



California State University, Sacramento

Department of Communication Sciences and Disorders

UNDERGRADUATE SYLLABUS

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| Semester/Year: Fall 2020 | Course: CSAD 140L: SLPA Practicum, Ethical and Legal Parameters. | Section: 51 |
| Meeting Days: As scheduled | Meeting Times: As scheduled | Location: Zoom Health |
| Instructor: Heather Thompson | Email: Heather.thompson@csus.edu | Phone: 916-278-6654 (office) *best to contact me by email for Fall 2020 |
| Office Location: Folsom Hall | Office Hours/Appointments: Mondays and Wednesdays 12:00-1:20pm or by appointment | |

Catalogue Course Description:

CSAD 140L. SLPA Practicum, Ethical and Legal Parameters.

3 Units

Prerequisite(s): [CSAD 145](#) and instructor permission.

Corequisite(s): [CSAD 140](#).

Term Typically Offered: Fall, Spring

Taken by students as one of their senior level courses when they wish to pursue a Speech-Language Pathology Assistant (SLPA) licensure. Graduate students who have not had a similar course and wish to obtain this licensure will also need to enroll prior to pursuing the licensure.

Other requirements:

1. A bachelor's degree in Communication Sciences and Disorders (no more than 5 years old) from California State University, Sacramento and meet University and Department standards (or the equivalent for SBSCSAD students).
2. Be concurrently enrolled in CSAD 140 or 146
3. Completion of the Department background check (if not already done).
4. Completion of a TB test and the 3 shot Hepatitis (HBV) series of vaccinations.
- 5.

Place of Course in Program

This course is required to meet the State of California's registration and licensing requirements for Speech-Language Pathology Assistants (SLPA). CSAD 140L will generally be taken by students following the completion of their undergraduate degree or as part of the second bachelor's of science in Communication Sciences and Disorders program. The methods course (CSAD 140 or 146) is a co-requisite to this CSAD 140L practicum course.

This clinical experience requires assisting a licensed Speech-Language Pathologist (SLP) with the clinical management of persons with communication disorders. Each CSAD 140L student will be assigned to a speech language pathology (SLP) master clinician with whom they will work during an approximately 6 (or 12) week clinical semester. The SLP master clinician has at least three years of experience working as an SLP, holds a current California license and ASHA Certificate of Clinical Competence, is registered with Speech-Language Pathology and Audiology Board (SLPAB), and/or holds a current Clinical Rehabilitative Credential.

FIELDWORK EXPERIENCE:

Times and dates for the field experience will be arranged by the program coordinator and will occur at an off-site location, either in a public school or private clinic setting within the greater Sacramento area (within a 2-hour driving distance of the CSUS campus). *All fieldwork is done off-campus. Students are required to provide their own transportation to those sites.* The SLPA student is expected to be at their assigned practicum site as arranged by the program coordinator. For summer public school placements, the start/end date of the fieldwork experience is based on the length of the school district’s regular academic and extended school year program (ESY summer special educational program). Fall placements will be made according to the public school or private practice schedule. **Note: for the Fall 2020 semester, all placements will be held in a virtual format. For the Fall 2020 semester, interactions will take place by Zoom or via similar software. Please see your liaison for information if your placement requires face-to-face instruction.**

CSAD 140L involves direct client contact/interaction. Students may work with a variety of client populations as part of this CSAD 140L practicum experience. The SLPA student must obtain a minimum of 100 fieldwork hours at their practicum site. Students (under the direction of a licensed SLP) will have opportunities to implement prescribed treatment plans, develop data-keeping strategies, set up/prepare for sessions, assist with speech/language screenings without interpretation, and perform various clerical duties when needed.

