



California State University, Sacramento

Department of Communication Sciences and Disorders

UNDERGRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Fall 2020	Course: CSAD 199 NeuroService Alliance (NSA)	Section: 02, #TBD 03, #TBD
Meeting Days: Monday, Section #02 Thursday, Section #03	Meeting Times: 9:00 – 12:35 p.m. – Section #02 2:00 – 04:00 pm. – Section #03	Location: WEBONLINE
Instructor: Dr. Darla K. Hagge, CCC-SLP Renee Garner M.S., CCC-SLP	Email: hagge@csus.edu renee.garner@csus.edu	Phone: 916-278-6695 – office 714/749-2799 – cell <i>[preferred, if time sensitive or urgent]</i> TBA
Office Location: Hagge: Virtual via Zoom or by phone Garner: Virtual via Zoom or by phone	Office Hours/Appointments: Hagge Tuesdays, 2:30 – 4:00 p.m. Wednesdays, 2:30 – 4:00 p.m. Thursdays, 3:00 – 4:00 p.m. By appointment, please contact Dr. Hagge directly by email Garner TBA	

Catalogue Course Description:

**CSAD 199, Sections #2 and #3. NeuroService Alliance. Credit/No Credit
1 Unit**

Prerequisite(s): Admittance to university; student with a declared major in Communication Sciences & Disorders, and is in good standing in the Department of Communication Sciences & Disorders

Term Typically Offered: Fall, Spring

A passing grade in this course means that you have completed **pre-clinical training** that supports the following KASA competencies: IV-C (Communication modalities), IV-D (Cognitive aspects of communication, Communication modalities), and IV-G (Cognitive aspects of communication, and Social Aspects of communication, Communication modalities).

Place of Course in Program

NeuroService Alliance (NeuroSA) is a collection of programs that offer a variety of experiential, interprofessional learning electives that are placed in the curriculum at the undergraduate level as a means to learn and experience the biological, acoustic, psychological, neurogenic, linguistic, and cultural bases related to acquired neurogenic communicative disorders. Students participate as trained communication partners for adults who benefit from augmented input and other supportive conversation techniques in a variety of group activities.

Participation in NeuroSA provides students with an interprofessional, experiential learning experience. All students are provided with an e-copy of the NeuroService Alliance Student Manual and expected to follow policy and procedures. Available NeuroSA programs may vary from semester to semester (especially during COVID-19), and include Communication Recovery Groups-Sacramento (CRG-SAC), Vocally Devoted (VoD), Communicating Through Art (CTA), Aphasia Book Club (ABC; *available during the spring semesters only*), Film & Photo Fun, Creating Access Through Technology (CTA), Peer-Led Family Education and Training Group, AActive Talkers, and Keeping It Loud and Clear.

Sacramento State Baccalaureate Learning Goals for the 21st Century (BLG)	Addressed by this course (Y/N)
Competence in the Disciplines: <i>The ability to demonstrate the competencies and values listed below in at least one major field of study and to demonstrate informed understandings of other fields, drawing on the knowledge and skills of disciplines outside the major.</i>	Y
Knowledge of Human Cultures and the Physical and Natural World <i>through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts. Focused by engagement with big questions, contemporary and enduring.</i>	Y
Intellectual and Practical Skills, Including: <i>inquiry and analysis, critical, philosophical, and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving, practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.</i>	Y
Personal and Social Responsibility, Including: <i>civic knowledge and engagement—local and global, intercultural knowledge and competence*, ethical reasoning and action, foundations and skills for lifelong learning anchored through active involvement with diverse communities and real-world challenges</i>	Y
Integrative Learning**, Including: <i>synthesis and advanced accomplishment across general and specialized studies</i>	Y

Course Learning Outcomes:

UNDERGRADUATE

Mastery of each student-learning outcome listed below is indicated by a grade of C 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 C. 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.

CSAD 199 Sections 2 & 3 SPECIFIC STUDENT LEARNING OUTCOMES:

1. Student will serve as a trained communication partner for persons with acquired communication disorders and/or other concomitant disorders (e.g., apraxia of speech, cognitive deficits, progressive disorders, etc) in a variety of programs.
2. Student will describe the history of persons with disabilities in Western Civilization.
3. Student will compare and contrast the difference between the medical model and social model approaches to disability.
4. Student will discuss the Life Participation Approach (LPAA) for persons with acquired communication disorders.
5. Student will identify the difference between formal, traditional speech-language therapy and an LPAA approach to services.
6. Student will collaborate and communicate effectively with persons with acquired communication disorders and their loved ones, student peers, professionals and department staff.
7. Student will consistently demonstrate learned professional behaviors.
8. Student will demonstrate pre-clinical critical thinking skills that are related but not limited to leadership skills, real-time problem solving and decision making abilities, understanding which CPT techniques to use, emerging ability to identify differences between aphasia, apraxia of speech, dysarthria and cognitive deficits.
9. Student will identify and comply with HIPAA requirements.
10. Student will identify the WHO's ICF, SLP scope of practice and ethics.
11. Student will describe aphasia and its impact on all those who are living with the acquired communication disorder.

