



# California State University, Sacramento

## Department of Communication Sciences and Disorders

### GRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Spring 2024	Course: CSAD 243B Practice: Language Disorders II	Section: All sections
Meeting Days: Tuesday/Thursday	Meeting Times: 4:00-6:50pm schedule TBA	Location: Maryjane Rees Language, Speech and Hearing Center
Instructor: Donna Northcutt	Email: <a href="mailto:donna.northcutt@csus.edu">donna.northcutt@csus.edu</a>	Phone: N/A
Office Location: TBA	Office Hours/Appointments: By Appointment	

#### Catalogue Course Description:

**CSAD 243B. Practice: Language Disorders II.**  
2 Units

**Prerequisite(s):** Instructor permission

**Corequisite(s):** [CSAD 242B](#)

**Term Typically Offered:** Fall, Spring

Supervised clinical practice with children demonstrating language disorders secondary to a myriad of contributing factors including delayed development, neurological problems, and various genetic conditions.

#### Place of Course in Program

Students will participate in supervised clinical practice with children demonstrating language disorders impacting literacy secondary to a myriad of contributing factors including delayed development, neurological problems, and various genetic conditions. Students will diagnose and treat language problems with a particular focus on language-literacy development in the areas of reading and writing.

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

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

### Textbooks and Materials:

No textbook is required. Materials will be selected from the supply room in consultation with your Clinical Instructor.

### Online Resources:

Please review the CSAD 242B course module, which can be found on *Canvas*, for report templates, suggested materials, etc.

### Course Requirements/Components:

*The student clinician will be responsible for:*

- a. Assessing clients' developing language system in terms of oral-written language skills.
- b. Conducting, and evaluating language intervention with two (2) clients for a total of at least four (4) hours/weekly, totaling approximately 48 client contact hours. Our clients begin clinic **week of 2/5/2024**. All therapy sessions must be completed by Friday, **5/3/2024**. If a client cancels, we generally do not make up the session. If the Student Clinician, Clinical Instructor, or Clinic Coordinator cancels the session for any reason, it must be made up. All make-up sessions must be completed the week ending **5/10/2024**.
- c. Interpreting results of therapy with clients' family members/caretaker and working with them on carryover home assignments.
- d. Writing daily lesson plans using the standard Clinic Lesson Plan Template as directed by your Clinical Instructor. Measurable outcomes must be documented on a daily basis.
- e. Documenting progress in daily/weekly Lesson Plans in clients' working files.  
Writing Initial and Final Reports of Therapy.

- f. As with other practicum experiences, once the student clinician has met with his/her clients, dropping clinical practicum classes by the student clinician is prohibited except for medical reasons or extraordinary circumstances as approved by the Department.
- g. Evaluating and reflecting on your own performance of recorded sessions of your therapy as required by your Clinical Instructor. Because of client confidentiality, you **MUST** follow the policy set forth in the Clinic Handbook on recording and viewing client therapy sessions.
- h. Meeting with your Clinical Instructor on a once-weekly basis. Your Clinical Instructor will be available to you at other times also, but the weekly meeting should center on specific questions/concerns you have about your clients' programs. Prepare for these weekly meetings: Have specific questions written and ready to discuss. If you are unable to keep your appointment, you must cancel prior to meeting time and reschedule with your Clinical Instructor.
- i. Evaluating your clinical strengths and identifying areas in which you wish to develop. During meetings and evaluations, you will discuss your developing areas of strengths and areas you wish to strengthen. You will be asked to be self-evaluative, noting specifically what you need to do better and what you plan to do to strengthen these areas. Your Clinical Instructor will also commit to what they can do to help you in these areas. In keeping with ASHA's expectations, we will use formative assessment ("ongoing measurement during educational preparation for the purpose of improving student learning") to evaluate students' critical thinking, decision making, and problem solving skills across oral and written components and in clinical competency.

