



California State University, Sacramento

Department of Communication Sciences and Disorders

UNDERGRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Fall 2022	Course: CSAD 199 NeuroService Alliance (NSA)	Section: #87292 - 02
Meeting Days: Thursday, Section #02	Meeting Times: 2:00 – 03:50 pm. – Section #02	Location: WEBONLINE
Instructors: Dr. Darla K. Hagge, CCC-SLP Renee Garner M.S., CCC-SLP	Email: hagge@csus.edu renee.garner@csus.edu	Phone: Hagge: 714/749-2799 Garner: 916/205-3290
Office Location: Hagge: Virtual, Zoom or phone Garner: Virtual, Zoom or phone	Office Hours/Appointments: Darla Hagge: By appointment, please contact Dr. Hagge directly by email Renee Garner: By appointment, please contact Professor Garner directly by email	

Last date of revision: 8/12/2022

Catalogue Course Description:

CSAD 199, Sections #02. 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 Section #02 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) 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, they may submit a copy of their original clearance into our CANVAS site. 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			
CLO	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: Sunday, 9/11/2022, by midnight
#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>	140 (14 meetings x 10 points)	Each weekly meeting
#4	<p>2 Reflective Essays</p> <p><i>Written prompts available on Canvas (posted under modules) Please submit your reflective essays through Canvas (listed under quizzes)</i></p>	200 (2 essays x 100 points)	Due Dates: 10/16/2022, midnight 11/27/2022, midnight
#5	<p>Castlebranch Background Check</p> <p><i>Completion, clearance and hard copy submission to Instructor through Canvas; this is the same background check required by Professor Louney's course. If previously completed, simply upload the same document into Canvas.</i></p>	100	Due Date: Sunday, 9/11/2022, by midnight
	Total possible points	600	

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

Online Learning

For additional information, please review the CSAD Handbooks website:

<https://www.csus.edu/college/health-human-services/communication-sciences-disorders/csad-handbooks.html>

Zoom/ Online Instruction privacy and relevant rights and responsibilities:

Any time that a class session is recorded during the COVID-19-related Remote Instruction Period, students will be notified [**Note:** This course will **not** be recorded during the Spring 2022 semester.] If students do not want their likeness during class participation included in the recorded class session, they may elect to not participate via video recordings. Recordings will be available for viewing during the Remote Instruction Period subject to the following: Only students enrolled in the subject class during the Remote Instruction Period may view the recording.

- Students may not post or use the recordings in any other setting (e.g., social media) for any purpose. Students who violate this will be subject to student discipline, up to and including expulsion.
- Federal and California law as well as University policies protecting intellectual property rights and use of instructional materials (including any recordings of class sessions) remain in effect during the Remote Instruction Period.
- If faculty have any plan to use the recording for a different class in the future, the faculty member will need written FERPA consent from those students in the current class who are identifiable in any of the recordings. A FERPA consent form signed by all students in the course will also be needed if the recordings are made available to others beyond the classroom on a nonsecure digital platform.

Important Tips for Success as an Online Learner

There are some basic technical skills and requirements that you will need to have to be successful in this online course. If you have difficulties using Canvas, please go to this website: <https://www.csus.edu/information-resources-technology/canvas/canvas-for-students.html>

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

Attitudes & Technical Skills Required

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

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

Online learning requires only basic technical skills:

- Be competent with file management (for example, creating a folder on your desktop, moving files from one location to another, finding a saved file)
- Possess internet navigation skills
- Update your Internet browser

- Send and receive email
- Create and save documents (Word, PowerPoint, Excel or HTML)
- Toggle between two open software applications on your computer
- Copy text from a word processing program and paste them into another program

Technical Assistance

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

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

Spam and Phishing Scams

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

Canvas Student App

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

Additional Information

Health & Safety Information: If you are sick, stay home and do not attend class. Notify your instructor. Please self-diagnose if you are experiencing any COVID- like symptoms (fever, cough, sore throat, muscle aches, loss of smell or taste, nausea, diarrhea, or headache) or have had exposure to someone who has tested positive for COVID contact Student Health & Counseling Services (SHCS) at 916-278-6461 to receive guidance and/or medical care. The CDC provides a good source of information regarding COVID-19 and a way to self-check symptoms: <https://www.cdc.gov/coronavirus/2019-ncov/index.html>

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

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

If you are attending an in-person class:

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

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

Commitment to Integrity:

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

Sac State's Academic Honesty Policy & Procedures:

“The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento expects that both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades.” Read more about Sac State's Academic Honesty Policy & Procedures at the following website: <https://www.csus.edu/umannual/student/stu-100.htm>

Definitions: At Sac State, “cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means.” **Plagiarism** is a form of cheating. At Sac State,

“plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person’s contribution.” Source: Sacramento State University Library Note: Any form of academic dishonesty, including cheating and plagiarism, shall be reported to the [Office of Student Conduct](#).

