



California State University, Sacramento

Department of Communication Sciences and Disorders

GRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Fall 2026	Course: CSAD 229A Practice: Speech Disorders I.	Sections: 01-05
Meeting Days: TBD	Meeting Times: TBD	Location: As scheduled in the Maryjane Rees Language, Speech and Hearing Center Clinic
Instructor: Lauren Cook Donna Northcutt Shawna Brown Marianne Richardson	Email: lauren.cook@csus.edu shauna.brown@csus.edu donna.northcutt@csus.edu richardson@csus.edu	Phone: See Clinical Instructor (CI) for contact information
Office Location: Folsom Hall	Office Hours/Appointments: As scheduled	

Catalogue Course Description:

CSAD 229A. Practice: Speech Disorders I.

2 Units

Prerequisite(s): Instructor permission

Corequisite(s): CSAD 228A

Term Typically Offered: Fall, Spring

Supervised clinical practice emphasizing articulation and phonological disorders, and phonological difficulties associated with English as a second language (ESL). Clients may include both children and adults.

Other Requirements:

1. GPA in prerequisite speech-language pathology courses of 3.00 or better.
2. Grades of C or better in all courses taken in the major.
3. Be concurrently enrolled in CSAD 228A.
4. Passing of speech and language screening required by Department.
5. Passed Department background check.
6. Completion of a TB test and the three-shot hepatitis (HBV) series of vaccinations.

Place of Course in Program

This course will generally be taken by students during their first semester of the graduate program and is considered to be the entry level clinical practicum course. CSAD 228A, a methods course, must be taken concurrently with this course. Each clinician/graduate student will be assigned two clients for whom they are responsible for a 12 to 14-week clinical semester. One client will be a child client with a speech sound disorder and the other will be an adult

speaking English as a second language. While the practicum's focus is speech sound disorders, this may be modified to meet the needs of the client.

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

Course Learning Outcomes:

Upon completion of this course, students will demonstrate clinical competency in the following areas when working with clients exhibiting speech sound disorders (including residual speech sound errors, phonological disorders, childhood apraxia of speech, compensatory speech errors secondary to cleft palate, etc.) and when working with clients seeking elective accent modification services in the areas of:

1. Evaluation
2. Intervention
3. Writing
4. Interaction and Personal Qualities (Professional Behavior)

Course learning outcomes will be assessed through midterm and final CALIPSO clinical competencies, discussed below.

Students are expected to:

1. Demonstrate knowledge of typical developmental milestones from birth to 22.
2. Demonstrate knowledge of speech/language development/disorders across the range of disabilities and in special populations as designated in this clinic.
3. Design, plan, and carry out speech/language assessments using:
 - a. Standardized measures
 - b. Non-standardized measures (i.e. speech/language samples)
 - c. Case history, including interviews and review of client files.
4. Interpret and apply assessment information to design a treatment program, including:
 - i. Obtaining a baseline of client performance
 - ii. Goal-setting
 - iii. Choosing appropriate intervention techniques for the client and his or her goals.
5. Discuss assessment findings and treatment programming with client/caregiver with special attention to culturally and linguistically diverse (CLD) client profiles.
6. Implement the treatment plan, including:
 - a. Developing daily objectives/lesson plans to achieve goals
 - b. Collecting data in a structured and organized manner
 - c. Developing and maintaining positive rapport with client
 - d. Effectively using behavioral intervention strategies as needed.
7. Maintain professional and ethical behaviors with the client, caregiver, other professionals and paraprofessionals, and clinical instructor.
8. Write clear, concise, and clinically accurate initial case (ICR) and final case (FCR) reports, implementing feedback from peers and clinical instructors.

9. Demonstrate written communication skills needed to document the performance and progress of students (CTC Standard 7, Introduce, Practice)
10. Attend weekly conferences with the assigned clinical instructor.
11. Aiming to complete a minimum of 30 total hours of client contact, including at least 4 hours in assessment.

Expected Learning Outcomes (ELO)

CSAD 229A Practice: Speech Disorders I.

Expected Learning Outcomes (ELO) 1

Upon completion of this course, students will demonstrate clinical competency in evaluation when working with clients exhibiting speech sound disorders (including residual speech sound errors, phonological disorders, childhood apraxia of speech, compensatory speech errors secondary to cleft palate, etc.) and when working with clients seeking elective accent modification services.

