



California State University, Sacramento
Department of Communication Sciences and Disorders

UNDERGRADUATE SYLLABUS & COURSE OUTLINE

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|--|--|---|
| Semester/Year: Spring 2021 | Course: CSAD 145 Supervised Field Observations | Section: All sections |
| Meeting Days: CSAD 145-01 M CSAD 145-02 W CSAD 145-03 W | Meeting Times: CSAD 145-01 3:00-3:50 PM CSAD 145-02 1:30-2:20 PM CSAD 145-03 3:00-3:50 PM | Location: Zoom Online; class to meet synchronously and asynchronously |
| Instructor: Dr. Heather L. Thompson | Email: Heather.thompson@csus.edu | Phone: 916-278-6654 (office) |
| Office Location: Folsom Hall 2204G | Office Hours/Appointments: Mondays 1:30-3:00 PM Wednesdays 9:30-11:00 AM | |

Catalogue Course Description

CSAD 145. Supervised Field Observations.

1 Unit

Prerequisite(s): CSAD 110, CSAD 111, CSAD 112, PSYC 2, STAT 1, CHDV 30, and DEAF 51

Corequisite(s): CSAD 125, CSAD 126, and CSAD 130

Term Typically Offered: Spring

Directed observations of speech and hearing testing (screening and diagnostic); therapy and case staffing in schools, service clinics and hospitals.

Place of Course in Program

This course will generally be taken by students as one of their junior level courses.

| 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 |

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|--|---|
| 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 submission of documentation verifying 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 component they are unable to document. The instructor will suggest strategies to help students establish competence and knowledge in these areas. Students should track their progress towards meeting each learning outcome by noting completion dates on the table below over the course of the semester.

CSAD 145 SPECIFIC STUDENT LEARNING OUTCOMES:

By the end of the semester, students will be able to:

1. Prepare for their first clinical practicum experience by observing a wide spectrum of diagnostic and treatment therapy sessions.
2. View 25 of the 25 hours of observation as required by the American Speech-Language-Hearing Association. These observation hours must be completed before enrollment in clinical methods and clinical practicum courses.
3. Take notes on observations following a designated format.
4. Track observation hours and keep accurate records of observation hours.
5. Discuss professional behavior, professional ethics, and client confidentiality.
6. Identify, in writing, the components of a goal, reinforcers and reinforcement techniques, teaching techniques, and materials.
7. Participate in class discussions about current and appropriate diagnostic and therapy techniques.

These learning outcomes will be assessed through weekly written video critiques, Canvas discussion, and weekly written assignments. Examinations are unlikely, but not ruled out.

| Course Learning Outcome | Components Indicating Competence | Requirement Met |
|-------------------------|---|-----------------|
| 1 | Class Attendance Observation Critiques | |
| 2 | Complete Hours Summary | |
| 3 | Canvas Discussion Critiques | |
| 4 | Complete Hours Summary | |
| 5 | Canvas Discussion | |
| 6 | Observation Critiques | |
| 7 | Canvas Discussion | |

Textbooks and Materials:

The student is required to obtain and maintain a membership with Masterclinician.org for the duration of the course.

Online Resources:

The student will reference Canvas for this course and Masterclinician.org for additional supports.

Course Requirements/Components:

ATTENDANCE:

1. Attendance at all in-class (synchronous) periods is a requirement. Attendance will be taken.
2. If you are late for class, you **must** report to the instructor when you arrive via the chat function on Zoom.

OUT OF CLASS VIDEO OBSERVATIONS (Master Clinician Network):

1. Each student is required to obtain and maintain a membership with Master Clinician Network. The membership fee is \$45 for one year. Registration can be obtained using the following link: <https://www.masterclinician.org/student/>
2. Students will observe videos from Master Clinician Network to complete the 1500 minutes= 25 hours of necessary observation. A video list will be provided and you must watch instructor approved videos for credit (see below).
3. Students should watch MCN videos comprehensively and complete the online observation form. Please note, the videos range in total minutes. You are responsible for tracking your minutes/hours outside of class to ensure that you complete the required 1500 minutes. A tracking log form will be provided as a guide. Approved hours will be submitted through MCN.
4. Out of class observations are required to be submitted in blocks. Students must complete the hours through MCN by the following dates according to the schedule.

Grading Policy:

To receive 'credit' for this course you must complete the following:

| Source | Due date |
|--|----------------------|
| Sign and submit Video Confidentiality form | 2/1/2021 |
| Attend class | 1/25/21 or 1/27/21 |
| Submit MCN Block 1 cases and discussion | 2/8/2021; 2/15/2021 |
| Submit MCN Block 2 cases and discussion | 3/1/2021; 3/8/2021 |
| Submit MCN Block 3 cases and discussion | 3/29/2021; 4/5/2021 |
| Submit MCN Block 4 cases and discussion | 4/12/2021; 4/19/2021 |
| Submit MCN makeup sessions (as needed) | 5/10/2021 |
| Submit a completed critique for each observation | 1/25/2021-5/10/2021 |
| Complete 1500 minutes of observation | 5/10/2021 |
| Submit MCN hours form for signature | 5/10/2021 |

'No credit' will be assigned if the student fails to complete the above mentioned assignments by their due date. Extensions will be provided only in event of a documented medical emergency.

