith)

Results for Adults: Cognition (Baker and Johnson)

The Phonemic Speech Workbook for Dysarthria Therapy (Smith) WALC: Attention,

Concentration, Memory

Workbook for Reasoning Skills (Brubaker)

Workbook for the Verbally Apraxic Adult (Richards, Fallon) Working with

Aphasic Clients (Francis & Robinson) Working with Apraxic Clients: A

Practical Guide (Huskins)

Working with Dysarthric Clients: A Practical Guide (Robertson, Thomson)

## Online Resources: CANVAS

## Course Requirements/Components:

**Students are expected** to attend class regularly and to be prepared to participate in weekly class discussions and activities. Assignments **must** be turned in or taken on the scheduled dates and times. Special circumstances may be allowed for rescheduling or make-ups given the following: (a) a compelling and/or documented medical issue **and** (b) instructor approval. If you are absent from class, you are responsible for all material covered. **Cell phones are to be turned off throughout the class period.**



Students are expected to conduct themselves in a manner that demonstrates respect for others, democratic values, understanding of an appropriate social contract, and respect for diversity. Academic dishonesty of any kind will not be tolerated and will be dealt with under established University policy. 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. Be proactive and inform the instructor when/if any difficulties arise during the semester so possible solutions can be identified.

**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.

**Structure:** The course instructor will meet weekly with all of the associated LIII Clinical Instructors. The LIII Team will discuss each week’s relevant clinical elements including (a) student performances that week, (b) the specific areas of education, training, and/or review that will most benefit the students’ clinical performance, and (c) any other issues/concerns. In summary, the content for each weekly CSAD 242C Methods class will be structured around the LIII Team weekly discussions.

**Class meetings/participation:** Lecture + discussion + observation format will be followed. Active listening and problem solving are expected. We will employ a somewhat Socratic method to facilitate critical thinking, stimulate discussion, and illuminate ideas. This means that you may be called on at random to answer questions or add to a model being presented on the board ... please be prepared! When you are listening to another student present his/her ideas, you should take notes and offer suggestions. Comments such as “I agree” or “great idea,” are okay. Substantive participation (e.g., comments that help advance the discussion, or that help develop a new angle on a problem) is considered to be far more meaningful participation. Speech-language pathology is a profession in which you need to actively problem solve at all times.

**\*\*Note:** Graduate students are expected to practice professional behavior in and outside of the classroom as well as in clinic. Unprofessional behavior in the classroom will be discussed with your clinic instructor and may negatively impact your professional behavior score in the clinical competency for Language III Clinic. In addition, any student who refuses to participate in any in-class discussion or any in-class activity will receive an automatic “0” in points for that class meeting. No exception. Finally, if any assignment is missing, then the student’s final grade will be reduced by one full letter grade for each missing assignment.

### Grading Policy:

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. In addition, any course grade below a B- must be repeated. Therefore, students 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 be used to evaluate students’ mastery of each learning outcome and the assignment of an earned grade.

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. Late or missing assignments will negatively affect the student’s grade. Final grades will be based on the total points earned for all assignments.

METHODS OF EVALUATION:		
ASSIGNMENT	POINT VALUE	DATE SCHEDULED
<b>CLASS ATTENDANCE &amp; PARTICIPATION</b> <u>Format:</u> Student will attend and participate in scheduled weekly class meetings including small/whole group discussions, active learning activities, and/or other in-class assignments.  To earn 10 points for weekly meeting, student is required to (a) participate actively in all class discussions and activities and (b) submit assigned in-class activity in Canvas, per professor's instructions. <b>Points: 10 pts/week x 15 = 150</b>	150	Students will attend and participate in each class meeting, including any individual or group activities, small group and/or whole class discussions, and any other assigned in-class activities. In-class activities may be required to be uploaded into CANVAS to earn that class meeting's attendance/participation points, per instructor's preference.
<b>CASE PRESENTATION</b> <u>Format:</u> During the semester, each student will present: <b>one</b> (1) client case presentation including relevant clinical information, integration of three (3) elements of EBP, therapy approaches and rationale, goals and rationale, resources and HEP shared with client/family, and progress towards goals. See additional instructions posted on CANVAS.  <u>Points:</u> 175 points	175	The assigned presentation schedule will be provided in Canvas.  The grading rubric and assignment will be provided on CANVAS.
<b>Dr. Brady's Recorded Lecture &amp; Activity</b> <u>Format:</u> Instead of our regular class meeting, each student will watch Dr. Brady's recorded lecture and complete the assigned worksheet activity.  Points: 175 points	175	Additional information available on CANVAS.  Due: 11/23/2025, by 11:50 p.m.
<b>REFLECTION</b> Each student will complete and submit two (2) separate, typed reflection-on-action documents that involve two separate client sessions.  <u>Points:</u> 75 points x 2	150	REFLECTION PAPER #1, Due: 9/21/2025, by 11:59 p.m.  REFLECTION PAPER #2, Due: 10/26/2025, by 11:59 p.m.  Note: The reflection template is two-sided! See Canvas for specific instructions and template.
<b>Individualized Home Exercise Program (HEP) &amp; Resource Electronic Binder</b> (1 HEP & 1 Resource Electronic Binder for each LIII client: 2 x 175=350)	350	Two (2) completed HEP/Resource binders uploaded to our CANVAS site and to your assigned CI no later than 11/23/2025, by 11:59 p.m.  See Canvas for specific instructions.
<b>Total Possible Points</b>	1000	