## 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	<p><b><u>Exceeds Performance Expectations</u></b> (Minimum assistance required)</p> <ul style="list-style-type: none"> <li>● Clinical skill/behavior well-developed, consistently demonstrated, and effectively implemented</li> <li>● Demonstrates creative problem solving</li> </ul>

		<ul style="list-style-type: none"> <li>• Clinical Instructor consults and provides guidance on ideas initiated by student</li> </ul>
4.50 - 4.64	A-	
4.35 – 4.49	B+	<p><b><u>Meets Performance Expectations</u></b> (Minimum to moderate assistance required)</p> <ul style="list-style-type: none"> <li>• Clinical skill/behavior is developed/implemented most of the time, but needs continued refinement or consistency</li> <li>• Student can problem solve and self-evaluate adequately in-session</li> <li>• Clinical Instructor acts as a collaborator to plan and suggest possible alternatives</li> </ul>
4.15 – 4.34	B	
4.00 – 4.14	B-	
3.85 – 3.99	C+	<p><b><u>Needs Improvement in Performance</u></b> (Moderate assistance required)</p> <ul style="list-style-type: none"> <li>• Inconsistently demonstrates clinical skill/behavior</li> <li>• Student’s efforts to modify performance result in varying degrees of success</li> <li>• Moderate and ongoing direction and/or support from Clinical Instructor required to perform effectively</li> </ul>
3.65 – 3.84	C	
3.50 – 3.64	C-	
3.35 – 3.49	D+	<p><b><u>Needs Significant Improvement in Performance</u></b> (Maximum assistance required)</p> <ul style="list-style-type: none"> <li>• Clinical skill/behavior is beginning to emerge, but is inconsistent or inadequate</li> <li>• Student is aware of need to modify behavior, but is unsure of how to do so</li> <li>• Maximum amount of direction and support from clinical Supervisor required to perform effectively.</li> </ul>
3.15 – 3.34	D	
3.00 – 3.14	D-	
1.00 – 2.99	F	<p><b><u>Unacceptable Performance</u></b> (Maximum assistance is not effective)</p> <ul style="list-style-type: none"> <li>• Clinical skill/behavior is not evident most of the time</li> <li>• Student is unaware of need to modify behavior and requires ongoing direct instruction from Clinical Instructor to do so</li> <li>• Specific direction from Clinical Instructor does not alter unsatisfactory performance</li> </ul>

## PERFORMANCE IMPROVEMENT PLANS (PIPS)

A Performance Improvement Plan may be implemented AT ANY TIME by the clinical instructor. Performance Improvement Plans are used as teaching tools to assist students in the demonstration of proficiency in ANY area related to assessment. Performance Improvement Plans may or may not be assigned at the time of a competency form. Performance Improvement Plans that are written must be successfully completed by the student prior to receiving a passing grade in the clinic. Students with outstanding Performance Improvement Plan(s) or those who fail to successfully complete a Performance Improvement Plan will not receive a passing grade for the clinic. Their final grade will be determined by their clinical instructor after a careful review of competency scores and progress towards the Performance Improvement Plan(s).

## Course Policies/Procedures:

**Please refer to the Student Clinic Handbook for clinic policies and procedures. Students are asked to pay particular information to the following:**

### **Initial Case Reports (ICRs)/Final Case Reports (FCRs)**

1. Please follow the standardized ICR/FCR format provided in the handbook and provided in class as templates for this clinic.
2. Please edit all submitted reports including mechanics (e.g., spelling, grammar) and formatting (e.g., margins, font, etc).
3. Please comply with all HIPAA regulations (e.g., remove identifying info)
4. For all edits, please use the software's editing tool (e.g., "track changes" in Microsoft Word) or follow the assigned clinical instructor's instructions.

### **Therapy Observation Comments:**

- (a) Be sure to **always** initial the clinical instructor's comments once read.
- (b) Please be sure to answer any questions that are asked and feel free to ask questions for the clinical instructor.
- (c) Be sure to bring your notes and questions to every weekly conference with the clinical instructor.

### **Weekly Conferences**

Students will meet with the assigned clinical instructor every week in group or individual format. This weekly meeting schedule will be created at the beginning of the semester. Please prepare for each weekly conference with the assigned Clinical Instructor. Students will receive ongoing written and verbal feedback from the assigned Clinical Instructor throughout the semester. Students are expected to integrate all clinical recommendations into the intervention. As a result, the midterm and final evaluation reports/conferences should be a reflection of the ongoing collaboration and discussions.