Under no circumstance shall students participate in any activity outside the scope of duties of a SLPA as described in the California state law: Title 16 Business and Professions Code-1399.170—1399.170.20.1, 2358—2538.7 and Title 5 Education Code 56363.

| 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> | Yes |
| 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> | Yes |
| 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> | Yes |
| 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> | Yes |
| Integrative Learning**, Including: <i>synthesis and advanced accomplishment across general and specialized studies</i> | Yes |

Course Learning Outcomes:

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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 140L SPECIFIC STUDENT LEARNING OUTCOMES:

Upon completion of CSAD 146 & 140L courses, the student will be able to:

1. Identify and discuss the professional responsibilities and ethical behavior for practice of a Speech-Language Pathology Assistant (SLPA) under the guidelines of the state of California’s Speech-Language Pathology and Audiology Licensing Board (SLPAB) and American Speech-Language and Hearing Association (ASHA) Code of Ethics.
2. Identify and discuss the regulations to client confidentiality and privacy rule under the Health Insurance Portability and Accountability Act of 1996 (HIPAA) regulation.
3. Understand and discuss the procedures and considerations for cultural and linguistic variations for management of individuals with communicative disorders as required by the SLP master clinician.
4. Discuss and set up a treatment session based on the client’s treatment objectives, teaching methods, and use of appropriate reinforcements as described orally and in writing by the SLP master clinician.
5. Collect and report treatment data in a standardized manner as required by the SLP master clinician.
6. Understand and discuss the difference between a complete client assessment and a screening.
7. Understand and identify the non-treatment or clerical duties of a SLPA.
8. Identify and discuss the supervision requirements for a SLPA (type of supervision and CEU requirements for the SLP master clinician).
9. Understand and identify the requirements and processes for registering as a SLPA.

| Course Learning Outcome | Components Indicating Competence | Grades Received |
|--------------------------------|---|------------------------|
| 1-9 | SLPA Clinical Competencies | |

Textbooks and Materials:

Materials as assigned

Online Resources:

All information will be posted on Canvas. Meetings with your Faculty Liaison will be scheduled via Zoom Health.

Course Requirements/Components:

Attendance: Prompt attendance at the practicum sessions are required at all times. Any missed practicum dates must be made up. Students are expected to be at their assigned practicum site on the days/times agreed upon between the SLP master clinician and SLPA student intern. If the student is not able to attend for some reason, the student must notify their SLP master clinician at least 24 hours in advance of their absence in an agreed upon manner (via email, telephone, etc.).

The student is expected to arrive on time, stay focused, and participate in the designed learning activities (clinical/non-clinical). The student will only perform tasks under the supervision of their licensed SLP master clinician and must abide by the scope of practice outlined in the Scope of Practice for certified SLPAs.

SLP Master Clinician: Practicum site times have been assigned based upon internship site availability. No change to the schedule may be made without the approval of the student’s SLP master clinician and the program coordinator. SLP master clinicians must be on site and available to supervise sessions at all times and s/he must provide at least 50% direct supervision for sessions involving direct client contact.

Appearance: Students are expected to be clean, free of strong scents and odors, and dress appropriately for the clinical setting. Attire should be discussed with the licensed SLP master clinician to ensure appropriate dress for the assigned clinical duties.

Clinic Handbook: The Clinic Handbook will be provided at the start of the semester. Students are responsible for following the policies and procedures described in the clinic handbook.

Schedule: A schedule of suggested timelines and activities is provided in the clinic handbook, pages 20-23. Students must review the schedule and timeline to ensure that competencies can be achieved.

Grading Policy:

A passing grade for clinic performance is based on the Final Clinical Competency Form that is completed by the SLP master clinician (See Part VIII: Clinical Competencies, pages 25-28 in the Clinic Handbook). Students and SLP master clinicians should review this form BEFORE clinic starts so that s/he aware of all items that will become part of the assessment for this clinic and so that the student can be evaluated on each of the competencies listed on the form. The Clinical Competency form will be completed by the SLP master clinician at midterm and at the end of the fieldwork experience, but it is the final Clinical Competency Report on which the clinic grade is based. A passing grade for the fieldwork experience is a B- or higher. A passing grade is obtained by achieving a rating of 4.0 or better on the average of the competency items scored (i.e., items rated a score of 1-5). Items rated as a “0” or “No basis for evaluation” are not included in the final score.