Expected Learning Outcomes (ELO)2

Upon completion of this course, students will demonstrate clinical competency in intervention when working with clients exhibiting speech sound disorders (including residual speech sound errors, phonological disorders, childhood apraxia of speech, compensatory speech errors secondary to cleft palate, etc.) and when working with clients seeking elective accent modification services.

Expected Learning Outcomes (ELO) 3

Upon completion of this course, students will demonstrate clinical competency in writing when working with clients exhibiting speech sound disorders (including residual speech sound errors, phonological disorders, childhood apraxia of speech, compensatory speech errors secondary to cleft palate, etc.) and when working with clients seeking elective accent modification services.

Expected Learning Outcomes (ELO)4

Upon completion of this course, students will demonstrate clinical competency in interaction and personal qualities (professional behavior) when working with clients exhibiting speech sound disorders (including residual speech sound errors, phonological disorders, childhood apraxia of speech, compensatory speech errors secondary to cleft palate, etc.) and when working with clients seeking elective accent modification services.

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 Academic Performance Improvement Plan (A-PIP) or Clinical Performance Improvement Plan (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.	<u>This Course:</u> • Review client charts and share information while abiding to HIPAA and FERPA <u>The Program:</u> • 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.	<u>This Course:</u> • Readings • Discussions & activities in class <u>The Program:</u> • 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.	<u>This Course:</u> • Readings • Discussions & activities in class <u>The Program:</u> • 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.	<u>This Course:</u> • Readings • Discussions & activities in class

	Educate and facilitate client/family self-advocacy knowledge and skills.	<u>The Program:</u> - 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.	<u>This Course:</u> - Readings - Discussions & activities in class <u>The Program:</u> - 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..	<u>This Course:</u> - Readings - Discussions & activities in class <u>The Program:</u> - 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.	<u>This Course:</u> - Readings - Discussions & activities in class <u>The Program:</u> - Clinic Orientation - Internship Orientation - Professional Development Series - Interprofessional Education (IPE) Learning Experiences
Demonstrate knowledge of the roles and importance of	Identify the four domain areas of IPE (CERT).	<u>This Course:</u> Readings

interdisciplinary/interprofessional assessment and intervention and be able to interact and coordinate care effectively with other disciplines and community resources.	- Recognize and model respect, teamwork, collaboration, and professionalism with other disciplines. - Educate and advocate for the profession with other disciplines during all interactions.	- Discussions & activities in class <u>The Program:</u> - Clinic Orientation - Internship Orientation - Professional Development Series - Interprofessional Education (IPE) Learning Experiences
Demonstrate knowledge of the roles and importance of individual and collective (e.g., local, national organizations) advocacy for clients/patients/students' right to care.	- Understand and perform the role of an advocate - Advocate at all levels for those that our profession serves.	<u>This Course:</u> - Readings - Discussions & activities in class <u>The Program:</u> - 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.	<u>This Course:</u> - Readings - Discussions & activities in class <u>The Program:</u> - Clinic Orientation - Internship Orientation - Professional Development Series - Interprofessional Education (IPE) Learning Experiences

Textbooks and Materials:

There are no required textbooks for this course. CIs will assign reading material either from articles available through the library, ASHA resources, textbooks, or materials provided directly to the student. There are required readings for the methods class, CSAD 229A, for which the student is responsible. The student is encouraged to utilize these resources when planning assessment and treatment plans for clients.

Online Resources:

There are no required online resources for this class, but students will be required to check their Saclink email daily.

Course Requirements/Components:

Written Assignments: All students are required to complete daily paperwork for each session, lesson plans/SOAP notes in accordance to individual CI due dates, the initial case report, and the final case report. In some circumstances, students will also be expected to prepare additional documents, such as providing session data in tables, or writing referrals to other providers. Materials will be submitted online via Canvas.

In-Session Observation: All students are supported at a minimum of a 1:4 instructor-to-student ratio. The CI will provide written feedback on every session, which the student is to read and respond to. In addition, the CI will

provide oral feedback before, during, and/or after sessions. The CI may enter clinical sessions in order to model a technique or to facilitate a discussion.

Midterm and Final Competencies: Students will be provided with a current grade in the course twice during the semester. Midterm and final competency ratings cover the four areas of clinical practice and are completed in the CALIPSO software. Midterm competencies ratings are used to provide students with feedback using a graded standard. Your final competencies will be your semester grade, not an average of the two ratings.