Department Policy on Use of APA format

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

Understand When You May Drop This Course:

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

Inclusivity:

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

Equal Access:

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

Sacramento State is committed to ensuring an accessible learning environment where course or instructional content are usable by all students and faculty. If you believe that you require disability-related academic adjustments for this class (including pregnancy-related disabilities), please immediately contact Services for Students with Disabilities (SSWD) to discuss eligibility. A current accommodation letter from SSWD is required before any modifications, above and beyond what is otherwise available for all other students in this class will be provided. Please be advised that disability-related academic adjustments are not retroactive. SSWD is located on the first floor of

Lassen Hall 1008. Phone is 916-278-6955 and e-mail is sswd@csus.edu. For a complete listing of services and current business hours visit <https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/>

Basic Needs Support

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

Title IX

The University requires faculty and staff to report any personal disclosures of sexual misconduct including rape, dating/domestic violence and stalking to the Title IX Coordinator. Students who do not wish to report their experience to me or the Title IX Coordinator may speak to someone confidentially by contacting Student Health and Counseling Services.

Sac State is committed to supporting students and fostering a campus environment free of sexual misconduct and gender-based discrimination. If a student chooses to disclose to a faculty or staff member an experience related to sexual misconduct which includes rape, relationship violence, or stalking, all faculty and staff are obligated to report this disclosure to the university's Title IX Coordinator. Sac State's Title IX Coordinator is Mary Lee Vance. Please email equalopportunity@csus.edu or (916) 278-5770. Upon receipt of the report, the Title IX Coordinator will contact you to inform you of your rights and options as a survivor and connect you with support resources, including resolution options for holding accountable the person who harmed you. Students who elect not to discuss their experience with the Title IX Coordinator can speak confidentially to the following confidential resources:

Student Health & Counseling Services at The WELL On Campus

Phone Number: 916-278-6461

Website: www.csus.edu/shcs

Campus Confidential Advocate – Laura Swartzen

Email: weave@csus.edu

On Campus Phone Number: 916-278-5850 (during business hours)

WEAVE 24/7 Hotline: 916-920-2952

CSUS Grading Policy

Information for students regarding grading is provided here:

<https://www.csus.edu/umannual/acad/umg05150.htm>

Other Resources

- The Office of Student Affairs maintains a list of campus resources/centers: <https://www.csus.edu/center/>
- Testing Center: <https://www.csus.edu/student-affairs/centers-programs/testing-center/>
- Library: <https://library.csus.edu/> for consultation : Rachel Stark, MS, AHIP, stark@csus.edu
- Services to Students with Disabilities: <https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/>
- Student Health and Counseling Services: Your physical and mental health are important to your success as a college student. Student Health and Counseling Services (SHCS) in The WELL offers medical, counseling,

and wellness services to help you get and stay healthy during your time at Sac State. SHCS offers: Primary Care medical services, including sexual and reproductive healthcare, transgender care, and immunizations; urgent care for acute illness, injuries, and urgent counseling needs; pharmacy for prescriptions and over-the-counter products; mental health counseling, including individual sessions, group counseling, support groups, mindfulness training, and peer counseling; athletic training for sports injury rehabilitation; wellness services, including nutrition counseling, peer led health education and wellness workshops, and free safer sex supplies; violence and sexual assault support services. Most services are covered by the Health Services fee and available at no additional cost.

- Student Health and Counseling Services at The WELL: <https://www.csus.edu/student-life/health-counseling/>
- Student Academic Success and Education Equity Programs: <https://www.csus.edu/student-affairs/retention-academic-success/>
- Crisis Assistance and Resource Education Support (CARES): If you are experiencing challenges with food, housing, financial or other unique circumstances that are impacting your education, help is just a phone call or email away. The CARES office provides case management support for any enrolled student. <https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/>
- 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 199, Section #2 – 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.