Letter grades will be based upon the following, using the average total score from the competency rating form (Part VIII - Clinical Competencies, page 25-28 in the Clinic Handbook):

| SCORE | GRADE | DESCRIPTION |
|--|-------|--|
| 4.65 - 5.00 | A | <u>Exceeds Performance Expectations</u> (Minimum assistance required) <ul style="list-style-type: none"> <input type="checkbox"/> Clinical skill/behavior well-developed, consistently demonstrated, and effectively implemented <input type="checkbox"/> Demonstrates creative problem solving <input type="checkbox"/> Clinical Instructor consults and provides guidance on ideas initiated by student |
| 4.50 - 4.64 | A- | |
| 4.35 – 4.49 | B+ | <u>Meets Performance Expectations</u> (Minimum to moderate assistance required) <ul style="list-style-type: none"> <input type="checkbox"/> Clinical skill/behavior is developed/implemented most of the time, but needs continued refinement or consistency <input type="checkbox"/> Student can problem solve and self-evaluate adequately in-session <input type="checkbox"/> Clinical Instructor acts as a collaborator to plan and suggest possible alternatives |
| 4.15 – 4.34 | B | |
| 4.00 – 4.14 | B- | |
| A grade below this line is a fail | | |

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| 3.85 – 3.99 | C+ | <u>Needs Improvement in Performance</u> (Moderate assistance required) <ul style="list-style-type: none"> <input type="checkbox"/> Inconsistently demonstrates clinical skill/behavior <input type="checkbox"/> Student’s efforts to modify performance result in varying degrees of success <input type="checkbox"/> Moderate and ongoing direction and/or support from Clinical Instructor required to perform effectively |
| 3.65 – 3.84 | C | |
| 3.50 – 3.64 | C- | |
| 3.35 – 3.49 | D+ | <u>Needs Significant Improvement in Performance</u> (Maximum assistance required) <ul style="list-style-type: none"> <input type="checkbox"/> Clinical skill/behavior is beginning to emerge, but is inconsistent or inadequate <input type="checkbox"/> Student is aware of need to modify behavior, but is unsure of how to do so <input type="checkbox"/> Maximum amount of direction and support from clinical Supervisor required to perform effectively. |
| 3.15 – 3.34 | D | |
| 3.00 – 3.14 | D- | |
| 0 – 2.99 | F | <u>Unacceptable Performance</u> (Maximum assistance is not effective) <ul style="list-style-type: none"> <input type="checkbox"/> Clinical skill/behavior is not evident most of the time <input type="checkbox"/> Student is unaware of need to modify behavior and requires ongoing direct instruction from Clinical Instructor to do so <input type="checkbox"/> Specific direction from Clinical Instructor does not alter unsatisfactory performance |

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.

Important Tips for Success as an Online Learner

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

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

Attitudes & Technical Skills Required

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

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

Online learning requires only basic technical skills:

- Be competent with file management (for example, creating a folder on your desktop, moving files from one location to another, finding a saved file)
- Possess internet navigation skills
- Update your Internet browser
- Send and receive email
- Create and save documents (Word, PowerPoint, Excel or HTML)
- Toggle between two open software applications on your computer
- Copy text from a word processing program and paste them into another program

Technical Assistance

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

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

Spam and Phishing Scams

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

Canvas Student App

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

Health & Safety Information

1. If you are sick, stay home and do not attend class. Notify your instructor. Please self-diagnose if you are experiencing any COVID- like symptoms (fever, cough, sore throat, muscle aches, loss of smell or taste, nausea, diarrhea, or headache) or have had exposure to someone who has tested positive for COVID contact Student Health & Counseling Services (SHCS) at 916-278-6461 to receive guidance and/or medical care. You are asked to report any possible COVID related illnesses/exposures to SHCS via this link COVID-19 Illness/Exposure Report Form: <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>
2. If your internship offers a face to face component, please know that the face to face component is voluntary on the part of you, the student. We can try to increase virtual opportunities for you. You could also choose to receive an incomplete grade and finish with face to face hours at a later time. If you, the student, however, wish to participate in the face to face option, the following will need to be completed:
 - The Internship Coordinator will need to review and complete Appendix D (Sacramento State Risk Management Internship Protocols) and Appendix E (Risk Management Services Site Safety COVID-19 Precaution) with your Master Clinician by phone or Zoom meeting. The student must participate in a site-based COVID-19 safety orientation/training provided by the appropriate off-campus supervisor according to the site's established guidelines/emergency plans/safety protocol if available. These protocols will include measures for maintaining adequate physical distance and reducing risk of COVID-19 infection by use of PPE/sanitizers, etc.
 - You, the student, will need to complete the following COVID-19 Training and provide the certificate to Mr. Chuchas and he will verify that with the Internship Coordinator: <https://csusac.learnerhall.com/CSUSAC/Programs/Standard/Control/elmLearner.wml>
 - You and your Master Clinician must read the COVID-19 Internship Considerations Handout that will be provided to you, paying particular attention to the piece about reporting any COVID-related illnesses or exposures.

