



California State University, Sacramento
 Department of Communication Sciences and Disorders
GRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Fall 2021	Course: CSAD 242C Methods: Language Disorders III	Section: 01 #83550
Meeting Days: Thursdays	Meeting Times: 3:00 – 3:50 p.m.	Location: WEBONLINE
Instructor: Dr. Darla K. Hagge, CCC- SLP	Email: hagge@csus.edu	Phone: 714/749-2799 – cell
Office Location: Virtual via Zoom or by cell phone, due to COVID-19	Office Hours/Appointments: Tuesdays, 1:00 – 3:00 p.m. Thursdays, 12:00 – 1:30 p.m. By appointment, please contact Dr. Hagge directly by email	

Date of last syllabus revision: 8/20/2021

Catalogue Course Description:

CSAD 242C. Methods: Language Disorders III.

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Unit

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

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

Term Typically Offered: Fall, Spring

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

Place of Course in Program

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

Sacramento State Graduate Learning Goals (GLG)	Addressed by this course (Y/N)
Disciplinary knowledge: <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:

GRADUATE

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

Learning Outcomes	Assessment Measures	Points Possible	Points Received
1-12	Methods Class Attendance and Participation	140	
1-12	Case Presentation	60	
1-12	Reflection	100	
1-12	Home Exercise Program (HEP) & Resource Notebook – one for each client	100	

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

CSAD 242C SPECIFIC STUDENT LEARNING OUTCOMES:

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

4.Evaluation:

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

5.Intervention:

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

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

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

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

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

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

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

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

Textbooks and Materials:

Required Texts:

None

Recommended Texts:

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

Other Readings:

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

COURSE REQUIREMENTS:

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

NOTICE: THIS ASSESSMENT AND THERAPY MATERIALS MENTIONED BELOW MAY NOT AVAILABLE DUE TO COVID-19.

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

Aphasia Diagnostic Profiles (ADP)

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

Assessment of Intelligibility of Dysarthric Speech Boston

Diagnostic Aphasia Examination (BDAE) Boston Naming Test

Boston Assessment of Severe Aphasia (BASA) Communicative

Abilities in Daily Living (CADL) Clinical Management of Right

Hemisphere Dysfunction

Dworkin-Culatta Oral Mechanism Examination and Treatment System Discourse

Comprehension Test

Frenchay Dysarthria Assessment Dysarthria Profile

Neurosensory Center Comprehensive Examination for Aphasia (NCCEA) Aphasia

Language Performance Scales (ALPS)

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

Test-Adults

Reading Comprehension Battery for Aphasia

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

Cognitive Ability in TBI (SCATBI)

Screening Test for Developmental Apraxia of Speech Western Aphasia

Battery (WAB)

Woodcock Language Proficiency Battery-R

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

Color Library: Sports & Leisure Color Cards:
Sequencing
Helm Elicited Language Program for Syntax Stimulation (HELPSS) Melodic
Intonation Therapy
What's In a Square
Apraxia Program Resource (Garcia)
Attention Process Training (Sohlberg & Mateer) Visiting Nurses
Association (VNA) Binder
Dysarthria Rehabilitation (Tonkovich, Latham, Rannbow)
Easy Does it For Apraxia and Motor Planning (Strode & Chamberlain) Easy Does it
For Apraxia Preschool (Strode & Chamberlain)
LARK (Language Activity Resource Kit)
Oral-Motor Activities for School-Age Children (MacKee) Oral-Motor
Activities for Young Children (MacKee) Sourcebook for Aphasia
(Brubaker)
Speech/Language Rehabilitation (Keith)
Results for Adults: Cognition (Baker and Johnson)
The Phonemic Speech Workbook for Dysarthria Therapy (Smith) WALC: Attention,
Concentration, Memory
Workbook for Reasoning Skills (Brubaker)
Workbook for the Verbally Apraxic Adult (Richards, Fallon) Working with
Aphasic Clients (Francis & Robinson) Working with Apraxic Clients: A
Practical Guide (Huskins)
Working with Dysarthric Clients: A Practical Guide (Robertson, Thomson)

Online Resources: CANVAS

Course Requirements/Components:

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

Students are expected to conduct themselves in a manner that demonstrates respect for others, democratic values, understanding of an appropriate social contract, and respect for diversity. Academic dishonesty of any kind will not be tolerated and will be dealt with under established University policy. Students who have trouble keeping up with the assignments or other aspects of the course, should communicate these challenges to the instructor as soon as possible. Building rapport and effective relationships are key to becoming an effective professional. Be proactive and inform the instructor when/if any difficulties arise during the semester so possible solutions can be identified.

