



California State University, Sacramento

Department of Communication Sciences and Disorders

GRADUATE SYLLABUS & COURSE OUTLINE

Table 1: Class Information

Semester/Year: Fall 2026	Course: CSAD 243A Clinical Practicum: Language Disorders I	Section: All
Meeting Days: As Assigned	Meeting Times: As Assigned	Location: MRLSHC
Instructor: Joseph Arata Jennifer Brickley Karen Griner Heather Thompson Tasha Unninayer Katie Wilson	Email: joseph.arata@csus.edu jennifer.brickley@csus.edu karen.griner@csus.edu heather.thompson@csus.edu tasha.unninayer@csus.edu katie.wilson@csus.edu	Phone: Preferred phone numbers will be provided by individual CI
Office Location: Varies	Office Hours/Appointments: See individual instructor for appointment details	

Catalogue Course Description:

CSAD 243A. Practice: Language Disorders I.

2 Units

Prerequisite(s): Instructor permission

Corequisite(s): CSAD 242A

Term Typically Offered: Fall, Spring

Supervised clinical practice in language disorders emphasizing children and adults with peripheral hearing loss or central auditory processing disorders (CAPD).

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 practicum course in language disorders, aural rehabilitation, and auditory processing. The methods course (CSAD 242A) is a co-requisite to this practicum course. Each clinician/graduate student will be assigned one client for whom they are responsible for an approximately 13- to 14-week clinical semester. While the practicum's focus will be auditory processing disorders, aural rehabilitation, language disorders and speech sound disorders, the focus may be modified to meet client needs.

Table 2: Sacramento State Graduate Learning Goals (GLG)

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

Expected Learning Outcomes (ELO)

CSAD 243A Practice: Language 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, language impairment, and/or aural rehabilitation needs.

[Expected Learning Outcomes \(ELO\) 2](#)

Upon completion of this course, students will demonstrate clinical competency in treatment when working with clients exhibiting speech sound disorders, language impairment, and/or aural rehabilitation needs.

[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, language impairment, and/or aural rehabilitation needs.

[Expected Learning Outcomes \(ELO\) 3](#)

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, language impairment, and/or aural rehabilitation needs.

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,	- Comply with all HIPAA and FERPA requirements. - Comply with all of ASHA's code of ethics.	<u>This Course:</u> - Review client files and communicate information in compliance with HIPAA/FERPA - Lesson Plan/SOAP Notes - ICR/FCR drafts

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).		<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> • Meetings with Clinical Instructor • Reading <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> • Meetings with Clinical Instructor • Lesson Plans/SOAP Notes • ICR/FCR • Client Conferences/Interviews • Supervised clinical therapy sessions <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. • Educate and facilitate client/family self-advocacy knowledge and skills.	<u>This Course:</u> • Client Conferences/Interviews • Client Referrals (if needed) • ICR/FCR • Group discussions/conference with CI • Supervised clinical therapy sessions

		<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> • Group discussions/meetings with CI • Lesson Plans/SOAP Notes • Response to CI session observations • ICR/FCR revisions • Client Conferences/Interviews <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> • Meetings with Clinical Instructor • Lesson Plans/SOAP Notes • ICR/FCR • Supervised clinical therapy sessions <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	• Understand the role that an SLP performs in all clinical services • Demonstrate understanding and ability	<u>This Course:</u> • Group discussions/Meetings with CI • Lesson Plans/SOAP Notes

individuals and populations served.	to provide the highest level of care in meeting the needs of clients including the provision of education, resources, home exercise programs, counseling, etc.	• ICR/FCR • Client Conferences/Interviews • Supervised clinical therapy sessions <u>The Program:</u> • 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.	<u>This Course:</u> • Group discussions/Meetings with Clinical Instructor • Client referrals (if necessary) • Reading <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> • Group discussions/Meetings with Clinical Instructor • Reading <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> • Group discussions/Meetings with Clinical Instructor • Lesson Plans/SOAP Notes • Supervised clinical therapy sessions <u>The Program:</u> • Clinic Orientation • Internship Orientation • Professional Development Series

		• Interprofessional Education (IPE) Learning Experiences
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Textbooks, Materials, and Online Resources

There is no required textbook for this course. Materials will be provided through the CANVAS site for the co-requisite, CSAD 242A. CIs may recommend additional readings for students, which will either be provided directly or be articles available through the CSUS library.

Course Requirements/Components:

1. GPA in prerequisite speech 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 242A.
4. Pass speech and language screening required by Department.
5. Department Background Check (if not already done).
6. Completion of a TB test and the 3 shot Hepatitis (HBV) series of vaccinations.
7. A Clinic Handbook has been provided to you. You are responsible for following the policies and procedures described in the Clinic Handbook.

