



# California State University, Sacramento

## Department of Communication Sciences and Disorders

We are mindful in acknowledging that the land we stand on today, was and continues to be occupied by the indigenous people of this area, the Maidu, Miwok, and Nisenan. Recognizing their culture that is rich in spiritual ties to the land and water with which their traditions resonate. We are humbled and take this opportunity to thank the Indigenous people of this area.

### GRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Fall, 2022	Course: CSAD 229B Practice: Speech Disorders II	Section: ALL sections
Meeting Days: Monday/Wednesday	Meeting Times: 4:00pm – 6:50 PM	Location: Maryjane Rees Language, Speech and Hearing Center, FLS Hall
Instructors: Ragna Thordardottir Sean Green Keith Habershtock Nicole Snashall	Email: <a href="mailto:ragna.thordardottir@csus.edu">ragna.thordardottir@csus.edu</a> <a href="mailto:sean.green@csus.edu">sean.green@csus.edu</a> <a href="mailto:keith.habershtock@csus.edu">keith.habershtock@csus.edu</a> <a href="mailto:nicolesnashall@csus.edu">nicolesnashall@csus.edu</a>	Phone: 916-278-4867
Office Location: Folsom 2000	Office Hours/Appointments: By Appointment per Clinical Instructor	

### Catalog Course Description:

**CSAD 229B Practice: Speech Disorders II**

**2 Units**

**Prerequisite(s):** Instructor permission.

**Corequisite(s):** [CSAD 228B](#)

**Term Typically Offered:** Fall, Spring

Supervised clinical practice emphasizing clients whose speech is disrupted by abnormal rhythm and rate (e.g., stuttering and cluttering) or abnormal vocal pitch, loudness, and/or quality.

### Place of Course in Program

CSAD 229B is taken during the 2<sup>nd</sup> semester of the M.S. degree program for fall starts and during the 3<sup>rd</sup> semester for spring start students.

Sacramento State Graduate Learning Goals (GLG)	Addressed by this course (Y/N)
<b>Disciplinary knowledge:</b> <i>Master, integrate, and apply disciplinary knowledge and skills to current, practical, and important contexts and situations.</i>	Y

<b>Communication:</b> <i>Communicate key knowledge with clarity and purpose both within the discipline and in broader contexts.</i>	Y
<b>Critical thinking/analysis:</b> <i>Demonstrate the ability to be creative, analytical, and critical thinkers.</i>	Y
<b>Information literacy:</b> <i>Demonstrate the ability to obtain, assess, and analyze information from a myriad of sources.</i>	Y
<b>Professionalism:</b> <i>Demonstrate an understanding of professional integrity.</i>	Y
<b>Intercultural/Global Perspectives:</b> <i>Demonstrate relevant knowledge and application of intercultural and/or global perspectives.</i>	Y

### Course Learning Outcomes:

Upon completion of this course, students will demonstrate clinical competency in the following areas while working with clients exhibiting disorders of fluency and/or voice.

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

### Textbooks and Materials:

The following texts are recommended for the Speech II Clinic and are available in the clinic library, accessible via consultation with the Clinical Instructor. ***Please inquiry with the Speech II Methods Instructor regarding access.***

Adler, R. K., Hirsch, S., & Pickering, J. (2019). *Voice and Communication Therapy for the Transgender/Gender Diverse Client: A Comprehensive Clinical Guide* (3<sup>rd</sup> ed.). San Diego, CA: Plural Publishing, Inc ISBN: 1944883304

Boone, Daniel (2019). Boone, D. R., McFarlane, S. C., Von Berg, S. L., & Zraick R. I. (2019). *The Voice and Voice Therapy* (10th ed.). Boston, MA: Pearson Education, Inc. ISBN: 0134893654

Guitar, B. (2019). *Stuttering: An integrated approach to its nature and treatment* (5<sup>th</sup> ed.). Philadelphia, PA: Wolters Kluwer ISBN: 1496346122

Olszewski, A., Sullivan, S., & Cabral, A. (2019). *Here's How to Teach Voice and Communication Skills to Transgender Women*. San Diego, CA: Plural Publishing, Inc ISBN: 1635500656