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

TWO (2) unexcused absences will result in your final grade dropping one letter grade.

Successful completion of a graduate internship or working as a speech-language pathologist requires being present, arriving on time, and being prepared. Practicing those skills now will prepare you for the expectations of this career. If you do need to miss a class, you are responsible for all materials covered in your absence. This means you must get any materials handed out during your missed session from a classmate.

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

****Note:** *Graduate students are expected to practice professional behavior in and outside of the classroom as well as in clinic. Unprofessional behavior in the virtual classroom will be shared with your clinic instructor and may negatively impact your professional behavior competency in LIII Clinic.*

In addition, any student who refuses to participate in any in-class discussion or any in-class activity will receive an automatic “0” in points for that class meeting. No exceptions.

SPECIAL COVID-19 INSTRUCTIONS AND INFORMATION:

Note: In the event a faculty member is not available during the semester for whatever reason, students will be contacted and advised how the course will proceed. This may include a change in instructor and/or modality.

Per University Policy: To support student privacy and for equity reasons, students shall not be required by faculty to allow live access to a webcam. This includes proctoring, discussion, class sessions, office hours, or other consultation.

Testing Modifications: I understand that taking exams during the *regular* class period can be restrictive and does not address the myriad of environments students are taking their exams in. To address this specifically, the “*availability*” of exams will be across a period of 3 days (72 hours). The time to take the exam, once students begin, will remain consistent with the class period time (i.e., 75mins). Students, however, have the flexibility to take their exam **at any time during the availability period**. For example, if a student's home environment and availability best correspond to 11:30pm on a Wednesday or 6:00am on Friday, the student will be able to control for this.

Please note that each student remains individually responsible for being aware of their exam dates and times posted in the course syllabus.

Online exams via Canvas: Quizzes and other assignments are to be completed **independently**, though students may utilize their individual notes and texts. It is expected that students will maintain all aspects of academic integrity.

Course Modality: Unless otherwise noted by the instructor, most/all Fall 2021 CSAD courses are being taught synchronously. Class meeting will be scheduled by your instructor through Zoom through Canvas.

Attendance Policy: Attendance policies will be adjusted so as not to penalize students who become ill or are placed under quarantine during the COVID-19 pandemic.

Grading Policy: Course assignments (late work, due dates) will be adjusted so as not to penalize students who become ill or are placed under quarantine during the COVID-19 pandemic.

Health & Safety Information:

1. If you are sick, stay home and do not attend class. Notify your instructor. Please self-diagnose if you are experiencing any COVID- like symptoms (fever, cough, sore throat, muscle aches, loss of smell or taste, nausea, diarrhea, or headache) or have had exposure to someone who has tested positive for COVID contact Student Health & Counseling Services (SHCS) at 916-278-6461 to receive guidance and/or medical care. You are asked to report any possible COVID related illnesses/exposures to SHCS via this link COVID-19 Illness/Exposure Report Form. Expect a call from SHCS within 24 hours. The CDC provides a good source of information regarding COVID-19 and a way to self-check symptoms: <https://www.cdc.gov/coronavirus/2019-ncov/index.html>

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Grading Policy:

According to the Department of Communication Sciences and Disorders Graduate Admissions Policy, Procedures and Practices, students failing to maintain a GPA of 3.00 are automatically placed on academic probation. In addition, any course grade below a “B-“ must be repeated. Therefore, students should track their progress towards meeting each learning outcome by listing their grades on the table listed above over the course of the semester. The instructor will use a variety of activities and strategies to ensure maximizing students’ opportunities to learn and to integrate information presented in this course. Assessment data from these activities will be used to evaluate students’ mastery of each learning outcome and the assignment of an earned grade.

All assignments must be completed and turned in during class, on time, and in the correct form. Late assignments, those in an incorrect form, or e-mailed assignments will receive no credit accepted without a serious and compelling reason and/or doctor’s note ***and*** instructor approval. Late or missing assignments will negatively affect the student’s grade. Final grades will be based on the total points earned for all assignments.

