California State University, Sacramento

Department of Communication Sciences and Disorders

GRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Spring 2026	Course: CSAD 242C Methods: Language Disorders III	Section: #01 Course ID # 165176 Class # 32762
Meeting Days: Tuesdays	Meeting Times: 2:00 – 2:50 p.m.	Location: Folsom Hall Room # 2206B
Instructor: Dr. Darla K. Hagge, CCC-SLP	Email: hagge@csus.edu	Phone: 916/278-6695, office 714/749-2799, cell phone

Office Location: Folsom Hall CSAD Department Office #2405	Office Hours/Appointments:		
	Day	**Start Time**	**End Time**
	Monday	11:00 a.m. 01:00 a.m.	12:00 p.m. 02:00 p.m.
	Wednesday	01:00 p.m.	02:00 p.m.
	Contact professor by email or text for immediate/unscheduled appointment.		

**Date of last syllabus revision: 01/07/2026

Catalogue Course Description:

CSAD 242C.   Methods: Language Disorders III.   1 Unit

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.

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

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.

Learning Outcomes	Assessment Measures	Points Possible	Points Received
1-12	Methods Class Attendance and Participation	160	
4, 7	Dr. Brady's Guest Lecture & Assignment	40	
1-12	Case Presentation	100	
1-12	Reflection	200	
1-12	Home Exercise Program (HEP) & Resource Notebook – one for each client	200	

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 discussionsand activities. Assignments **must** be turned in or taken on the scheduled dates and times. 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. 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 anykind 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 challengesto 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 semesterso possible solutions can be identified.

Attendance: This course involves verbal interaction/discussion among the students, the instructor, and possibleguest presenters. You cannot really "get" what was covered in class via classmates' notes. Class attendance and participation are necessary to maintain your grade. Students should report absences or late arrivals (due to emergency and/or medical issues only) to the instructor in person or via voice mail or email *prior to class meeting* (not via text messages).

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 well 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.

TWO (**2) unexcused absences will result in your final grade dropping one letter grade.**
Successful completion of a graduate internship or working as a speech-language pathologist requires being present, arriving on time, and being prepared. Practicing those skills now will prepare you for the expectations ofthis 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.

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 studentpresent 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 anautomatic "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, Proceduresand 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. Theinstructor 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'sgrade. Final grades will be based on the total points earned for all assignments.

Use of Artificial Intelligence (AI) in This Course

For some of the assignments in this course, you are welcome to use generative artificial intelligence (Ai) models (Poe.com, You.com, Copilot, ChatGPT-o, DALL-E-3, Claude, Bard, Perplexity, etc.) with correct acknowledgment (you can ask the AI to cite itself in APA7 to help you). However, you should note that all large language models, image generators, and chatbots have a tendency to locate incorrect facts and submit them as fact, make incorrect citations, perpetuate biases, create offensive products, and may violate copyright. Therefore, be sure that you consider ethical AI usage, data privacy and security, addressing potential biases in AI algorithms, and appropriately balance technology with human interaction as you will be responsible for any inaccurate, biased, offensive, or unethical content you submit, regardless of its orgin (you or the AI).

AI tools should support, not replace, your learning. Think critically about all of your assignments but particularly if you choose to use AI. AI should enhance learning, not substitute critical thinking and knowledge construction.

Note: For this course, use of AI is entirely voluntary and optional.

Artificial intelligence (AI) tools and generative AI platforms (such as ChatGPT, DALL·E, Bard, Copilot, and similar technologies) are increasingly discussed within the field of speech-language pathology, including professional publications such as ASHA practice guidance documents (see reference list below). These discussions acknowledge that AI has potential benefits for clinical efficiency, such as supporting documentation, generating educational materials, and organizing information, when used ethically and responsibly. At the same time, ASHA emphasizes that AI does not replace clinical expertise, professional judgment, or the human elements of client-centered care.

In this graduate-level speech-language pathology course, AI is recognized as a tool that may support learning and professional preparation when used intentionally, transparently, and in alignment with course objectives. This course includes examination of the ethical and functional use of AI in clinical and academic contexts, including discussion of its benefits, limitations, and risks.

Because the learning goals of this course emphasize development of independent theoretical knowledge, clinical reasoning, and ethical decision-making, the use of generative AI to generate, revise, or paraphrase work submitted for grading is **permitted only when explicitly authorized by the instructor for a defined purpose**. When AI use is permitted, students must (a) disclose the nature and extent of AI use, (b) ensure that submitted work reflects their own analysis and professional judgment, and (c) verify the accuracy and appropriateness of any AI-assisted content.