***\*\*If any assignment is missing, then the student's final grade will be reduced by one full letter grade for each missing assignment.***

## Grading Scale for 1000-Point System

The following grading scale will be used to assign letter grades based on the total number of points earned out of 1000 possible points.

Letter Grade	Percentage Range	Point Range (Out of 1000)
A	93–100%	930–1000
A-	90–92%	900–929
B+	87–89%	870–899
B	83–86%	830–869
B-	80–82%	800–829
C+	77–79%	770–799
C	73–76%	730–769
C-	70–72%	700–729
D+	67–69%	670–699
D	63–66%	630–669
D-	60–62%	600–629
F	Below 60%	0–599

**Clinic Absences:** Students are expected to meet all clinic appointments, including required orientations prior to sessions starting on Week 3. Unexcused absences may result in a performance improvement plan (PIP) and/or failure of the course. If a student is ill and cannot attend clinic, please contact your clients and assigned Clinical Instructor according to the instructions in the handbook. Please work with your Clinical Instructor if you need to be absent so that a plan can be made to help you achieve competency. All students should contact the clinic coordinator if you will be absent and provide a medical excuse.

## TENTATIVE Course Schedule/Outline:

*The information below is at the discretion of the individual course instructor, and may be changed at any time with prior notice to students in the course.*

<u>Week</u>	<u>Date</u>	<u>Topic</u>	<u>Time/Activities</u>
Fall	2025	Note: Topics recommended each week by CIs will <i>always</i> take precedence over pre-planned topics/activities.	Note: Subject to change, per instructor's discretion based on CI feedback.
1	8/28	<b>PREPARING FOR YOUR CLIENTS and TELEPRACTICE!</b>  <b>Bring the following information to class:</b> Client background and history Diagnosis and severity level Interview questions! Assessment ideas	<b>Bring the following to class:</b> Your laptop Assessment binders from CSAD 221  Break out groups based on Dx and severity (e.g., mild aphasia, mod cognitive-communication, etc.)
2	9/4	<b>ASSESSMENTS!</b> Informal Assessment Medical diagnosis versus SLP diagnosis Oral Mech Exam Creating a client appropriate interview, continued	<b>Bring the following information to class:</b> Your laptop Assessment plan Language Binders
3	9/11	<b>REFLECTION ON PRE-ASSESSMENT!</b> Unexpected learning Other areas to assess? How? Needs of family/significant others Possible referrals	<b>Bring the following information to class:</b> Your laptop Assessment summary, questions, concerns
4	9/18	<b>GOALS!</b> Formula for goal writing Review SMART goals Review FIMS – framework (plot your client) Long-Term Goal (“To Improve Communication”) End-of-the-Semester Goals (approximately 3-5 goals) Weekly objectives (e.g., trajectory of weekly objectives) [ <b>Note:</b> These objectives will look different than school-based objectives!!!]	<b>Bring the following to class:</b> Your laptop Initial areas for writing your clients' goals  <b>REFLECTION PAPER #1</b> <b>DUE BY 11:59 p.m. on 9/21/2025</b>
5	9/25	<b>WRITING AN ICR!</b> Review each section of the ICR Severity Ratings (see FIM) Provide an impact statement (e.g., How are the deficits impacting the client? Look at their lives premorbidly) Be sure to edit for spelling/grammar Impressions/Diagnostic Statement	<b>Bring the following to class:</b> Your laptop Your clients' assessment data Draft ICR
6	10/2	<b>THERAPY ACTIVITIES</b> EBP – definition; three parameters Using ASHA's EBP Portal – Confirming EBP! Direct intervention approaches: <ul style="list-style-type: none"> <li>• Treatment of Underlying Forms</li> <li>• Verbs Strengthening</li> <li>• Response Elaboration Training</li> <li>• Orla</li> </ul> Compensatory Strategies: <ul style="list-style-type: none"> <li>• Self-advocacy</li> </ul> Life participation approach techniques: <ul style="list-style-type: none"> <li>• Communication Partner Training for PCPs</li> </ul> Memory	<b>Bring the following to class:</b> Your laptop Client information