Shipley, K.G. & McAfee, J.G. (2015). *Assessment in speech-language pathology: A resource manual* (5<sup>th</sup> ed.). Boston, MA: Cengage Learning ISBN: 978-1285198057

### Online Resources:

<http://canvas.csus.edu/>

Per your Clinical Instructor, this course is paired with either Canvas and/or Microsoft Teams, as an online learning resource. Students are required to log onto <https://my.csus.edu/> or <https://www.microsoft.com/en-us/microsoft-teams/log-in> (accessible from any computer with an internet connection and up-to-date web browser) **regularly** to access posted course materials, resources, announcements and grades.

Virtual technical support is available through Information Resources & Technology (IRT) at:

<https://www.csus.edu/information-resources-technology/get-support-consultation/> and

<https://www.csus.edu/information-resources-technology/microsoft365/teams.html>.

Remote Learning Resources for students, including laptop checkout, laptop discount program, drive-in Wi-Fi, and remote computer lab access, can be found at <https://www.csus.edu/information-resources-technology/remote-learning/>.

## Course Requirements/Components:

*The student clinician will be responsible for:*

- a. Examining the etiologies and characteristics of fluency; the etiologies and characteristics of voice and resonance, including respiration and phonation; and the social aspects of communication (challenging behavior, ineffective social skills, lack of communication opportunities, etc.).
- b. Conducting and evaluating intervention with two (2) clients for a total of four (4) hours/weekly, totaling approximately 30 client contact hours. This clinic begins week #2 (**week of 9/12/22**). All therapy sessions must be completed by Friday, **12/2/22**. If a client cancels, the session is generally not made up. If the Student Clinician, Clinical Instructor, or Clinic Coordinator cancels the session for any reason, it must be made up. All make-up sessions must be completed the same week (or during dead week).
- c. Interpreting results of therapy with the client and/or client's family members/caretaker and working with them on carryover home assignments.
- d. Writing daily lesson plans using the standard Clinic Lesson Plan Template as directed by your Clinical Instructor. Measurable outcomes must be documented on a daily basis.
- e. Documenting progress in daily/weekly Lesson Plans.  
Writing Initial and Final Reports of Therapy. **Two late submissions automatically drop your final Writing area clinical competency grade by one letter grade through reduction of points. There are no exceptions to this. Remember, all final reports AND required paperwork must be completed, signed, distributed to the client, and filed on the last scheduled therapy day for each of your clients.**
- f. As with other practicum experiences, once the student clinician has met with his/her clients, dropping clinical practicum classes by the student clinician is prohibited, except for medical reasons or extraordinary circumstances, as approved by the Department.
- g. Evaluating and reflecting on your own performance of recorded sessions of your therapy as required by your Clinical Instructor. Because of client confidentiality, you **MUST** follow the policy set forth in the Clinic Handbook on recording and viewing client therapy sessions.
- h. Meeting with your Clinical Instructor on a once-weekly basis is mandatory. Your Clinical Instructor will be available to you at other times also, but the weekly meeting should center on specific questions/concerns you have about your clients' programs. Prepare for these weekly meetings: Have specific questions written and ready to discuss. If you are unable to keep your appointment, you must cancel prior to the meeting time and reschedule with your Clinical Instructor.
- i. Evaluating your clinical strengths and identifying areas in which you wish to develop. During meetings and evaluations, you will discuss your developing areas of strengths and areas you wish to strengthen. You will be asked to be self-evaluative, noting specifically what you need to do better and what you plan to do to strengthen these areas. Your Clinical Instructor will also commit to what they can do to help you in these areas. In keeping with ASHA's expectations, we will use formative assessment ("ongoing measurement during educational preparation for the purpose of improving student learning") to evaluate students' critical thinking, decision making, and problem-solving skills across oral and written components and in clinical competency.

