California State University, Sacramento

Department of Communication Sciences and Disorders

GRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Fall 2022	Course: CSAD 242C Methods: Language Disorders III	Section: 01 #83568
Meeting Days: Thursdays	Meeting Times: 3:00 – 3:50 p.m.	Location: Folsom 2204
Instructor: Dr. Darla K. Hagge, CCC-SLP	Email: hagge@csus.edu	Phone: 916/278-6695, office 714/749-2799
Office Location: Folsom Hall Zoom Telephone	Office Hours/Appointments: **By appointment, please contact Dr. Hagge directly by email**	

Date of last syllabus revision: 08/12/2022

Catalogue Course Description:

CSAD 242C.   Methods: Language Disorders III.   1 Unit
Prerequisite(s): CSAD 218, CSAD 242B; CSAD 221 may be taken concurrently; instructor permission.
Corequisite(s): CSAD 243C.
Term Typically Offered: Fall, Spring
Techniques and materials for assessing and treating speech and language disorders emphasizing disorders secondary to cerebral vascular accidents, traumatic brain injury, or other neurological disorders. Discussion of cases in the current caseload.

Place of Course in Program

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

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

Course Learning Outcomes:

GRADUATE

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

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

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

CSAD 242C SPECIFIC STUDENT LEARNING OUTCOMES:

1. Prevention, assessment and intervention of cognitive aspects of communication, including attention, memory, sequencing, problem-solving, and executive functioning.

2. Prevention, assessment and treatment of receptive and expressive language, including phonology, morphology, syntax, semantics and pragmatics, in speaking listening, reading, writing and manual modalities.

3. Prevention, assessment and treatment of people with motor speech disorders, including oral-verbal apraxia and/or dysarthria.

4. Evaluation:

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

5. Intervention:

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

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

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

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

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

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

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

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

Textbooks and Materials:

Required Texts:
None

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

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

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

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

Aphasia Diagnostic Profiles (ADP)
ASHA Functional Assessment of Communication Skills (ASHA FACS) Apraxia Battery of Adults
Assessment of Intelligibility of Dysarthric Speech Boston
Diagnostic Aphasia Examination (BDAE) Boston Naming Test
Boston Assessment of Severe Aphasia (BASA) Communicative
Abilities in Daily Living (CADL) Clinical Management of Right
Hemisphere Dysfunction
Dworkin-Culatta Oral Mechanism Examination and Treatment System Discourse
Comprehension Test
Frenchay Dysarthria Assessment Dysarthria Profile
Neurosensory Center Comprehensive Examination for Aphasia (NCCEA) Aphasia
Language Performance Scales (ALPS)
Repeatable Battery for the Assessment of Neurological Status (RBANS) Revised Token
Test-Adults
Reading Comprehension Battery for Aphasia
Ross Information Processing Assessment-2nd edition (RIPA-2) Scales of
Cognitive Ability in TBI (SCATBI)
Screening Test for Developmental Apraxia of Speech Western Aphasia
Battery (WAB)
Woodcock Language Proficiency Battery-R

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

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

Online Resources: CANVAS

Course Requirements/Components:

Students are expected to attend class regularly and to be prepared to participate in weekly class 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 exception.

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.

