



California State University, Sacramento

Department of Communication Sciences and Disorders

GRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Fall 2022	Course: CSAD 229A Practice: Speech Disorders I.	Sections: 01-05
Meeting Days: Tuesday/ Thursdays	Meeting Times:	Location: Maryjane Rees Language, Speech and Hearing Center
Instructor: Debra Harms	Email: debra.harms@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 foci 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. Attend weekly conferences with the assigned clinical instructor.
10. Aiming to complete a minimum of 30 total hours of client contact, including at least 4 hours in assessment.

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. Beginning in the Fall 2020 semester, materials will be submitted online via Canvas. Microsoft teams will be used for clinic paperwork collaboration for the Fall 2022.

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.

As per the Interim Syllabus Policy, this is a course that requires live webcam access for pedagogical reasons related to clinical service delivery. You and your client will need to be able to see and hear each other during all assessment and treatment sessions, as determined appropriate for each client by the clinical instructor.

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 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 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. The hours log is posted on Canvas. 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 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) <ul style="list-style-type: none"> • 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> (Minimum to moderate assistance required) <ul style="list-style-type: none"> • 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
4.15 - 4.34	B	
4.00 - 4.14	B-	
3.85 - 3.99	C+	<u>Needs Improvement in Performance</u> (Moderate assistance required) <ul style="list-style-type: none"> • 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) <ul style="list-style-type: none"> • 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) <ul style="list-style-type: none"> • 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

Course Policies/Procedures:

General Course Policies:

1. 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.
2. 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 group summary report is required for the Spring 2022 semester which will require you to collaborate with your peers in order to complete this objective. Please see you CI for more information.
3. 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. They may be downloaded to the "Speech 1" flashdrive ONLY for the purpose of class presentations. These 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"). Updates to this policy have been provided in the Clinic Handbook for the teletherapy provided in the Fall 2020 semester.
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"). Updates to this policy have been provided in the Clinic Handbook for the teletherapy provided in the Fall 2020 semester.

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.

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	<p>Clients assigned. Please read client file. Make appointment with clinic Clinical Instructor to plan first sessions and develop assessment plan.</p> <p>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.</p> <p>Begin writing your initial case report following the provided template.</p>	<p>Meet with each student individually.</p> <p>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.</p> <p>Confirm Assessment Plan with student clinician.</p>
Week #3 (first week of clinic)	<p>Submit Lesson Plans based on template provided.</p> <p>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.</p> <p>Conduct assessments as appropriate.</p> <p>Prepare for and meet with Clinical Instructor.</p>	<p>Introduce paperwork (lesson plans, SOAP notes, etc).</p> <p>Provide supervision and written feedback.</p> <p>Instruct/model techniques as necessary.</p> <p>Meet with student clinician</p>
Week #4	<p>Submit Lesson Plans and/or SOAP Notes as indicated by clinical instructor.</p> <p>Conduct assessments as appropriate.</p> <p>Develop semester goals and objectives.</p> <p>Chart baseline behaviors as appropriate.</p> <p>Prepare for and meet with Clinical Instructor</p>	<p>Provide supervision and written feedback.</p> <p>Instruct/model techniques as necessary.</p> <p>Meet with student clinician.</p>
Week #5	<p>Submit Lesson Plans and/or SOAP Notes as indicated by clinical instructor.</p> <p>Develop treatment plan with Clinical Instructor.</p> <p>Continue work on Initial Case Report.</p> <p>Prepare for and meet with Clinical Instructor.</p>	<p>Provide supervision and written feedback.</p> <p>Instruct/model techniques as necessary.</p> <p>Meet with student clinician.</p> <p>Confirm expectations for Initial Case Report.</p>
Week #6	<p>Submit Lesson Plans and/or SOAP Notes as indicated by clinical instructor.</p> <p>Develop treatment plan and begin therapy. Prepare for and meet with Clinical Instructor.</p>	

**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)

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

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

(For additional information, please see the

(a) Student Clinic Handbook or the

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

For additional information, please review the [CSAD Handbooks](https://www.csus.edu/college/health-human-services/communication-sciences-disorders/student-resources.html) website
<https://www.csus.edu/college/health-human-services/communication-sciences-disorders/student-resources.html>

Zoom/ Online Instruction privacy and relevant rights and responsibilities:

Any time that a class session is recorded during the COVID-19-related Remote Instruction Period, students will be notified. If students do not want their likeness during class participation included in the recorded class session, they may elect to not participate via video recordings. Recordings will be available for viewing during the Remote Instruction Period subject to the following:

Only students enrolled in the subject class during the Remote Instruction Period may view the recording.

- Students may not post or use the recordings in any other setting (e.g., social media) for any purpose. Students who violate this will be subject to student discipline, up to and including expulsion.
- Federal and California law as well as University policies protecting intellectual property rights and use of instructional materials (including any recordings of class sessions) remain in effect during the Remote Instruction Period.
- If faculty have any plan to use the recording for a different class in the future, the faculty member will need written FERPA consent from those students in the current class who are identifiable in any of the recordings. A FERPA consent form signed by all students in the course will also be needed if the recordings are made available to others beyond the classroom on a nonsecure digital platform.