If you use an AI model, its contribution **must be cited** ACCURATELY AND INCLUDE all of the following:
- The exact prompt(s) you entered into the AI tool
- A description of how the AI tool was used, including what type of assistance it provided (e.g., brainstorming, outlining, generating examples)
- Whether you asked follow-up questions or iterative prompts, and how those interactions influenced the final submission

The following are a few examples of ways to integrate AI appropriately into assistance with therapy activities:
- Create a list of words (containing X number of letters and/or X number of syllables) that are related to a client's personal hobbies and/or interests (e.g., college football, freshwater fishing, knitting, traveling in Western United States)
- Generate a list of words that (a) are highly relevant to client and (b) fit the required parameters for VNeST aphasia therapy
- Generate conversational topics for adult group activities based on the number, ages, and interests of the members
- Generate "ice breaker" topics and/or activities for adult group activities based on the number, ages, and interests of the members

Do feel free to look at the following **AI Frameworks** for guidance, if desired:

1. AIEd Framework (AIK12, 2019) The Artificial Intelligence (AI) for K-12 initiative 5 https://ai4k12.org/
2. Long & Magerko's (2020) Framework (5 comps, 15 design, 17 lit) https://dl.acm.org/doi/10.1145/3313831.3376727
https://olj.onlinelearningconsortium.org/index.php/olj/article/view/4426/1363
Student Frameworks:
3. ISTE's (2022) International Society for Technology in Education 7 standards using AI to become https://iste.org/standards

Caution: Students must not enter any personally identifiable information, protected health information, or other sensitive data into AI tools, recognizing that most AI platforms are **not HIPAA compliant**. Use of AI to produce or revise work that is presented as the student's own without disclosure or instructor approval constitutes academic misconduct and will be addressed under university academic integrity policies.

ASHA References Regarding Use of AI

American Speech-Language-Hearing Association. (2023). Generative artificial intelligence for clinicians. https://www.asha.org/practice/generative-artificial-intelligence-for-clinicians/

American Speech-Language-Hearing Association. (2023). AI considerations for CSD professionals. https://www.asha.org/practice/generative-artificial-intelligence-for-clinicians/ai-considerations-for-csd-professionals/

American Speech-Language-Hearing Association. (2023). Supporting evidence-based practice with AI. https://www.asha.org/practice/generative-artificial-intelligence-for-clinicians/supporting-evidence-based-practice-with-ai/

The ASHA Leader. (2023). Artificial intelligence and speech-language pathology: Opportunities and cautions. https://leader.pubs.asha.org/

METHODS OF EVALUATION:		
ASSIGNMENT	**POINT VALUE**	**DATE SCHEDULED**
CLASS ATTENDANCE & PARTICIPATION <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. <u>**Points: 10 pts/week x 17 = 170**</u>	170	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.
CASE PRESENTATION <u>Format:</u> During the semester, each student will present: **one** (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> 90 points	90	The grading rubric and assignment instructions will be posted in CANVAS. The assigned presentation schedule will also be provided in CANVAS.
Dr. Brady's Recorded Lecture & Activity <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: 40 points	40	Additional information available on CANVAS. Due: 3/15/2026, by 11:50 p.m.
REFLECTION Each student will complete and submit two (2) separate, typed reflection-on-action documents that involve two separate client sessions. <u>Points:</u> 100 points x 2	200	REFLECTION PAPER #1, Due: 2/22/2026, by 11:59 p.m. REFLECTION PAPER #2, Due: 3/22/2026, by 11:59 p.m. Note: The reflection template is two-sided! See Canvas for specific instructions and template.
Individualized Home Exercise Program (HEP) & Resource Electronic Binder (1 HEP & 1 Resource Electronic Binder for each LIII client: 2 x 100=200)	200	Two (2) completed and signed HEP/Resource Checklist by clinical instructor uploaded to CANVAS no later than 4/19/2026, by 11:59 p.m. See Canvas for specific instructions.
Total Points	700	

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

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)**
Accountability:		
•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).	• Comply with all HIPAA and FERPA requirements. • Comply with all of ASHA's code of ethics.	**This Course:** • Maintaining client confidentiality throughout the semester **The Program:** • Clinic Orientation • Internship Orientation • Professional Development Series • Interprofessional Education (IPE) Learning Experiences • All CSU Compliance Trainings, completed by the end of the first week of the semester
• Differentiate service delivery models based on practice sites (e.g., hospital, school, private practice).	• Demonstrate understanding of SLP service differences between employment settings. • Demonstrate understanding of differences between levels of care in medical SLP services.	**This Course:** • Identify clinical goals and services appropriate for a community/university-based clinic. • Identify client needs across the healthcare continuum through course discussions, reflections, etc. **The Program**: • Clinic Orientation • Internship Orientation • Professional Development Series • Interprofessional Education (IPE) Learning Experiences
• Demonstrate an understanding of the effects of their actions and make appropriate changes as needed.	• 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.	**This Course:** • Maintain professional behaviors with peers, faculty, staff, clients/families, etc. including but not limited to preparedness for meetings and therapies, provision of patient-centered goals and services, care and maintenance of clinic rooms, etc. **The Program**: • Clinic Orientation • Internship Orientation • Professional Development Series • Interprofessional Education (IPE) Learning Experiences
• Explain the health care and education landscapes and how to facilitate access to services in both sectors.	• Demonstrate understanding and ability to advocate for clients/loved ones across the lifespan.	**This Course:** • Provide referrals for clients to outside agencies, professionals, and resources as needed.