METHODS OF EVALUATION:		
ASSIGNMENT	**POINT VALUE**	**DATE SCHEDULED**
CLASS ATTENDANCE & PARTICIPATION Format: Student will attend and participate in scheduled weekly class meetings including small/whole group discussions, active learning activities, and/or other in-class assignments. To earn 10 points for weekly meeting, student is required to (a) participate actively in all class discussions and activities and (b) submit assigned in-class activity in Canvas, per professor's instructions. **Points: 10 pts/week x 16 = 160**	160	Students will attend and participate in each class meeting, including any individual or group activities, small group and/or whole class discussions, and any other assigned in-class activities.
CASE PRESENTATION Format: During the semester, each student team 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, resources and HEP shared with client/family, and p r o g r e s s t o w a r d s g o a l s . See additional instructions posted on CANVAS. Points: 100 points	100	The assigned presentation schedule will be provided in Canvas. The grading rubric and assignment will be provided on CANVAS.
Dr. Brady's Lecture & Activity Format: Instead of our regular class meeting, each student will watch Dr. Brady's recorded lecture and complete the assigned worksheet activity. Points: 40 points	40	Additional information available on CANVAS. This assignment replaces the class meeting on Thursday, 11/17/2022. Due: 11/20/2022 by midnight
REFLECTION Each student will complete and submit two (2) separate, typed reflection-on-action documents that involve two separate client sessions. Points: 100 points x 2	200	REFLECTION PAPER #1, Due: 10/2/2022 by midnight REFLECTION PAPER #2, Due: 11/6/2022 by midnight Note: The reflection template is two-sided! See Canvas for specific instructions and template.
Individualized Home Exercise Program (HEP) & Resource Electronic Binder (1 HEP & Resource Electronic Binder for each client: 2 x 100=200)	200	Two (2) completed and signed HEP/Resource Checklist by clinical instructor uploaded to CANVAS no later than 12/4/2022 midnight. See Canvas for specific instructions.
Total Points	700	

**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 Note: Topics recommended each week by CIs will *always* take precedence over pre-planned topics/activities.	Time/Activities Note: Subject to change, per instructor's discretion based on CI feedback.
1	9/1	**PREPARING FOR YOUR CLIENTS and TELEPRACTICE!** **Bring the following information to class:** Client background and history Diagnosis and severity level Interview questions! Assessment ideas	**Bring the following to class:** Your laptop Assessment binders Break out groups based on Dx and severity (e.g., mild aphasia, mod cognitive-linguistic, etc.)
2	9/8	**ASSESSMENTS!** Informal assessment Medical diagnosis versus SLP diagnosis Creating a client appropriate interview, continued	**Bring the following information to class:** Your laptop Assessment plan Binders
3	9/15	**REFLECTION ON PRE-ASSESSMENT!** Unexpected learning Other areas to assess? How? Needs of family/significant othersPossible referrals	**Bring the following information to class:** Your laptop Assessment summary, questions, concerns
4	9/22	**GOALS!** Formula for goal writing Review SMART goals Review FIMS – framework (plot your client) Long-Term Goal ("To Improve Communication") End-of-the-Semester Goals (approximately 3-5 goals) Weekly objectives (e.g., trajectory of weekly objectives) [**Note**: These objectives will look different than school-based objectives!!!]	**Bring the following to class:** Your laptop Initial areas for writing your clients' goals
5	9/29	**WRITING AN ICR!** Review each section of the ICR Severity Ratings (see FIM) Provide an impact statement (e.g., How are the deficits impacting the client? Look at their lives premorbidly) Be sure to edit for spelling/grammar Impressions/Diagnostic Statement	**Bring the following to class:** Your laptop Your clients' assessment data Draft ICR **REFLECTION PAPER #1 DUE BY MIDNIGHT on 10/2/2022**
6	10/6	**THERAPY ACTIVITIES** EBP – definition; three parameters Using ASHA's EBP Portal – Confirming EBP! Direct intervention approaches: • Treatment of Underlying Forms • Verbs Strengthening • Response Elaboration Training • Orla Compensatory Strategies: • Self-advocacy Life participation approach techniques: • Communication Partner Training for PCPs Memory • External aids – atomic clocks, journals/calendars • Internal aides – visualization, repetition, association	**Bring the following to class:** Your laptop Client information