Course AI Policy

As a general rule, the use of artificial intelligence (AI) tools to complete required class assignments prevents intrinsic development of foundational skills and clinical judgment and should be avoided for this class. The use of AI tools to create flashcards, picture stimuli, or general support materials for clinic **may** be acceptable use when no identifiable client information is used. Check with your Clinical Instructor for clarification of acceptable AI use.

The use of generative AI, including ChatGPT, to create written content for client reports is inappropriate and not permitted. Uploading or pasting unredacted material from patient files or reports into ChatGPT or other AI platforms is considered both a student conduct violation and a professional ethics (HIPAA) violation, and will be reported to all appropriate entities. Do not submit AI generated work as your own.

Course Modality

Unless otherwise noted by the instructor, all CSAD 243A meetings and clinics are in person and synchronous.

Grading Policy:

A passing grade for clinic performance is based on the **Final Clinical Competencies**. You should review competencies 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 Competencies 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 Competencies are separated into four (4) general 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:

Table 3: Scores, Letter Grades, and Descriptions

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) • 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-	

0 – 2.99	F	Unacceptable Performance (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
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CSUS Grading Policy

The CSUS Grading Policy (Policy# 11476953) can be found at:

<https://sacramentostate.policystat.com/policy/11476953/latest>

Attendance Policy

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. Failure to attend sessions, may result in a failure to obtain the necessary clock hours in this clinic. If you miss more than two sessions (even for excused absences) OR two scheduled meetings with your clinical instructor, you are required to meet with both your clinical instructor and your methods instructor.

Course Policies/Procedures:

General Course Policies

1. **Paperwork:** All students are required to complete daily paperwork for each session, lesson plans/SOAP notes, and/or reflective journaling in accordance with individual CI due dates, an initial case report, and a final case report (with revisions). In some circumstances, students will be required to submit additional paperwork, such as written referrals or session data. Failure to submit required paperwork or case reports in a timely fashion will result in failure of the Writing and/or Professional Behavior competencies.
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. Students have the right to request additional meetings with their Clinical Instructors. 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.
3. **Clinic Handbook:** A Clinic Handbook will be provided to you at the start of the semester. The Clinic Handbook is frequently updated. 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. You are responsible for abiding by all policies as described in the **current** Clinic Handbook.
4. **Recordings:** Policies for video and audio recording are described in the Clinic Handbook. Students are responsible for reviewing and abiding by these policies. Only the CORS system may be used for video recordings. Video recordings may NOT leave the Clinic. **A violation of this policy will result in a failing grade in the clinic.** Audio recordings of client sessions are permitted on personal devices WITH client permission so long as no protected health information (PHI) is included in the recording (including names). You may not audio record entire sessions.

ASHA Code of Ethics Statement

As a future clinician, I expect you to 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.¹*

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. All written assignments should be your **own work**. You **may not** copy wording directly from previous reports or any other source – this is considered plagiarism (see Academic Integrity, below).

In-Session Observation:

All students are supported at a minimum of a 1:4 instructor: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 Exxact software. Midterm competency 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 to have failed to turn in assigned activities or assignments. It is expected that student meet (individually or in group) for an hour a week outside of their scheduled sessions with their CIs. 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 signed 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 director.

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:

¹ <https://www.asha.org/code-of-ethics/>

- 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://sacramentostatet.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://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

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

CSAD 243A Practice: Language 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 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 hearing.

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 hearing.

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 hearing.

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 hearing.

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 hearing.

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 hearing.

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 hearing.

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 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 hearing.

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 hearing.

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 hearing.

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 hearing.

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 hearing.

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 hearing.

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 hearing.

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.

TENTATIVE Course Schedule/Outline:

Table 4: TENTATIVE Clinic Schedule and Expectations

TENTATIVE CLINIC SCHEDULE AND EXPECTATIONS (VERIFY SPECIFIC DATES WITH YOUR CLINICAL INSTRUCTOR) <i>(For additional information, please see the (a) Student Clinic Handbook or the (b) Student Clinic Handbook, Clinical Instructor edition)</i>			
Date	Topic/Class Content	Expectations	
Week 1	Receive client assignment.	Student will: Read client files and clinic handbook. Make appointment with Clinical Instructor (CI) to plan first session. Write a summary of client information to take to your first meeting with CI. Start writing Initial Case Reports (ICRs) for clients using information in the client file.	Clinical Instructor (CI) will meet with student to discuss the case and initial preparation. Review learning style with student and discuss mentoring relationship dynamics. CI will set up weekly meetings with student (either in group or individual format – student may request an individual meeting at any time)
Week 2	Interview questions due to clinical instructors.	Student will: Write a list of pertinent interview questions. Review assessments and prerequisite coursework. Propose assessment plan to CI and practice prior to initiation of assessment/therapy sessions.	CI will confirm assessment plan with student and address student questions/concerns.
Week 3	First week of clinic for most clients.	Student will: Read clinic documents again. Read test manuals in their entirety and practice selected tests. Conduct interviews. Play with child clients and obtain a language & speech sample. Obtain a speech & language sample from adult clients by chatting. May begin informal or formal testing. Revise Pertinent History section of the Initial Case Report to include a summary of the interview information.	CI will meet weekly with student throughout the semester. CI will provide guidance and suggestions on ways the student can improve clinical practice. Instruct/model techniques as necessary.
Week 4	Conduct evaluations.	Student will: Read test manuals for tests administered to complete scoring. Complete informal probing to determine candidate goals, narrow down candidate goals to 3-4 with CI approval. Chart baseline behaviors/collect baseline data on candidate goals. Summary of interview due to clinical instructor if required. Score all formal/informal tests administered to date. Finalize the Pertinent History section of the Initial Case Report.	CI will provide guidance on probing/baseline procedures and data collection. Review student scoring for standardized tests. Review notes of informal assessment data collected. Instruct/model techniques as necessary.
Week 5	Write ICR. Start intervention.	Student will: Read literature on relevant diagnoses. Continue assessment, score tests, analyze test results, and write the assessment section of your Initial Case Report.	CI will provide guidance on test scoring/interpretation and goal writing. CI will confirm due date and expectations for ICR draft. Instruct/model techniques as necessary.
Week 6	Continue to provide	Student will: Read literature on relevant intervention approaches. Discuss	CI will provide information on relevant intervention procedures and assist the