	• Educate and facilitate client/family self-advocacy knowledge and skills.	• Educate and model advocacy (and self-advocacy) for clients **The Program:** • Clinic Orientation • Internship Orientation • Professional Development Series • Interprofessional Education (IPE)Learning Experiences
Effective Communication Skills		
• Demonstrate the ability to communicate in a responsive and responsible manner with clients/patients/students, communities, and interprofessional team colleagues and other professionals.	• Demonstrate active listening skills, respect, and understanding of multiple perspectives in all written and/or oral communications. • Respond to others in a timely, thoughtful, considerate, reflective, and respectful manner.	**This Course:** • Demonstrate professional and appropriate communication skills during each class session and with all communications (in any format) outside of class. **The Program:** • Clinic Orientation • Internship Orientation • Professional Development Series • Interprofessional Education (IPE) Learning Experiences
Evidence-Based Practice		
• Access and critically evaluate information sources, apply information to appropriate populations, and integrate evidence in provision of speech-language pathology services.	• Identify, discuss, use, and integrate EBP into all aspects of clinical work and plan of care including assessments, therapeutic approaches, goals, education, counseling, etc..	**This Course:** • Will provide EBP with all assigned clients • Will discuss purposeful integration of EBP during client presentation **The Program:** • Clinic Orientation • Internship Orientation • Professional Development Series • Interprofessional Education (IPE) Learning Experiences
Professional Duty		
• 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.	• Understand the role that an SLP performs in all clinical services • 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.	**This Course:** • Identify role of SLP across continuum of care during class discussions. **The Program:** • Clinic Orientation • Internship Orientation • Professional Development Series • Interprofessional Education (IPE) Learning Experiences
• 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.	• Identify the four domain areas of IPE (CERT). • Recognize and model respect, teamwork, collaboration, and professionalism with other disciplines. • Educate and advocate for the profession with other disciplines during all interactions.	**This Course:** • Will refer clients to other professional disciplines, as appropriate. **The Program:** • Clinic Orientation • Internship Orientation • Professional Development Series • Interprofessional Education (IPE) Learning Experiences
• Demonstrate knowledge of the roles and importance of individual and	• Understand and perform the role of an advocate	**This Course:**

collective (e.g., local, national organizations) advocacy for clients/patients/students' right to care.	• Advocate at all levels for those that our profession serves.	• Will provide advocacy information/resources to clients, as appropriate. **The Program:** • Clinic Orientation • Internship Orientation • Professional Development Series • Interprofessional Education (IPE) Learning Experiences
• Demonstrate knowledge of the role of clinical teaching and clinical modeling as well as supervision of students and other support personnel.	• Understand, acknowledge, respect, and learn from clinical instructors and supervisors. • Model and perform professionalism when interacting with all clinic assistants and staff.	**This Course:** • Will understand clinical modeling from methods instructor and assigned CI, as appropriate. • Will demonstrate use of clinical modeling with clients as evidenced by class discussion and written reflections. **The Program:** • Clinic Orientation • Internship Orientation • Professional Development Series • Interprofessional Education (IPE) Learning Experiences

Letter grades are assigned according to the following scores:

Letter Grade	Percentage	Performance
A	93-100%	Excellent Work
A-	90-92%	Nearly Excellent Work
B+	87-89%	Very Good Work
B	83-86%	Good Work
B-	80-82%	Mostly Good Work
C+	77-79%	Above Average Work
C	73-76%	Average Work
C-	70-72%	Mostly Average Work
D+	67-69%	Below Average Work
D	60-66%	Poor Work
F	0-59%	Failing Work