7	10/13	**THERAPY ACTIVITIES, continued** (see above)	<u>**Bring the following to class:**</u> Your laptop Client information
8	10/20	**LECTURE** Integrating HEP and Resources into your therapy	<u>**Bring the following to class:**</u> Your laptop Client information Your ideas
9	10/27	**LECTURE** History and Purpose of IPE/IPCP ASHA IPE Standards / National PoliciesHistory of Healthcare Uniprofessional Identity versus Interprofessional Identity	<u>**Bring the following to class:**</u> Your laptop
10	11/3	**ASSIGNMENT DISCUSSION** How to Identify and Determine: Resource Binders & Home Exercise Program (HEP)	<u>**Bring the following to class:**</u> Client Summary Your laptop **REFLECTION PAPER #2 DUE BY MIDNIGHT on 11/6/2022**
11	11/10	**ASSIGNMENT DISCUSSION** Preparing for Client Presentations Writing the FCR	<u>**Bring the following to class:**</u> Client Summary Questions/concerns Your laptop
12	11/17	**Interprofessional Lecture: Dr. Deb Brady** "Understanding Lab Values & Vital Signs"	**Class Will NOT Be Meeting** Instead: Dr. Brady's lecture is recorded and available on Canvas Assignment: Available on CANVAS **Due: 11/20/2022 by midnight**
13	11/24	**THANKSGIVING**	<u>**No Class Meeting**</u>
14	12/1	**CLIENT PRESENTATIONS (n=21 students total)** Student group presentation schedule posted on CANVAS	<u>**Bring the following to class:**</u> Your laptop Presentation, if applicable **Two HEP/Resource Forms (for both clients) is dated and signed by CI, and uploaded into CANVAS by midnight, 12/4/2022**
15	12/8	**CLIENT PRESENTATIONS, continued**	<u>**Bring the following to class:**</u> Your laptop Presentation, if applicable
16	12/15	**CLIENT PRESENTATIONS, continued**	<u>**Bring the following to class:**</u> Your laptop Presentation, if applicable

Online Learning

For additional information, please review the CSAD Handbooks website:
https://www.csus.edu/college/health-human-services/communication-sciences-disorders/csad-handbooks.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 [**Note:** This course will **<u>not</u>** be recorded during the Spring 2022 semester.] 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 to this website: https://www.csus.edu/information-resources-technology/canvas/canvas-for-students.html

- ***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.

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

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- 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

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. 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

Students must adhere to COVID-19 policies regarding mask wearing and vaccinations as described on the CSUS website. Please see https://www.csus.edu/compliance/risk-management/coronavirus.html and https://www.csus.edu/return-to-campus/return-to-campus-faq.html for more information and updates.

Campus health and safety protocols regarding COVID-19 will be updated to match county, state, or CSU system standards. Please comply with campus requirements/protocols for vaccine certification and testing, indoor masking, physical distancing, COVID-19 symptom screening, contact tracing, and other safety measures to minimize the spread of COVID-19.

If you are attending an in-person class:
- You must certify with the University that you are fully vaccinated or have an approved medical or religious exemption.
- Masks are required for everyone, including the instructor, until the indoor mask mandate ends. According to the university, refusal to wear a mask is disruptive to the learning environment, and the **Disruptive Student Behavior Policy** will apply.
- If you have any **COVID-19-related symptoms** or you are unvaccinated and have come into close contact with someone who has a confirmed positive COVID-19 test, please contact the Student Health Center or your medical provider. If you have symptoms, do not come to class until you have tested negative or have received clearance from the Student Health Center.
- Illness due to COVID-19 or exposure to a confirmed positive individual that requires quarantine or isolation is a qualifying emergency and late work, make-up assignments, and virtual attendance will be allowed in consultation with me.

If you wish to confer privately with me about your vaccination, exposure, or positive test status, you should first affirm that you are voluntarily disclosing your medical information. Any information you share with me will be treated securely and only be shared with the Student Health Center to follow established safety protocols.

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://www.csus.edu/umanual/student/stu-100.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.

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

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.

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/umanual/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): 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. 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, peer led 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.
- 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

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.