TENTATIVE Course Schedule/Outline:

| Week of | Topics and Due Dates |
|---------|--|
| 1/25 | Class to meet synchronously; Review course objectives, tasks, due dates and deadlines; sign into MCN; start Block 1 Videos |
| 2/1 | Sign and submit Agreement to Maintain Confidentiality Form |
| 2/8 | Block 1 videos due |
| 2/15 | Block 1 Discussion Due |
| 2/22 | |
| 3/1 | Block 2 videos due |
| 3/8 | Block 2 Discussion due |
| 3/15 | |
| 3/22 | Spring Break |
| 3/29 | Block 3 videos due; Cesar Chavez Day (3/31 – Campus Closed) |
| 4/5 | Block 3 Discussion due |
| 4/12 | Block 4 videos due |
| 4/19 | Block 4 Discussion due |
| 4/26 | |
| 5/3 | |
| 5/10 | Make-up videos for medical exceptions due Complete 1500 minutes of observation (all videos for all 4 blocks) Submit MCN hours form for signature |

Video List

Block 1

| Length of Block | MCN Cases | Disorder Area | Tx/Dx | Age | Min | Sec |
|-----------------|--|---------------|-------|-------|-----|-----|
| 304 minutes | Amanda Stead/Maye | Language | Dx | Adult | 19 | 44 |
| | Karen Copeland/Lorene (session 1) | Language | Dx | Adult | 19 | 4 |
| | Teresa Roberts/Andrew | Language | Dx | Child | 71 | 7 |
| | Carlee Lewis 3 rd grade (session 1) | Language | Tx | Child | 34 | 26 |
| | Carlee Lewis 5 th grade | Language | Tx | Child | 17 | 55 |
| | Aiesha Banks/Thomas (session 1) | Language | Tx | Child | 39 | 56 |
| | Gretchen Rothman/Shirley | Language | Tx | Adult | 51 | 13 |
| | Jennifer Dennis/Rebecca | Language | Tx | Adult | 51 | 15 |

Block 2

| Length of Block | MCN Cases | Disorder Area | Tx/Dx | Age | Min | Sec |
|-----------------|--------------------------------|---------------------|-------|-------|-----|-----|
| 469 minutes | Jill Bates/John | Language | Tx | Adult | 50 | 2 |
| | Joni Long/Mia | Language | Tx | Child | 54 | 43 |
| | Karen Copeland/Carol | Language | Tx | Adult | 33 | 0 |
| | Larry Boles/Edie | Language | Tx | Adult | 47 | 33 |
| | Patti Hall/Leo W | Language | Tx | Child | 43 | 49 |
| | Tammie Cook/Mark | Language | Tx | Adult | 54 | 22 |
| | Kerry Mandulak/Mathew | SSD/ Language/CL | Dx | Child | 82 | 25 |
| | Jon Preston & Megan Leece/Ryan | SSD | Dx | Child | 51 | 57 |
| | Rhea Paul/Peter | SSD | Dx | Child | 51 | 49 |

Block 3

| Length of Block | MCN Cases | Disorder Area | Tx/Dx | Age | Min | Sec |
|-----------------|-------------------------------------|---------------|-------|-------|-----|-----|
| 413 minutes | Jon Preston & Megan Leece/Stephan | SSD | Tx | Child | 49 | 51 |
| | Glen Weybright/Kaitlyn | SSD | TX | Child | 19 | 47 |
| | Molly Berger/Claire | SSD | Tx | Child | 38 | 23 |
| | Molly Berger/Shane | SSD | Tx | Child | 29 | 1 |
| | Susie R Stewart/Jackson (session 1) | SSD | Tx | Child | 61 | 2 |
| | Eryn Gitleis/Noelle | Voice | Tx | Adult | 51 | 51 |
| | Joni Long/Brendan | Voice | Tx | Child | 50 | 42 |
| | Glen Weybright/Emma | Fluency | Tx | Child | 19 | 43 |
| | Glen Weybright/Sofie | Fluency | Tx | Child | 32 | 49 |
| | Michael Susca/Shawn | Fluency | Tx | Child | 59 | 58 |

Block 4

| Length of Block | MCN Cases | Disorder Area | Tx/Dx | Age | Min | Sec |
|-----------------|------------------------------------|----------------------|-------|-------|-----|-----|
| 338 minutes | Bob Buckendorf/Kimi (session 1) | ASD | Tx | Child | 49 | 50 |
| | Bob Buckendorf/Luke (session 1) | ASD | Tx | Child | 52 | 9 |
| | Glen Weybright/Beth | ASD | Tx | Adult | 26 | 55 |
| | Tammie Cook/Ali | AAC | Tx | Adult | 43 | 10 |
| | Susie R Stewart/Cora A (Session 1) | Cleft Craniofacial | Tx | Child | 58 | 24 |
| | Glen Weybright/Tim | Fluency (telehealth) | Tx | Adult | 56 | 42 |
| | Sara Roelofs/Bob | Motor Speech | Tx | Adult | 50 | 52 |

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, 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. Prefer 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

If you are experiencing challenges in the area of food and/or stable housing, help is just a click, email or phone call away! 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/basicneeds/>

Other Resources

Testing Center: <https://www.csus.edu/testing/>

Library: <https://library.csus.edu/>

Services to Students with Disabilities: <https://www.csus.edu/sswd/>

Student Health and Counseling Services at The WELL: <https://www.csus.edu/shcs/>

Peer & Academic Resource Center: <https://www.csus.edu/parc/>

Student Academic Success and Education Equity Programs: <https://www.csus.edu/saseep/>

Case Manager, Office of Student Affairs: <https://www.csus.edu/student/casemanager/>

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

CSAD 145: Supervised Field Observations

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

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: phonology, articulation disorders (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: fluency disorders (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: voice and resonance disorders (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: receptive and expressive language disorders (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: hearing disorders (including the impact on speech and language including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: swallowing disorders (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction,) including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, and executive functioning), including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: social aspects of communication (e.g., behavioral and social skills affecting communication), including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: communication modalities, including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.

Standard IV-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.