### **Confidentiality:**

Please consult your clinic handbook regarding client confidentiality and client confidentiality as it pertains to video and audio recording. Any violation of these policies will result in the student receiving a failing grade in the clinic through reduction of points.

### **General Policies:**

Absences: Students are expected to meet all clinic appointments, including required orientations prior to sessions starting on Week 3. Unexcused absences may result in a performance improvement plan (PIP) and/or failure of the course. If a student is ill and cannot attend clinic, please contact your clients and assigned Clinical Instructor according to the instructions in the handbook. Please work with your Clinical Instructor if you need to be out so that a plan can be made to help you achieve competency. All students should contact Dr. Abendroth if you will be absent at [louney@csus.edu](mailto:louney@csus.edu) and provide a medical excuse.

Note: In the event that your Clinical Instructor is not available during the semester for whatever reason, students will be contacted and advised how the course will proceed. This may include a

change in instructor and/or modality.

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>

Dropping Course: As with other practicum experiences, once you have met with your clients, dropping clinical practicum classes by the student clinician is prohibited except for medical reasons or extraordinary circumstances, as approved by the Department. See the department catalog for details.

Submission of Written Work: Documenting progress in daily/weekly Lesson Plans in clients' working files; Writing Initial and Final Reports of Therapy. Remember, all final reports AND required paperwork must be completed and filed on the last scheduled therapy day for each of your clients.

## TENTATIVE Course Schedule/Outline:

<p style="text-align: center;"><b>TENTATIVE CLINIC SCHEDULE AND EXPECTATIONS (VERIFY SPECIFIC DATES WITH YOUR CLINICAL INSTRUCTOR)</b></p> <p style="text-align: center;"><i>(For additional information, please see the (a) Student Clinic Handbook or the (b) Student Clinic Handbook, Clinical Instructor edition)</i></p>		
Date	Expectations	
WEEKS:	The Student Will:	The Clinical Instructor Will:
WEEKS #1 and #2	Clients assigned. Please read client file. Make appointment with clinic Clinical Instructor to plan first sessions and develop assessment plan. Set up weekly meetings. These may be conducted in group format at the discretion of the Clinical Instructor, but you, or your Clinical Instructor, may request an individual meeting at any time. Begin practice sessions with your Clinical Instructor and colleagues. <b>ATTEND MANDATORY ORIENTATIONS/INITIAL STAFFINGS. Begin</b>	Meet with each student individually. Set up weekly meetings. These may be conducted in group format at the discretion of the Clinical Instructor, but you, or the Clinical Instructor, may request an individual meeting at any time. Begin practice sessions with your students. Confirm Assessment Plan with student clinician.

	<b>writing your INITIAL CASE REPORT during your file review!!</b>	
WEEK #3	Submit Lesson Plans. First week of clinic for L2 clients. Conduct interview. Have the client/caretakers complete all required forms. Continue practice sessions with your Clinical Instructor and colleagues. Prepare for and meet with Clinical Instructor.	Provide supervision and written feedback. Instruct/model techniques as necessary. Continue practice sessions with your students. Meet with student clinician.
WEEK #4	Submit Lesson Plans.	Provide supervision and written feedback. Instruct/model techniques as necessary.
	Conduct assessments as appropriate. Develop semester goals and objectives. Chart baseline behaviors as appropriate. Prepare for and meet with Clinical Instructor.	Meet with student clinician.
WEEK #5	Submit Lesson Plans. Continue assessment; begin therapy. Prepare for and meet with Clinical Instructor.	Provide supervision and written feedback. Instruct/model techniques as necessary. Meet with student clinician. <b><i>Confirm expectations for Initial Case Report.</i></b>
WEEK #6	Submit Lesson Plans. Continue assessment, begin therapy. Prepare for and meet with Clinical Instructor. <b>Submit first draft(s) of initial case report(s) approximately this week.</b>	Provide supervision and written feedback. Instruct/model techniques as necessary. Meet with student clinician. <b>Begin reviewing initial case report</b>
WEEK #7	Submit Lesson Plans. Continue therapy. Prepare for and meet with Clinical Instructor.	Provide supervision and written feedback. Instruct/model techniques as necessary. Meet with student clinician.
WEEK #8	Submit Lesson Plans. Continue therapy. Prepare for and meet with Clinical Instructor. <b>MID-SEMESTER COMPETENCIES EVALUATION MEETING WITH CLINICAL INSTRUCTOR DUE THIS WEEK</b>	Provide supervision and written feedback. Instruct/model techniques as necessary. <b>Meet with student clinician to review mid-semester competencies</b>