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 out so that a plan can be made to help you achieve competency. All students should contact Dr. Abendroth if you will be absent at abendroth@csus.edu 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> **Spring**	<u>Date</u> **2026**	<u>Topic</u> Note: Topics recommended each week by CIs will *always* take precedence over pre-planned topics/activities.	<u>Time/Activities</u> Note: Subject to change, per instructor's discretion based on CI feedback.
1	1/27	**PREPARING FOR YOUR CLIENTS** **Bring the following information to class:** Client background and history Diagnosis and severity level Interview questions! Assessment ideas	<u>**Bring the following to class:**</u> Your laptop Assessment binders from CSAD 221 Break out groups based on Dx and severity (e.g., mild aphasia, mod cognitive-linguistic, etc.)
2	2/3	**ASSESSMENTS!** Medical diagnosis versus SLP diagnosis Informal assessments Creating a client appropriate interview Oral peripheral examination	<u>**Bring the following information to class:**</u> Your laptop Assessment plan Language Binders
3 <mark>Clinic Begins!</mark>	2/10	**ORAL REFLECTION ON PRE-ASSESSMENT!** Unexpected learning Other areas to assess? How? Needs of family/significant others Possible referrals	<u>**Bring the following information to class:**</u> Your laptop Assessment summary, questions, concerns
4	2/17	**GOALS!** 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) [**Note**: These objectives will look different than school-based objectives!!!]	<u>**Bring the following to class:**</u> Your laptop Initial areas for writing your clients' goals
5	2/24	**WRITING AN ICR!** 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	<u>**Bring the following to class:**</u> Your laptop Your clients' assessment data Draft ICR **REFLECTION PAPER #1 DUE BY 11:59 p.m. on 2/22/2026 in CANVAS**

6	3/03	**THERAPY ACTIVITIES**
		EBP – definition; three parameters
		Using ASHA's EBP Portal – Confirming EBP!
		Direct intervention approaches:
		  • Treatment of Underlying Forms
		  • Verbs Strengthening
		  • Response Elaboration Training
		  • Orla
		Compensatory Strategies:
		  • Self-advocacy
		Life participation approach techniques:
		  • Communication Partner Training for PCPs
		Memory
		  • External aids – atomic clocks, journals/calendars
		  • Internal aides – visualization, repetition, association
			<u>**Bring the following to class:**</u>
			Your laptop
			Client information

7	3/10	**THERAPY ACTIVITIES, continued** **from last week, as needed** (see above)	<u>**Bring the following to class:**</u> Your laptop Client information
8	3/17	**Interprofessional Lecture: Dr. Deb Brady** "Understanding Lab Values & Vital Signs" **CSHA Convention**	Dr. Brady's lecture is recorded and available on Canvas Assignment: Available on CANVAS Due: 3/15/2026, by 11:59 p.m.
9	3/24	****Spring Break****	
10	3/31	****Holiday – Cesar Chavez, No Classes on this Day!****	
11	4/7	**ASSIGNMENT DISCUSSION** How to Identify and Determine: Resource Binders & Home Exercise Program (HEP) Preparing for Client Presentations **LECTURE** History and Purpose of IPE/IPCP ASHA IPE Standards / National Policies History of Healthcare Uniprofessional Identity versus Interprofessional Identity	<u>**Bring the following to class:**</u> Client Summary Questions/concerns Your laptop **REFLECTION PAPER #2 DUE BY 11:59 p.m. on 3/22/2026 in CANVAS**
12	4/14	**LECTURE** Integrating HEP and Resources into your therapy for both clients Continued from above, as needed	<u>**Bring the following to class:**</u> Your laptop Client information and needs Your ideas **Two HEP/Resource Grading Forms (for both clients) are dated and signed by CI, and both BINDERS are uploaded into CANVAS no later than 4/19/2026 by 11:59 p.m.**
13	4/21	**LECTURE** Integrating HEP and Resources into your therapy for both clients	<u>**Bring the following to class:**</u> Your laptop Client information and needs Your ideas
14	4/28	**CLIENT PRESENTATIONS (n=18 students total)** Student presentation schedule posted on CANVAS Students #1-6	<u>**Bring the following to class:**</u> Your laptop Presentation, if applicable
15	5/5	**CLIENT PRESENTATIONS, continued** Students #7-12	<u>**Bring the following to class:**</u> Your laptop Presentation, if applicable
16	5/12	**CLIENT PRESENTATIONS, continued** Students #13-18 This is "Dead Week." Conduct make-up sessions, as necessary.	<u>**Bring the following to class:**</u> Your laptop Presentation, if applicable
17	5/19	**FINAL EXAM WEEK – PER UNIVERSITY SCHEDULE** **Finish client presentations and any other course assignments,** **as needed.**	<u>**Bring the following to class:**</u> Your laptop Presentation, if applicable

Hornet Honor Code

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.

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: 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.

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. Prefer 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.

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** Additional information can be found on the DAC website: https://www.csus.edu/student-affairs/centers-programs/disability-access-center/

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/

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 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: https://www.csus.edu/student-life/health-counseling/counseling/
Campus Confidential Advocate Email: weave@csus.edu
On Campus Phone Number: 916-278-5850 (during business hours)
WEAVE 24/7 Hotline: 916-920-2952

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
SMART Thinking (tutoring resource): https://www.csus.edu/student-affairs/centers-programs/degrees-project/_internal/_documents/smarthinking.pdf

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

ASHA Knowledge And Skills Acquisition (KASA) tracking for courses and clinics in the MS program can be found online in the student's CALIPSO account.

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 difference.