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METHODS OF EVALUATION:		
ASSIGNMENT	POINT VALUE	DATE SCHEDULED
<p>CLASS ATTENDANCE&PARTICIPATION</p> <p><u>Format:</u> Student will attend and participate in scheduled weekly class meetings including small/whole group discussions, active learning activities, and/or other in-class assignments.</p> <p>To earn 10 points for weekly meeting, student is required to (a) participate actively in all class discussions and activities and (b) submit assigned in-class activity in Canvas, per professor's instructions.</p> <p>Points: 10 pts/week x 14 = 140</p>	140	The weekly written assignment will be announced and assigned at the discretion of the instructor, and should be submitted through Canvas.
<p>CASE PRESENTATION</p> <p><u>Format:</u> During the semester, each student will present: one (1) c l i e n t case presentation including relevant clinical information, integration of three (3) elements of EBP, therapy approaches and rationale, goals and rationale, and p r o g r e s s towards goals. See additional instructions posted on CANVAS.</p> <p><u>Points:</u> 60 points</p>	60	The assigned presentation schedule will be provided in Canvas. The grading rubric and assignment will be provided on CANVAS.
<p>REFLECTION</p> <p>Each student will complete and submit two (2) separate, typed reflection-on-action documents that involve two separate client sessions.</p> <p><u>Points:</u> 50 points x 2</p>	100	REFLECTION PAPER #1, Due 10/14/2021 REFLECTION PAPER #2, Due 11/18/2021 See Canvas for specific instructions.
<p>Individualized Home Exercise Program (HEP) & Resource Binder (1 HEP & Resource Binder for each client: 2 x 50=100)</p>	100	Virtual HEP and resource notebook for each client submitted to instructor virtually no later than 12/2/2021 at 11:59 p.m. See Canvas for specific instructions.
Total Points	400	

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

Letter grades are assigned according to the following scores:

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

TENTATIVE Course Schedule/Outline:

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

Week	Date	Topic	Time/Activities <i>(Note: Subject to change, per instructor's discretion)</i>
1	9/2	PREPARING FOR YOUR CLIENTS and TELEPRACTICE!	Bring the following information to class: Client background and history Diagnosis and severity level Interview questions! Assessment ideas Have access to your assessment binders Break out groups: dx and severity (e.g., mild aphasia, mod cognitive-linguistic, etc)
2	9/9	ASSESSMENTS! Informal assessment Pt-centered goals Medical diagnosis versus SLP diagnosis Creating a client appropriate interview, continued	Bring the following information to class: Your assessment plan Assessment binders Possible areas for goals
3	9/16	REFLECTION ON PRE-ASSESSMENT Unexpected learning Other areas to assess? How? Needs of family/significant others Possible referrals	Bring the following information to class: Assessment summary, questions, concerns Draft Goals for your clients SMART, Pt-centered, Specific
4	9/23	Interprofessional Lecture: Dr. Deb Brady "Understanding Lab Values & Vital Signs"	Lecture is recorded and available on Canvas Additional information: TBA
5	9/30	[Note: IPE SIM Lab Training with Nursing Students – Cancelled due to COVID-19] Therapy Activities	Bring the following to class: Client Summary Questions/concerns
6	10/7	Therapy Activities Using ASHA's EBP Portal – Confirming EBP!	Bring the following to class: Client Summary Questions/concerns
7	10/14	Using your informal assessment notebooks Apps and software programs Other resources	Bring the following to class: Client Summary Questions/concerns REFLECTION PAPER #1 DUE BY MIDNIGHT
8	10/21	Applying Ethics & Clinical Work Class Activities Case Studies How to Create: Resource Binders & Home Exercise Program (HEP)	Bring the following to class: Client Summary Questions/concerns
9	10/28	Class Activities Case Studies How to Create: Resource Binders & Home Exercise Program (HEP), continued	Bring the following to class: Client Summary Questions/concerns
10	11/4	History and Purpose of IPE/PCP ASHA IPE Standards / National Policies / History of Healthcare Uniprofessional Identity versus Interprofessional Identity	Bring the following to class: Client Summary REFLECTION PAPER #2 DUE BY MIDNIGHT
11	11/11	Holiday - No class meeting	Veteran's Day
12	11/18	Client Presentation (n=21 total; student presentation schedule posted on CANVAS) #1 - #5, 10 minutes each x 5 = 50 minutes	Bring the following to class: Client Summary Questions/concerns REFLECTION PAPER #2 DUE BY MIDNIGHT
13	11/25	Holiday – No class meeting	Thanksgiving

14	12/2	Client Presentations #6-10, ~10 minutes each 10 minutes each x 5 = 50 minutes	Bring the following to class: Each student to complete a reflection for each presentation DUE: HEP & Resource Binders to CANVAS 12/2/2021 by 11:59 p.m.
15	12/9 (Dead Week)	Client Presentations #11-15, ~10 minutes 10 minutes each x 5 = 50 minutes	Bring the following to class: Each student to complete a reflection for each presentation
16	Week of Dec 13-17 (Finals Week)	Client Presentations #16-21, ~10 minutes each 10 minutes each x 6 = ~50 minutes	Bring the following to class: Each student to complete a reflection for each presentation

Additional Information

Inclusivity:

Students in this class are encouraged to speak up and participate online through Zoom classes or discussion posts. Each of us must show respect for each other because our class represents a diversity of beliefs, backgrounds, and experiences. I believe that this is what will enrich all of our experiences together. I recognize that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from our classroom community or if you have a specific need, please contact me early in the semester so that we can work together to help you become an active and engaged member of our class and community. (This text was adapted from CSU Chico and Winona State University's posts.)