## Grading Policy:

A passing grade for clinic performance is based on the Final Clinical Competency Form. You should review this form **BEFORE** clinic starts so that you are aware of all items that will become part of your formative and summative assessment for this clinic. The Clinical Competency Form will be completed by your Clinical Instructor at midterm and at final, but it is the **final** Clinical Competency Report on which your clinic grade is based. The Clinical Competency Form is separated into four (4) general competency categories: Writing, Assessment, Treatment, and Professional Behavior. Each general competency area consists of numerous individual line items.

A passing grade for each clinic is a B- or higher. A passing grade is obtained by achieving a rating of 4.0 or better on the average combined score of the 4 general competency categories, provided that the student achieves; (a) an average rating of 4.0 or better for **each** of the 4 general competency categories **and** (b) a minimum score of 3.0 on **all** individual competency line items. **Therefore, any student receiving (a) a rating of 2.99 or less on any one (or more) specific line item or (b) a rating of 3.99 or less for a competency category will not pass the clinic, even if their average combined score of the 4 general competency categories is a B- or higher. In such cases, a grade of C+ will be given for the clinic.**

Letter grades will be based upon the following:

SCORE	GRADE	DESCRIPTION
4.65 - 5.00	A	<b><u>Exceeds Performance Expectations</u></b> (Minimum assistance required) <ul style="list-style-type: none"> <li>• Clinical skill/behavior well-developed, consistently demonstrated, and effectively implemented</li> <li>• Demonstrates creative problem solving</li> <li>• Clinical Instructor consults and provides guidance on ideas initiated by student</li> </ul>
4.50 - 4.64	A-	
4.35 – 4.49	B+	<b><u>Meets Performance Expectations</u></b> (Minimum to moderate assistance required)
4.15 – 4.34	B	<ul style="list-style-type: none"> <li>• Clinical skill/behavior is developed/implemented most of the time, but needs continued refinement or consistency</li> <li>• Student can problem solve and self-evaluate adequately in-session</li> <li>• Clinical Instructor acts as a collaborator to plan and suggest possible alternatives</li> </ul>
4.00 – 4.14	B-	
3.85 – 3.99	C+	<b><u>Needs Improvement in Performance</u></b> (Moderate assistance required) <ul style="list-style-type: none"> <li>• Inconsistently demonstrates clinical skill/behavior</li> <li>• Student’s efforts to modify performance result in varying degrees of success</li> <li>• Moderate and ongoing direction and/or support from Clinical Instructor required to perform effectively</li> </ul>
3.65 – 3.84	C	
3.50 – 3.64	C-	
3.35 – 3.49	D+	<b><u>Needs Significant Improvement in Performance</u></b> (Maximum assistance required) <ul style="list-style-type: none"> <li>• Clinical skill/behavior is beginning to emerge, but is inconsistent or inadequate</li> <li>• Student is aware of need to modify behavior, but is unsure of how to do so</li> <li>• Maximum amount of direction and support from clinical Supervisor required to perform effectively.</li> </ul>
3.15 – 3.34	D	
3.00 – 3.14	D-	

1.00 – 2.99	F	<p><b><u>Unacceptable Performance</u></b>  (Maximum assistance is not effective)</p> <ul style="list-style-type: none"> <li>• Clinical skill/behavior is not evident most of the time</li> <li>• Student is unaware of need to modify behavior and requires ongoing direct instruction from Clinical Instructor to do so</li> <li>• Specific direction from Clinical Instructor does not alter unsatisfactory performance</li> </ul>
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### Course Policies/Procedures:

**Please refer to the Fall, 2022 Student Clinic Handbook for clinic policies and procedures, in addition to any new policies. Student clinicians are asked to pay particular information to the following:**

**ICR/FCR Reports:**

1. Please follow the standardized ICR/FCR format provided in the handbook and provided in class as templates for this clinic.
2. Please edit all submitted reports including mechanics (e.g., spelling, grammar) and formatting (e.g., margins, font, etc.).
3. Please comply with all HIPAA regulations (i.e., use of “the client,” client file #, and date of birth only).
4. For all edits, please use the software’s editing tool (e.g., “track changes” in Microsoft Word) or follow the assigned Clinical Instructor’s instructions.