Meetings with Clinical Instructors: Students are expected to attend all meetings with CI, arriving prepared and ready to discuss clients. It is inappropriate for students to be late, unprepared, to have failed to read assigned materials or turn in assigned activities or assignments late. Students have the right to request individual meetings or additional meetings with their CIs.

Hours Log: Students are expected to maintain their own log of hours, to be approved by the CI. If you do not believe you are on track to complete the required hours for this clinic, please speak to both your clinical instructor and the Clinic Coordinator.

Grading Policy:

A passing grade for clinic performance is based on the Final Clinical Competency Form. You should review this form BEFORE clinic starts so that you are aware of all items that will become part of your formative and summative assessment for this clinic. The Clinical Competency form will be completed by your clinical instructor at midterm and at final, but it is the **final** Clinical Competency Report on which your clinic grade is based. The Clinical Competency Form is separated into four (4) general competency categories: Writing, Assessment, Treatment, and Professional Behavior. Each general competency area consists of numerous individual line items.

A passing grade for each clinic is a B- or higher. A passing grade is obtained by achieving a rating of 4.0 or better on the average combined score of the 4 general competency categories, provided that the student achieves; (a) an average rating of 4.0 or better for **each** of the 4 general competency categories **and** (b) a minimum score of 3.0 on **all** individual competency line items. **Therefore, any student receiving (a) a rating of 2.99 or less on any one (or more) specific line item or (b) a rating of 3.99 or less for a competency category will not pass the clinic, even if their average combined score of the 4 general competency categories is a B- or higher. In such cases, a grade of C+ will be given for the clinic.**

Letter grades will be based upon the following:

SCORE	GRADE	DESCRIPTION
4.65 - 5.00	A	<u>Exceeds Performance Expectations</u> (Minimum assistance required) - Clinical skill/behavior well-developed, consistently demonstrated, and effectively implemented - Demonstrates creative problem solving - Clinical Instructor consults and provides guidance on ideas initiated by student
4.50 - 4.64	A-	
4.35 - 4.49	B+	<u>Meets Performance Expectations</u>
4.15 - 4.34	B	(Minimum to moderate assistance required) - Clinical skill/behavior is developed/implemented most of the time, but needs continued refinement or consistency - Student can problem solve and self-evaluate adequately in-session - Clinical Instructor acts as a collaborator to plan and suggest possible alternatives
4.00 - 4.14	B-	
3.85 - 3.99	C+	<u>Needs Improvement in Performance</u> (Moderate assistance required)

SCORE	GRADE	DESCRIPTION
		- Inconsistently demonstrates clinical skill/behavior - Student's efforts to modify performance result in varying degrees of success - Moderate and ongoing direction and/or support from Clinical Instructor required to perform effectively
3.65 – 3.84	C	
3.50 – 3.64	C-	
3.35 – 3.49	D+	<u>Needs Significant Improvement in Performance</u> (Maximum assistance required) - Clinical skill/behavior is beginning to emerge, but is inconsistent or inadequate - Student is aware of need to modify behavior, but is unsure of how to do so - Maximum amount of direction and support from clinical Supervisor required to perform effectively.
3.15 – 3.34	D	
3.00 – 3.14	D-	
1.00 – 2.99	F	<u>Unacceptable Performance</u> (Maximum assistance is not effective) - Clinical skill/behavior is not evident most of the time - Student is unaware of need to modify behavior and requires ongoing direct instruction from Clinical Instructor to do so - Specific direction from Clinical Instructor does not alter unsatisfactory performance

CSUS Grading Policy

The CSUS Grading Policy (Policy# 11476953) can be found at:
<https://sacramentostate.policystat.com/policy/11476953/latest>

Attendance Policy

Attendance: Prompt attendance at clinic treatment sessions is required at all times. Any missed assessment or treatment sessions must be made up during the week between the end of clinic and finals week and with the approval of your clinical instructor. A clinical instructor must be supervising your sessions at all times.

Course Policies/Procedures:

1. Paperwork: Submission of the Initial Case Report, revised Initial Case Report, and Final Case Report are required. Failure to submit case reports in a timely fashion will result in failure of the Writing and/or Professional Behavior competencies. In addition, graduate clinicians are expected to submit weekly lesson plans, SOAP notes, and/or reflective journaling as indicated by the Clinic Coordinator and Clinical Instructors. A final case report (FCR) is required. Please see your CI for more information.
2. Clinical Instructors: Your clinical instructor and your therapy times have been assigned to you by the scheduling office. No change to your schedule may be made without the approval of the Clinic Coordinator.