Additional Information

Commitment to Integrity:

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

Sac State's Academic Honesty Policy & Procedures:

"The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento expects that both faculty and students will honor these principles, and in so

doing, will protect the integrity of academic work and student grades.” Read more about Sac State’s Academic Honesty Policy & Procedures at the following website: <http://www.csus.edu/umannual/student/stu-0100.htm>

Definitions: At Sac State, “cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means.” **Plagiarism** is a form of cheating. At Sac State, “plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person’s contribution.” Source: Sacramento State University Library Note: Any form of academic dishonesty, including cheating and plagiarism, shall be reported to the [Office of Student Conduct](#).

Department Policy on Use of APA format

The Department of Communication Sciences and Disorders requires the use of the APA format and style. All students are required to reference the APA manual. All assignments are to be composed using APA format and style unless otherwise noted.

Understand When You May Drop This Course:

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

Inclusivity:

Students in this class are encouraged to be active participants in all aspects of the course, including but not limited to lectures, synchronous and asynchronous activities, discussion posts, etc. Each of us must show respect for each other, as our class represents a diversity of beliefs, backgrounds, and experiences. This enriches all of our learning experiences together. Our individual differences deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from our classroom community, or if you have a specific need, please contact the instructor early in the semester. Your instructor will work with you to ensure that you become an active and engaged member of our class and community.

Equal Access:

California State University-Sacramento, Department of Communication Sciences and Disorders, seeks to provide equal access to its programs, services, and activities for people with disabilities. If you have a documented disability and verification from the Office of Services to Students with Disabilities (SSWD), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student’s responsibility to provide documentation of disability to SSWD and meet with a SSWD counselor to request special accommodation before classes start. **Sacramento State Services to Students with Disabilities (SSWD)** offers a wide range of support services and accommodations for students in order to ensure students with disabilities have equal access and opportunity to pursue their educational goals. Working collaboratively with students, faculty, staff and administrators, SSWD provides consultation and serves as the information resource on disability related issues to the campus community. SSWD is located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) or (916) 278-7239 (TDD only) or via email at sswd@csus.edu.

Basic Needs Support

If you are experiencing challenges with food, housing, financial or other unique circumstances that are impacting your education, help is just a phone call or email away! The CARES office provides case management support for any enrolled student. Email the CARES office at cares@csus.edu to speak with a case manager about the resources available to you. Check out the [CARES website](#).

Other Resources

- The Office of Student Affairs maintains a list of campus resources/centers: <https://www.csus.edu/center/>
- Testing Center: <https://www.csus.edu/student-affairs/centers-programs/testing-center/>
- Library: <https://library.csus.edu/> for consultation : Rachel Stark, MS, AHIP, stark@csus.edu
- Services to Students with Disabilities: <https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/>
- Student Health and Counseling Services at The WELL: <https://www.csus.edu/student-life/health-counseling/>
- Student Academic Success and Education Equity Programs: <https://www.csus.edu/student-affairs/retention-academic-success/>
- Crisis Assistance and Resource Education Support (CARES): <https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/>
- CHHS Student Success Center: <https://www.csus.edu/college/health-human-services/student-success/>
- Reading & Writing Center: <https://www.csus.edu/undergraduate-studies/writing-program/reading-writing-center.html>
- Peer & Academic Resource Center: <https://www.csus.edu/student-affairs/centers-programs/peer-academic-resource/>
- SMART Thinking (tutoring resource): <https://www.csus.edu/student-affairs/centers-programs/degrees-project/internal/documents/smarthinking.pdf>