**Therapy Observation Comments:**

- (a) Be sure to **always** initial the Clinical Instructor’s comments once read.
- (b) Please be sure to answer any questions that are asked on the lined paper and feel free to ask questions for the Clinical Instructor.
- (c) Be sure to bring your assigned client folders to every weekly conference with the Clinical Instructor.

**Weekly Conferences:**

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

**Recordings:**

If a student clinician wishes to record a therapy session, the student should leave a post-it note on the assigned Clinical Instructor’s computer before the start of therapy.

**Confidentiality:**

Please consult the Fall, 2022 clinic handbook regarding client confidentiality. Any violation of these policies will result in the student clinician receiving a failing grade in the clinic.

**General Policies:**

Absences: Student clinicians are expected to meet all clinic appointments. If a student clinician is ill and cannot attend clinic, please contact assigned clients and Clinical Instructor. Any sessions canceled by the student clinician must be offered as a make-up session during dead week (sessions canceled by clients do not necessarily need to be made up).

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

Submission of Written Work: Documenting progress in daily/weekly Lesson Plans online via Microsoft Teams; Written work also includes writing Initial and Final Reports of therapy. Two late submissions automatically drop the final Writing Area clinical competency grade by one letter grade through reduction of points. There are no exceptions to this. Remember, all final reports AND required paperwork must be completed, signed, distributed to the client, and filed on the last scheduled therapy day for each assigned client.

Maryjane Rees Center – Speech and Language Clinic: Students have access to the clinic during open hours from 8:00am – 5:00pm, Monday – Friday, when staff are onsite. All faculty, staff and students are required to wear a surgical mask in the Maryjane Rees Center, regardless of vaccination status.

### TENTATIVE Course Schedule/Outline:

TENTATIVE CLINIC SCHEDULE AND EXPECTATIONS (VERIFY SPECIFIC DATES WITH YOUR CLINICAL INSTRUCTOR) <i>For additional information, please see the</i> (a) Student Clinic Handbook or the (b) Student Clinic Handbook, Clinical Instructor edition		
Date	Expectations	
Weeks:	Student will:	Clinical Instructor will:
WEEKS #1 and #2  8/29/22  9/5/22	Clients assigned. Client file information accessed via the Clinical Instructor (CI). Make appointment with CI to plan first sessions and develop assessment plan.  Set up weekly meetings. These may be conducted in group format at the discretion of the CI, but you, or your CI, may request an individual meeting at any time.  <b>Begin writing your INITIAL CASE REPORT during your client file review!</b>	Meet with each student individually.  Set up weekly meetings. These may be conducted in group format at the discretion of the Clinical Instructor, but you, or the student clinician, may request an individual meeting at any time.  Confirm Assessment Plan with student clinician.  <i>*Note: Monday, 9/5/22 is Labor Day – Clinic Closed</i>
WEEK #3 9/12/22	Submit SOAP notes. First week of clinic for Speech II clients ( <b>week of 9/12/22</b> ). Conduct interview. Have the client/ caretakers review all required forms. Prepare for and meet with Clinical Instructor.	Provide supervision and written feedback. Instruct/model techniques as necessary.  Meet with student clinician.
WEEK #4 9/19/22	Submit SOAP notes. Conduct assessments as appropriate.	Provide supervision and written feedback. Instruct/model techniques as necessary.