Your Clinical Instructors are required to meet with you on a weekly basis. Those meetings may be individual or group conferences to discuss clients and assessment/treatment plans. Attendance at these conferences is mandatory. If you have concerns that your clinical development is not being adequately addressed, you should first talk with your clinical instructor. If you remain concerned, speak with the Clinic Coordinator.

General Clinic Policies:

1. Clinic Handbook: A Clinic Handbook will be provided to you at the start of the semester. You are responsible for following the policies and procedures described in the Clinic Handbook. You are expected to have read the clinic handbook prior to the first day of clinic.
2. Video Recordings: Video Recordings of clients MUST remain in the clinic. Recordings may not be taken home. A violation of this policy will result in the student receiving a failing grade in the clinic. Only the CORS system may be used for video recording. (See 2 Clinic Handbook sections titled “Digital Recordings of Clients”).
3. Audio Recordings: Audio Recordings of clients are allowed on personal devices with client permission and as long as they do not contain client protected health information (PHI), including names. Do not record entire sessions. Students may NOT record conferences with their clinical instructors without express permission. (See 2 Clinic Handbook sections titled “Digital Recordings of Clients”).

ASHA Code of Ethics Statement: As a future clinician, it is expected that you will follow the Sacramento State Commitment to Integrity (see additional information) as well as the American Speech Language Hearing Association (ASHA) Code of Ethics. The four Principles of Ethics form the underlying philosophical basis for the Code of Ethics and are reflected in the following areas:

- (I) responsibility to persons served professionally and to research participants, both human and animal;
- (II) responsibility for one's professional competence
- (III) responsibility to the public; and
- (IV) responsibility for professional relationships.

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.

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. 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.

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://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>

StudyMate (tutoring resource): Available in the course CANVAS site

TENTATIVE Course Schedule/Outline:

TENTATIVE CLINIC SCHEDULE AND EXPECTATIONS (VERIFY SPECIFIC DATES WITH YOUR CLINICAL INSTRUCTOR)

(For additional information, please see the

(a) Student Clinic Handbook or the

(b) Student Clinic Handbook, Clinical Instructor edition

Date	Expectations	
Week	Student Will:	Clinical Instructor Will:
Weeks 1 & 2	Clients assigned. Please read client file. Make appointment with clinic Clinical Instructor to plan first sessions and develop assessment plan. Set up weekly meetings. These may be conducted in group format at the discretion of the Clinical Instructor, but you, or your Clinical Instructor, may request an individual meeting at any time. Begin writing your initial case report following the provided template.	Meet with each student individually. Set up weekly meetings. These may be conducted in group format at the discretion of the Clinical Instructor, but you, or the Clinical Instructor, may request an individual meeting at any time. Confirm Assessment Plan with student clinician.
Week #3 (first week of clinic)	Submit Lesson Plans based on template provided. First week of clinic. Conduct parent/caregiver interview. Have the parent/caregiver (or client, in the case of accent modification clients) sign all required forms. Conduct assessments as appropriate. Prepare for and meet with Clinical Instructor.	Introduce paperwork (lesson plans, SOAP notes, etc). Provide supervision and written feedback. Instruct/model techniques as necessary. Meet with student clinician.
Week #4	Submit Lesson Plans and/or SOAP Notes as indicated by clinical instructor. Conduct assessments as appropriate. Develop semester goals and objectives. Chart baseline behaviors as appropriate. Prepare for and meet with Clinical Instructor	Provide supervision and written feedback. Instruct/model techniques as necessary. Meet with student clinician.
Week #5	Submit Lesson Plans and/or SOAP Notes as indicated by clinical instructor. Develop treatment plan with Clinical Instructor. Continue work on Initial Case Report. Prepare for and meet with Clinical Instructor.	Provide supervision and written feedback. Instruct/model techniques as necessary. Meet with student clinician. Confirm expectations for Initial Case Report.
Week #6	Submit Lesson Plans and/or SOAP Notes as indicated by clinical instructor. Develop treatment plan and begin therapy. Prepare for and meet with Clinical Instructor. Provide supervision and written feedback. Instruct/model techniques as necessary.	