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Course Learning Outcome	Components Indicating Competence	Grades Received
1	#1, #2, #5	
2	#1	
3	#1	
4	#1, #2, #3, #4	
5	#1, #4	
6	#2, #3	
7	#2, #3	
8	#2, #3, #4	
9	#2, #3, #4	
10	#1, #4	
11	#1, #2, #3, #4	

Textbooks and Materials:

None

Online Resources:

CANVAS

Course Requirements/Components:

A. STUDENT EXPECTATIONS:

The student is responsible for the following:

1. **Completing and passing** the NeuroService Alliance Communication Partner Training (CPT) for Persons with aphasia and other acquired neurogenic communication disorders by the assigned due date.
2. **Preparing in advance for and participating** in weekly 1.0 group meetings including age- and culturally-appropriate conversations and activities related to conversations, current events, technology, and/or a student-requested project. Because group members and classmates are relying on one another, only medically-documented absences are considered excused.
3. **Writing and submitting** two (2) hard copy reflective essays via Canvas.

4. **Completion and clearance** of a mandatory background check. The instructions are posted on the Department Website at: <https://portal.castlebranch.com/CM24>
Please upload a copy of your certificate or a screenshot of your certificate to our Canvas site. (NOTE: Complete the background check WITHOUT the drug screening. The background check that includes a drug screening is for graduate students only). If a student has previously obtained this background check clearance, there is no need to obtain a second background check. Instead, he/she may submit a copy of his/her original clearance to the instructor. Similarly, you will not be required to completed this background check again for other undergraduate classes in the major. **Note:** This is a departmental requirement.

B. COURSE POLICIES AND SCHEDULE:

Students will participate in NeuroService Alliance program(s) for approximately 3.5 hours per week, including formal training meetings during the first two weeks of the semester. Please note that there are no meetings during any University-recognized holiday, spring break, dead week, or finals week. As previously mentioned, only excused absences are acceptable and require documentation from a doctor. For additional questions regarding policy and procedures, students should refer to the NeuroService Student Handbook (available on Canvas).

Grading Policy:

Student grades are based on the successful completion of student expectations and on-time submission of assignments. See Methods of Evaluation table, below:

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Methods of Evaluation

LOC	Assignment	Point Value	Date Scheduled
#1	<p>Communication Partner Training (CPT) Online Training Modules</p> <p><i>Self directed independent training modules with subsequent quiz located on Canvas. (Instructions and quiz are accessed on Canvas)</i></p>	160	Due Date: 9/11/2020 11:59 p.m.
#2 & #3	<p>Attendance/Weekly co-leadership and participation</p> <p><i>If a meeting is cancelled due to a holiday or other reason, points will be automatically assigned to each student.</i></p>	<p>140</p> <p>(14 meetings x 10 points)</p>	Each weekly meeting, including one (1) mandatory training meetings (9/7/2020 is a holiday)
#4	<p>2 Reflective Essays</p> <p><i>Available on and submitted through Canvas</i></p>	<p>200</p> <p>(2 essays x 100 points)</p>	Due Dates: 11/6/2020 12/4/2020
#5	<p>Background Check</p> <p><i>Completion, clearance and hard copy submission to Instructor through Canvas</i></p>	100	Due Date: 9/11/2020
	Total possible points	600	

Note: Failure to complete the above assignments will result in a “no credit” grade for the course.

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.

Inclusivity:

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

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, may be reported to the office of student affairs.**

Understand When You May Drop This Course:

It is the student's responsibility to understand when he/she need to consider disenrolling from a course. Refer to the Sac State Course Schedule for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons include: (a) documented and significant change in work hours, leaving student unable to attend class, or (b) documented and severe physical/mental illness/injury to the student or student's family. Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if there is a compelling extenuating circumstance. All incomplete course assignments must be completed by the department's policy.

Equal Access:

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

Sacramento State offers basic needs support for students who are experiencing challenges in these areas. Please visit our Basic Needs website to learn more about your options and resources available. <https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/resources.html#housing-insecurity>

Other Resources

Testing Center: <https://www.csus.edu/student-affairs/centers-programs/testing-center/>

Library: <https://library.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/>

Peer & Academic Resource Center: <https://www.csus.edu/student-affairs/centers-programs/peer-academic-resource/>

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/>

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

CSAD 199, Sections #2 and #3 – NeuroService Alliance Aphasia Groups

This course has been designed to be in direct support of the following American Speech-Language Hearing Association (ASHA) 2020 Knowledge and Skills Acquisition for certification in Speech-Language Pathology:

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

- Speech sound production, to encompass articulation, motor planning and execution, phonology, and accent modification
- Receptive and expressive language, including phonology, morphology, syntax, semantics, pragmatics (language use and social aspects of communication), prelinguistic communication, paralinguistic communication (e.g., gestures, signs, body language), and literacy in speaking, listening, reading, and writing
- Hearing, including the impact on speech and language
- Cognitive aspects of communication, including attention, memory, sequencing, problem solving, and executive functioning
- Social aspects of communication, including challenging behavior, ineffective social skills, and lack of communication opportunities
- Augmentative and alternative communication modalities

Standard IV-D: Prevention, Assessment, and Intervention

- For each of the areas specified in Standard IV-C (above), the student will demonstrate current knowledge of the principles and methods of prevention, assessment, and intervention for persons with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.

Standard IV-B: Basic Human Communication Processes

- The student will demonstrate knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The student will demonstrate the ability to integrate information pertaining to normal and abnormal human development across the life span.