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."

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.

I encourage you to read more about Sac State's Academic Honesty Policy & Procedures at <https://www.csus.edu/umannual/student/stu-100.htm>

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:

Sacramento State is committed to ensuring an accessible learning environment where course or instructional content are usable by all students and faculty. If you believe that you require disability-related academic adjustments for this class (including pregnancy-related disabilities), please immediately contact Services for Students with Disabilities (SSWD) to discuss eligibility. A current accommodation letter from SSWD is required before any modifications, above and beyond what is otherwise available for all other students in this class will be provided. Please be advised that disability-related academic adjustments are not retroactive. SSWD is located on the first floor of Lassen Hall 1008. Phone is 916-278-6955 and e-mail is sswd@csus.edu. For a complete listing of services and current business hours visit: <https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/>

Basic Needs Support – CARES Office

If you are experiencing challenges with food, housing, financial or other unique circumstances that are impacting your education, help is just a phone call or email away. The CARES office

provides case management support for any enrolled student.

Please visit: <https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/>

Student Health and Counseling Services

Your physical and mental health are important to your success as a college student. Student Health and Counseling Services (SHCS) in The WELL offers medical, counseling, and wellness services to help you get and stay healthy during your time at Sac State. SHCS offers: Primary Care medical services, including sexual and reproductive healthcare, transgender care, and immunizations; urgent care for acute illness, injuries, and urgent counseling needs; pharmacy for prescriptions and over-the-counter products; mental health counseling, including individual sessions, group counseling, support groups, mindfulness training, and peer counseling; athletic training for sports injury rehabilitation; wellness services, including nutrition counseling, peerled health education and wellness workshops, and free safer sex supplies; violence and sexual assault support services. Most services are covered by the Health Services fee and available at no additional cost. Please visit: <https://www.csus.edu/student-life/health-counseling/>

Other Resources

Testing Center: <https://www.csus.edu/testing/>

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

Services to Students with Disabilities: <https://www.csus.edu/sswd/> (see information, provided above)

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

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

Student Academic Success and Education Equity Programs: <https://www.csus.edu/saseep/>

Case Manager, Office of Student Affairs: <https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/meet-us/>

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COVID-19 & Our Virtual Classroom: A Gentle Reminder from your instructor

We are still in a pandemic. It is important to begin from that premise because the pandemic will fundamentally shape what the semester looks like, how we inhabit the class, and how we relate to each other and the course material. We are a community and are thus dependent on, and affected by, the actions, precautions, and protections each of us takes to mitigate the spread of COVID-19. Although I live alone, many or most of you live with others including children, siblings, parents, grandparents, loved ones, and roommates. Please continue to take reasonable efforts to protect yourselves, your loved ones, our campus, and our broader community from the spread of COVID-19. During this ongoing dynamic situation, I want to share some thoughts with you about our collective experiences:

- Some of our lives may be relatively unaffected by the pandemic while others have experienced profound tragedies – we cannot make assumptions about others’ experience with the virus.
- We ought to be more compassionate with each other and with ourselves – now, perhaps more than ever, is the time to give the *gift of grace, freely and lovingly*.
- Together, we will make this semester as safe, thoughtful, clinically relevant, and insightful as we can – this also applies to our intellectual, physical, mental, and emotional well-being.
- Finally, please remember, “my humanity is bound up in yours, for we can only be human *together*” – Desmond Tutu

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

CSAD 242C Methods: Language Disorders III

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

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: receptive and expressive language disorders (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, and executive functioning), including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: social aspects of communication (e.g., behavioral and social skills affecting communication), including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: communication modalities, including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.

Standard IV-D: Prevention, Assessment, and Intervention

- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities.
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, and executive functioning).
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding social aspects of communication (e.g., behavioral and social skills affecting communication).
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of assessment and intervention regarding communication modalities.

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

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

Standard IV-F: Research

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

Standard V-A: Oral and Written Communication

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

Standard IV-B: Basic Human Communication Processes

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