	intervention. Edit ICR.	assessment results with family/client/parent/caregiver. Provide information on diagnoses and goals. Provide information regarding intervention plan. Finalize intervention methodology in ICR.	student to connect concepts presented in the literature to clinical practice. Instruct/model techniques as necessary.
Week 7	Provide intervention. Parent conference.	Student will: Read literature on prognosis for relevant disorders. Initial Case Report is due in the CSAD 242A class this week. A required report format has been supplied to the CI and is provided to you in CSAD 242A (template available on Canvas under "report format"). Make revisions to your ICR following peer/Methods Instructor feedback. You may begin treatment objectives, especially with your adult client. At the end of this week or the beginning of the next week, meet with your client/caregiver to discuss your assessment findings and your semester treatment plan. Make revisions to your ICR after receiving feedback from your CI. Continue your treatment plan.	CI will provide feedback on parent/clinician interaction. CI will provide feedback on ICR. Instruct/model techniques as necessary.
Week 8	Provide intervention. Assess progress on goals.	Student will: Read literature on prognosis for relevant disorders. Finalize ICR. Continue treatment plan. Update your client/caregiver about progress in therapy. Midterm performance evaluations/conferences occur this week.	CI will continue to observe sessions and provide guidance to student through weekly meetings. Clinical Instructor will provide feedback to student through midterm competency form. Instruct/model techniques as necessary.
Week 9	Provide intervention. Assess progress on goals.	Student will: Read clinic documentation. Make revisions to ICR following CI feedback. Midterm performance evaluations/conferences occur in this week or in the previous week. Provide CI with a copy of your treatment plan.	CI will provide guidance to student to evaluate dosage/treatment intensity, and assist student to revise/adjust treatment objectives, if needed. Instruct/model techniques as necessary.
Weeks 10 & 11	Provide intervention. Assess progress on goals.	Student will: Read clinic documentation. Continue with treatment plan. Prepare and finalize first draft of FCR for CSAD 242A.	CI will provide guidance to student to evaluate dosage/treatment intensity, and revise/adjust goals, if needed. Instruct/model techniques as necessary.
Week 12	Collect final data. Write FCR.	Student will continue with treatment plan. Integrate feedback from methods instructor into FCR	CI will continue to mentor and teach.
Week 13	Parent conference.	Student will continue with treatment plan. Hand in draft of FCR to CI.	CI will continue to mentor and teach. Provide feedback on FCR.
Weeks 14-15	Finalize FCR. Final conference. Last week/Make-up week	Student will continue with treatment plan. Last week of Clinic: Conduct Final Conference with Client/Caregiver. All final reports must be completed, signed and be ready to upload into CounselEAR. Release forms for exchange of information should be included with report. Submit client contact hours to clinical instructor for final approval on EXXACT.	CI will continue to mentor and teach. CI will provide feedback through final competency form. CI will sign all final paperwork and clinical documents. CI will approve hours in EXXACT.
Week 16	Finals Week		CI will submit grade for clinic

Preliminary Speech-Language Pathology Performance Expectations (SLPEs)

The following preliminary speech-language pathology performance expectations will be met by this CSAD 243A 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.		ICR, FCR	
2	Collect relevant information regarding individuals' past and present status and family and health history.		Client/Parent Interview, ICR, FCR	
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 ² measures for all students.		Client Evaluation – SOAP Notes, ICR/FCR	
5	Appropriately select, implement, and document intervention services for all students.	Readings, CI Meetings	SOAP Notes, ICR/FCR	
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.	Therapy Logs	SOAP Notes, ICR/FCR	
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.			

² See California Education Code [Section 56320](#)