WEEK #9	Submit Lesson Plans. Continue therapy. Prepare for and meet with Clinical Instructor.	Provide supervision and written feedback. Instruct/model techniques as necessary. Meet with student clinician
WEEK #10	Submit Lesson Plans. Continue therapy. Prepare for and meet with Clinical Instructor. <b>Begin Post-testing and planning/writing your FINAL CASE REPORT</b>	Provide supervision and written feedback. Instruct/model techniques as necessary. Meet with student clinician. <b><i>Confirm expectations for Final Case Report.</i></b>
WEEK #11	Submit Lesson Plans. Continue therapy and post-testing. Work on Final Case Report Drafts Prepare for and meet with Clinical Instructor. Submit first draft(s) of final case report(s) approximately this week	Provide supervision and written feedback. Instruct/model techniques as necessary.  Meet with student clinician. Begin reviewing final case report
WEEK #12	Submit Lesson Plans. Continue therapy. Prepare for and meet with Clinical Instructor.	Provide supervision and written feedback. Instruct/model techniques as necessary. Meet with student clinician.
WEEK #13	Submit Lesson Plans. Continue therapy. Prepare for and meet with Clinical Instructor	Provide supervision and written feedback. Instruct/model techniques as necessary. Meet with student clinician.
WEEK # 14	Last week of LII clinic (not including make-ups) Submit Lesson Plans. Conduct end of semester meeting with clients' parents/caretakers. Submit forms to Clinical Instructor regarding continuation of therapy. Prepare for and meet with Clinical Instructor: All clinic sessions must be completed by 5/3/2024. All final reports AND required paperwork must be completed and submitted on the last scheduled therapy day	Last week of LII clinic (not including make-ups) Provide supervision and written feedback. Instruct/model techniques as necessary. Meet with student clinician:  All clinic sessions must be completed by 5/3/2024. All final reports AND required paperwork must be completed and submitted on the last scheduled therapy day for each of your clients. Final evaluation conference MUST take place by 5/10/2024 unless otherwise scheduled.



	<p>for each of your clients.  final evaluation  conference MUST take  place BY 5/10/2024  unless otherwise  scheduled.</p>	
WEEK #15	<p>Make-up therapy week  Submit Lesson Plans, if  conducting therapy.  Conduct end of  semester meeting with  clients'  parents/caretakers.  Submit forms to Clinical  Instructor regarding  continuation of therapy.  Prepare for and meet  with Clinical Instructor  for any wrap-up  Congratulations!</p>	<p>Make-up therapy week  Provide supervision and  written feedback. Assist  clinicians with end- of-semester  forms and continuation.  Meet with student clinician for  any wrap-up  Congratulations!</p>
WEEK # 16	<p>Finals Week</p>	

# Online Learning

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.

## 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 Disability Access Center (DAC), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to DAC and meet with a DAC counselor to request special accommodation before classes start. Sacramento State Disability Access Center offers a wide range of support services and accommodations for students in order to ensure students with disabilities have equal access and opportunity to pursue their educational goals. Working collaboratively with students, faculty, staff and administrators, DAC provides consultation and serves as the information resource on disability related issues to the campus community. DAC is located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) or (916) 278-7239 (TDD only) or via email at [dac@csus.edu](mailto:dac@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](mailto:cares@csus.edu) to speak with a case manager about the resources available to you. Check out the [CARES website](#).

## 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](mailto: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>

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

## CSAD 243B Practice: Language Disorders II

### 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: 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 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 cognitive 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 cognitive 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 cognitive 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 cognitive 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 cognitive aspects.



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

expressive language.

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

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

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

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

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

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

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

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

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

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

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

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