TENTATIVE CLINIC SCHEDULE AND EXPECTATIONS
(VERIFY SPECIFIC DATES WITH YOUR CLINICAL INSTRUCTOR)

(For additional information, please see the

(a) Student Clinic Handbook or the

(b) Student Clinic Handbook, Clinical Instructor edition

	Meet with student clinician. Have a peer review your ICRs prior to submitting draft to your Clinical Instructor. Submit first draft(s) of initial case report(s) approximately this week (This is to demonstrate your progress in meeting CTC SLP Standard 8)	
Week #7	Submit Lesson Plans and/or SOAP Notes as indicated by clinical instructor. Continue therapy. Prepare for and meet with Clinical Instructor.	Provide feedback on ICRs to allow students to revise and resubmit. Provide supervision and written feedback. Instruct/model techniques as necessary. Meet with student clinician.
Week #8	Submit Lesson Plans and/or SOAP Notes as indicated by clinical instructor. Continue therapy. Have a peer review your ICRs prior to submitting draft to your Clinical Instructor. Submit second draft(s) of initial case report(s) this week. Prepare for and meet with Clinical Instructor. MID-SEMESTER COMPETENCIES EVALUATION MEETING WITH CLINICAL INSTRUCTOR DUE THIS WEEK	Provide supervision and written feedback. Instruct/model techniques as necessary. Provide additional feedback on ICRs. Meet with student clinician to review mid-semester competencies
Week #9	Submit Lesson Plans and/or SOAP Notes as indicated by clinical instructor. Continue therapy. Prepare for and meet with Clinical Instructor	Provide supervision and written feedback. Instruct/model techniques as necessary. Meet with student clinician
Week #10	Submit Lesson Plans and/or SOAP Notes as indicated by clinical instructor. Continue therapy. Prepare for and meet with Clinical Instructor. Begin collecting outcome data and planning/writing your FINAL CASE REPORT	Provide supervision and written feedback. Instruct/model techniques as necessary. Meet with student clinician.
Week #11	Submit Lesson Plans and/or SOAP Notes as indicated by clinical instructor. Continue therapy. Prepare for and meet with Clinical Instructor	Provide supervision and written feedback. Instruct/model techniques as necessary. Meet with student clinician.
Week #12	Submit Lesson Plans and/or SOAP Notes as indicated by clinical instructor. Continue therapy.	Provide supervision and written feedback. Instruct/model techniques as necessary.

TENTATIVE CLINIC SCHEDULE AND EXPECTATIONS
(VERIFY SPECIFIC DATES WITH YOUR CLINICAL INSTRUCTOR)

(For additional information, please see the

(a) Student Clinic Handbook or the

(b) Student Clinic Handbook, Clinical Instructor edition

	Prepare for and meet with Clinical Instructor.	Meet with student clinician.
Week #13	Submit Lesson Plans and/or SOAP Notes as indicated by clinical instructor. Continue therapy. Begin collecting outcome data for your Final Case Report. Work on Final Case Report Draft. Have a peer review your final case report before submitting. Submit first draft(s) of final case report(s) approximately this week. Prepare for meeting and meet with Clinical Instructor	Provide supervision and written feedback. Instruct/model techniques as necessary. Meet with student clinician.
Week #14	Last week of clinic (not including make-ups) Submit Lesson Plans and/or SOAP Notes as indicated by clinical instructor. Conduct end of semester meeting with clients' parents/caretakers. Submit forms to Clinical Instructor regarding continuation of therapy. Prepare for and meet with Clinical Instructor: REGULAR CLINIC ENDS THIS WEEK. All make-ups must be completed by the end of Week 15. All final reports AND required paperwork must be completed, signed, distributed to the client, and filed on the last scheduled therapy day for each of your clients. (Finalizing your report is to demonstrate your progress in meeting CTC SLP Standard 8.) Final evaluation conference MUST take place by the end of Week 15 unless otherwise scheduled.	Last week of clinic (not including make-ups) Provide supervision and written feedback. Instruct/model techniques as necessary. Meet with student clinician. Confirm any makeup sessions. Schedule final evaluation conference.
Week #15	Make-up therapy week. Prepare for and meet with Clinical Instructor All final reports AND required paperwork must be completed, signed, distributed to the client, and filed on the last scheduled therapy day for each of your clients. Complete final evaluation conference.	Make-up therapy week. Meet with student clinician. Complete final evaluation conference. Confirm that all paperwork is complete and signed, including in CALIPSO documentation.
Week #16	Finals Week.	Submit grades for clinic.

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

CSAD 229A Practice: Speech Disorders I

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: acoustic bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: developmental/lifespan 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.