Important Tips for Success as an Online Learner

There are some basic technical skills and requirements that you will need to have to be successful in this online course. If you have difficulties using Canvas, please go through the [Canvas Student Tour](#).

- ***Begin planning now for private, uninterrupted time in your schedule*** to complete the assignments – preferably in at least one-hour blocks and at least three times a week. It can be easy to fall behind!
- *Check your email account regularly* for updated information. We will be using your Saclink email account for communication. Use Saclink e-mail for private messages to the instructor and other students.
- Read directions carefully.
- For online communication, conventions of on-line etiquette ("netiquette"), which include a courtesy to all users, will be observed. Please see [Guidelines for Online Discussions](#).

Attitudes & Technical Skills Required

You will find that the following attitude will significantly contribute to your success in this online class:

- A positive attitude towards technology
- An open mind towards online education
- Willingness to share your experiences with others
- Strong analytical and critical thinking skills for when you "get stuck"
- Resourcefulness - don't be afraid to click on links and explore and ask questions
- Time management

Online learning requires only basic technical skills:

- Be competent with file management (for example, creating a folder on your desktop, moving files from one location to another, finding a saved file)
- Possess internet navigation skills
- Update your Internet browser
- Send and receive email

- Create and save documents (Word, PowerPoint, Excel or HTML)
- Toggle between two open software applications on your computer
- Copy text from a word processing program and paste them into another program

Technical Assistance

Seek help when you can't access Canvas or class materials.

- For technical assistance, contact the IRT Help Desk. Visit AIRC 2005 during [open hours](#) to speak with the IRT Service Desk Team, or call (916)278-7337. [IRT website.](#)
- For assistance with course materials, contact your instructor

Spam and Phishing Scams

- Learn how to stay safe and protect yourself from hackers who may try to access your personal information: [Don't Fall for a Phishing Scam](#)
- Use anti-virus, anti-spyware, and anti-malware software. [Sac State's Software and Tools](#) available for download.
- Use pins and passwords to secure your computer and devices- don't share your password with anyone. Use strong passwords that include a combination of letters and numbers that no one can guess.

Canvas Student App

Canvas is fully functional on many types of smartphones and tablets. Compatible devices include platforms such as iPhone/iPad/iPod Touch, and Android. However, it is recommended that you do not solely rely on one of these devices to complete your online course work. Access to a computer is still needed for many online activities. Visit the [Mobile section](#) of the [Canvas Guides](#) website for more information.

Additional Information

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: <http://www.csus.edu/umannual/student/stu-0100.htm>

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, shall be reported to the [Office of Student Conduct](#).

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.

Inclusivity

Students in this class are encouraged to be active participants in all aspects of the course, including but not limited to lectures, synchronous and asynchronous activities, discussion posts, etc. Each of us must show respect for each other, as our class represents a diversity of beliefs, backgrounds, and experiences. This enriches all of our learning experiences together. Our individual differences 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 the instructor early in the semester. Your instructor will work with you to ensure that you become an active and engaged member of our class and community.

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 Office of Services to Students with Disabilities (SSWD), 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 Services to Students with Disabilities (SSWD)** 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, SSWD provides consultation and serves as the information resource on disability related issues to the campus community. SSWD 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 sswd@csus.edu.

Basic Needs Support

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. Email the CARES office at cares@csus.edu to speak with a case manager about the resources available to you. Check out the [CARES website](#).

Crisis Assistance & Resource Education Support (CARES)

“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.

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: www.csus.edu/shcs

Campus Confidential Advocate – Laura Swartzen

Email: weave@csus.edu

On Campus Phone Number: 916-278-5850 (during business hours)

WEAVE 24/7 Hotline: 916-920-2952

CSUS Grading Policy

Information for students regarding grading is provided here:

<https://www.csus.edu/umannual/acad/umg05150.htm>

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/student-affairs/centers-programs/testing-center/>
- Library: <https://library.csus.edu/> for consultation : Rachel Stark, MS, AHIP, stark@csus.edu
- Services to Students with Disabilities: <https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/>
- Student Health and Counseling Services at The WELL: <https://www.csus.edu/student-life/health-counseling/>
- Student Academic Success and Education Equity Programs: <https://www.csus.edu/student-affairs/retention-academic-success/>
- Crisis Assistance and Resource Education Support (CARES): <https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/>
- 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>
- Peer & Academic Resource Center: <https://www.csus.edu/student-affairs/centers-programs/peer-academic-resource/>
- SMART Thinking (tutoring resource): <https://www.csus.edu/student-affairs/centers-programs/degrees-project/internal/documents/smarthinking.pdf>

Health & Safety Information: 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: <https://sacstateshcs.wufoo.com/forms/covid19-illnessexposure-report/> 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>

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.