		<ul style="list-style-type: none"> <li>• External aids – atomic clocks, journals/calendars</li> <li>• Internal aides – visualization, repetition, association</li> </ul>	
7	10/9	<b>THERAPY ACTIVITIES, continued from last week, as needed</b> (see above)	<b><u>Bring the following to class:</u></b> Your laptop Client information
8	10/16	<b>LECTURE</b> Integrating HEP and Resources into your therapy	<b><u>Bring the following to class:</u></b> Your laptop Client information Your ideas
9	10/23	<b>LECTURE</b> History and Purpose of IPE/IPCP ASHA IPE Standards / National Policies History of Healthcare	<b><u>Bring the following to class:</u></b> Client Summary Questions/concerns Your laptop <b>REFLECTION PAPER #2</b> <b>Due: 10/26/2025, by 11:59 p.m.</b>
10	10/30	<b>LECTURE</b> Uniprofessional Identity versus Interprofessional Identity How to Identify and Determine: Resource Binders & Home Exercise Program (HEP) Preparing for Client Presentations	<b><u>Bring the following to class:</u></b> Your laptop
11	11/6	<b>CLIENT PRESENTATIONS (n=20 students total)</b> Student presentation schedule posted on CANVAS Students #1-5	<b><u>Bring the following to class:</u></b> Client Summary Your laptop
12	11/13	<b>CLIENT PRESENTATIONS, continued</b> Student presentation schedule posted on CANVAS Students #6-10	<b><u>Bring the following to class:</u></b> Your laptop Presentation, if applicable
13	11/20	<b>Interprofessional Lecture: Dr. Deb Brady</b> “Understanding Lab Values & Vital Signs”	<b><u>ALTERNATIVE MEETING:</u></b> WATCH: Dr. Brady’s lecture is recorded and available on Canvas Assignment: Available on CANVAS <b>Due: 11/23/2025, by 11:59 p.m.</b>  <b>Two HEP/Resource BINDERS are uploaded into our CANVAS site and to your assigned CI, no later than 11/23/2025, by 11:59 p.m.</b>
14	11/27	<b>THANKSGIVING</b>	<b>NO CLASS MEETING</b>
15	12/4	<b>CLIENT PRESENTATIONS, continued</b> Student presentation schedule posted on CANVAS Students #11-15  This is “Dead Week.” Conduct make-up sessions, as necessary.	<b><u>Bring the following to class:</u></b> Your laptop Presentation, if applicable
16	12/11	<b>FINAL EXAM WEEK – PER UNIVERSITY SCHEDULE</b> Student presentation schedule posted on CANVAS Students #16-20	<b><u>Bring the following to class:</u></b> Your laptop Presentation, if applicable

# 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.

As Hornets, we will:

- Promote an inclusive campus and community
- Listen and respect each other's thoughts, interests, and views Value diversity and learn from one another
- Engage daily with mutual trust, care, and integrity
- Support a culture of honor and adhere to campus policies for honesty, ethics, and conduct
- Be proud to be Sac State Hornets.

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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 and Education Equity Programs: <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 242C Methods: Language Disorders III

### 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: receptive and expressive language disorders (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities (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 receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities.
- 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: biological bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: neurological bases of human communication.
- 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: linguistic bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: cultural bases of human communication differences.