Standard V-B 1a. Conduct screening and prevention procedures (including prevention activities)

- The student will demonstrate the ability to conduct screening and prevention procedures in the area of articulation.

Standard V-B 1b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals

- The student will demonstrate the ability to collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals in the area of articulation.

Standard V-B 1c. Select and administer appropriate evaluation procedures, such as behavioral observations nonstandardized and standardized tests, and instrumental procedures

- The student will demonstrate the ability to select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures in the area of articulation.

Standard V-B 1d. Adapt evaluation procedures to meet client/patient needs

- The student will demonstrate the ability to adapt evaluation procedures to meet client/patient needs in the area of articulation.

Standard V-B 1e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention

- The student will demonstrate the ability to interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention in the area of articulation.

Standard V-B 1f. Complete administrative and reporting functions necessary to support evaluation

- The student will demonstrate the ability to complete administrative and reporting functions necessary to support evaluation in the area of articulation.

Standard V-B 1g. Refer clients/patients for appropriate services

- The student will demonstrate the ability to refer clients/patients for appropriate services in the area of articulation.

Standard V-B 1a. Conduct screening and prevention procedures (including prevention activities)

- The student will demonstrate the ability to conduct screening and prevention procedures in the area of receptive and expressive language.

Standard V-B 1b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals

- The student will demonstrate the ability to collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals in the area of receptive and expressive language.

Standard V-B 1c. Select and administer appropriate evaluation procedures, such as behavioral observations nonstandardized and standardized tests, and instrumental procedures

- The student will demonstrate the ability to select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures in the area of receptive and expressive language.

Standard V-B 1d. Adapt evaluation procedures to meet client/patient needs

- The student will demonstrate the ability to adapt evaluation procedures to meet client/patient needs in the area of receptive and expressive language.

Standard V-B 1e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention

- The student will demonstrate the ability to interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention in the area of receptive and expressive language.

Standard V-B 1f. Complete administrative and reporting functions necessary to support evaluation

- The student will demonstrate the ability to complete administrative and reporting functions necessary to support evaluation in the area of receptive and expressive language.

Standard V-B 1g. Refer clients/patients for appropriate services

- The student will demonstrate the ability to refer clients/patients for appropriate services in the area of receptive and expressive language.

Standard V-B 1a. Conduct screening and prevention procedures (including prevention activities)

- The student will demonstrate the ability to conduct screening and prevention procedures in the area of social aspects.

Standard V-B 1b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals

- The student will demonstrate the ability to collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals in the area of social aspects.

Standard V-B 1c. Select and administer appropriate evaluation procedures, such as behavioral observations nonstandardized and standardized tests, and instrumental procedures

- The student will demonstrate the ability to select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures in the area of

social aspects.

Standard V-B 1d. Adapt evaluation procedures to meet client/patient needs

- The student will demonstrate the ability to adapt evaluation procedures to meet client/patient needs in the area of social aspects.

Standard V-B 1e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention

- The student will demonstrate the ability to interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention in the area of social aspects.

Standard V-B 1f. Complete administrative and reporting functions necessary to support evaluation

- The student will demonstrate the ability to complete administrative and reporting functions necessary to support evaluation in the area of social aspects.

Standard V-B 1g. Refer clients/patients for appropriate services

- The student will demonstrate the ability to refer clients/patients for appropriate services in the area of social aspects.

Standard V-B 2a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process

- The student will demonstrate the ability to 1) develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs and 2) collaborate with clients/patients and relevant others in the planning process in the area of articulation.

Standard V-B 2b. Implement intervention plans (involve clients/patients and relevant others in the intervention process)

- The student will demonstrate the ability to implement intervention plans (involves clients/patients and relevant others in the intervention process) in the area of articulation.

Standard V-B 2c. Select or develop and use appropriate materials and instrumentation for prevention and intervention

- The student will demonstrate the ability to select or develop and use appropriate materials and instrumentation for prevention and intervention in the area of articulation.

Standard V-B 2d. Measure and evaluate clients'/patients' performance and progress

- The student will demonstrate the ability to measure and evaluate clients'/patients' performance and progress in the area of articulation.

Standard V-B 2e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients

- The student will demonstrate the ability to modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients in the area of articulation.

Standard V-B 2f. Complete administrative and reporting functions necessary to support intervention

- The student will demonstrate the ability to complete administrative and reporting functions necessary to support intervention in the area of articulation.

Standard V-B 2g. Identify and refer clients/patients for services as appropriate

- The student will demonstrate the ability to identify and refer clients/patients for services as appropriate in the area of articulation.

Standard V-B 2a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process

- The student will demonstrate the ability to 1) develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs and 2) collaborate with clients/patients and relevant others in the planning process in the area of receptive and expressive language.

Standard V-B 2b. Implement intervention plans (involve clients/patients and relevant others in the intervention process)

- The student will demonstrate the ability to implement intervention plans (involves clients/patients and relevant others in the intervention process) in the area of receptive and expressive language.

Standard V-B 2c. Select or develop and use appropriate materials and instrumentation for prevention and intervention

- The student will demonstrate the ability to select or develop and use appropriate materials and instrumentation for prevention and intervention in the area of receptive and expressive language.

Standard V-B 2d. Measure and evaluate clients'/patients' performance and progress

- The student will demonstrate the ability to measure and evaluate clients'/patients' performance and progress in the area of receptive and expressive language.

Standard V-B 2e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients

- The student will demonstrate the ability to modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients in the area of receptive and expressive language.

Standard V-B 2f. Complete administrative and reporting functions necessary to support intervention

- The student will demonstrate the ability to complete administrative and reporting functions necessary to support intervention in the area of receptive and expressive language.

Standard V-B 2g. Identify and refer clients/patients for services as appropriate

- The student will demonstrate the ability to identify and refer clients/patients for services as appropriate in the area of receptive and expressive language.

Standard V-B 2a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process

- The student will demonstrate the ability to 1) develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs and 2) collaborate with clients/patients and relevant others in the planning process in the area of social aspects.

Standard V-B 2b. Implement intervention plans (involve clients/patients and relevant others in the intervention process)

- The student will demonstrate the ability to implement intervention plans (involves clients/patients and relevant others in the intervention process) in the area of social aspects.

Standard V-B 2c. Select or develop and use appropriate materials and instrumentation for prevention and intervention

- The student will demonstrate the ability to select or develop and use appropriate materials and instrumentation for prevention and intervention in the area of social aspects.

Standard V-B 2d. Measure and evaluate clients'/patients' performance and progress

- The student will demonstrate the ability to measure and evaluate clients'/patients' performance and progress in the area of social aspects.

Standard V-B 2e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients

- The student will demonstrate the ability to modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients in the area of social aspects.

Standard V-B 2f. Complete administrative and reporting functions necessary to support intervention

- The student will demonstrate the ability to complete administrative and reporting functions necessary to support intervention in the area of social aspects.

Standard V-B 2g. Identify and refer clients/patients for services as appropriate

- The student will demonstrate the ability to identify and refer clients/patients for services as appropriate in the area of social aspects.

Standard V-B 3a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.

- The student will demonstrate the ability to communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.

Standard V-B 3b. Collaborate with other professionals in case management.

- The student will demonstrate the ability to collaborate with other professionals in case management.

Standard V-B 3c. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.

- The student will demonstrate the ability to provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.

Standard V-B 3d. Adhere to the ASHA Code of Ethics and behave professionally.

- The student will demonstrate the ability to adhere to the ASHA Code of Ethics and behave professionally.

Preliminary Speech-Language Pathology Performance Expectations (SLPEs)

The following preliminary speech-language pathology performance expectations will be met by this CSAD 228A course:

	Speech Language Pathology Services Credential Candidates will:	Introduced (I)	Practiced (P)	Assessed (A)
Preliminary Speech-Language Pathology Performance Expectations (SLPEs)				
1	Demonstrate knowledge of developmental and behavioral milestones for California students from ages birth - 22 required to access the core curriculum.			
2	Collect relevant information regarding individuals' past and present status and family and health history.			
3	Use knowledge of communication disabilities to determine the potential educational impact.			
4	Appropriately select, administer, interpret, and document the results of least-biased assessment ⁽¹⁾ measures for all students.			
5	Appropriately select, implement, and document intervention services for all students.			
6	Demonstrate knowledge of the principles and processes of assessment, selection, and treatment for augmentative and alternative communication (AAC).			
7	Demonstrate written communication skills needed to document the performance and progress of students.		Clinical Report (Introduce, Practice)	
8	Engage in interprofessional practice with teachers and other relevant personnel.			
9	Demonstrate relevant methods of consultation and collaboration with teachers, families, and additional members of the educational team to support students' learning across educational contexts.			