	Develop semester goals and objectives. Chart baseline behaviors as appropriate. Prepare for and meet with Clinical Instructor.	Meet with student clinician.
WEEK #5 9/26/22	Submit SOAP notes. Continue assessment; begin therapy. Prepare for and meet with Clinical Instructor.	Provide supervision and written feedback. Instruct/model techniques as necessary.  Meet with student clinician.  <i>Confirm expectations for Initial Case Report.</i>
WEEK #6 10/3/22	Submit SOAP notes. Continue assessment, begin therapy.  Prepare for and meet with Clinical Instructor.  <b>Submit first draft(s) of initial case report(s) approximately Week 6. Refer to CI's dates.</b>	Provide supervision and written feedback. Instruct/model techniques as necessary.  Meet with student clinician. <b>Begin reviewing initial case report.</b>  <b>Assess student clinician needs for more formal/structured supports (e.g., via PIP)</b>
WEEK #7 10/10/22	Submit SOAP notes. Continue therapy. Prepare for and meet with Clinical Instructor.	Provide supervision and written feedback. Instruct/model techniques as necessary.  Meet with student clinician.
WEEK #8 10/17/22	Submit SOAP notes. Continue therapy. Prepare for and meet with Clinical Instructor.  <b>MID-SEMESTER COMPETENCIES EVALUATION MEETING WITH CLINICAL INSTRUCTOR DUE THIS WEEK</b>	Provide supervision and written feedback. Instruct/model techniques as necessary.  <b>Meet with student clinician to review mid-semester competencies.</b>  <b>Assess student clinician needs for more formal/structured supports (e.g., via PIP)</b>
WEEK #9 10/24/22	Submit SOAP notes. Continue therapy. Prepare for and meet with Clinical Instructor.  <b>Begin Post-testing and planning/writing your FINAL CASE REPORT.</b>	Provide supervision and written feedback. Instruct/model techniques as necessary.  Meet with student clinician.  <i>Confirm expectations for Final Case Report.</i>

<p>WEEK #10 10/31/22</p>	<p>Submit SOAP notes. Continue therapy and post-testing. Work on Final Case Report Drafts. Prepare for and meet with Clinical Instructor.</p>	<p>Provide supervision and written feedback. Instruct/model techniques as necessary.  Meet with student clinician.</p>
<p>WEEK #11 11/7/22</p>	<p>Submit SOAP notes. Continue therapy.  Prepare for and meet with Clinical Instructor.</p>	<p>Provide supervision and written feedback. Instruct/model techniques as necessary.  Meet with student clinician.</p>
<p>WEEK #12 11/14/22</p>	<p>Submit SOAP notes. Continue therapy.  Prepare for and meet with Clinical Instructor.  <b>Submit first draft(s) of final case report(s) approximately this week.</b></p>	<p>Provide supervision and written feedback. Instruct/model techniques as necessary.  Meet with student clinician.  <b>Begin reviewing final case report.</b></p>
<p>WEEK #13</p>	<p><b>Thanksgiving Week</b></p>	<p><b>Clinic Closed 11/21/22 – 11/25/22</b></p>
<p>Week #14 11/28/22</p>	<p><b>Last week of Speech II Clinic (not including make-ups).</b> Submit SOAP notes.  Conduct end of semester meeting with client and/or clients' parents/caretakers.  Submit forms to Clinical Instructor regarding continuation of therapy.  Prepare for and meet with Clinical Instructor.  <b>REGULAR CLINIC ENDS WEEK of 11/28/22.</b> All make-ups must be completed by <b>12/9/22</b>. All final reports AND required paperwork must be completed, signed, distributed to the client, and filed on the last scheduled therapy day for each assigned client. <b><u>Final evaluation conference MUST take place by the end of the week of 12/5/22 unless otherwise scheduled.</u></b></p>	<p><b>Last week of Speech II Clinic (not including make-ups).</b>  Provide supervision and written feedback. Instruct/model techniques as necessary. Meet with student clinician.  <b>REGULAR CLINIC ENDS WEEK OF 11/28/22.</b> All make-ups must be completed by <b>12/9/22</b>. All final reports AND required paperwork must be completed, signed, distributed to the client, and filed on the last scheduled therapy day for each assigned client.  <b><u>Final evaluation conference MUST take place by the end of the week of 12/5/22 unless otherwise scheduled.</u></b>  <b><u>Any remaining PIPs should be finalized.</u></b></p>



<p>Week #15 12/5/22</p>	<p><b>Make-up therapy week</b></p> <p>Submit SOAP notes, if conducting therapy.</p> <p>Conduct end-of-semester meeting with client and/or clients' parents/caretakers.</p> <p>Submit forms to Clinical Instructor regarding continuation of therapy. Prepare for and meet with Clinical Instructor.</p> <p><b>REGULAR CLINIC ENDS WEEK OF 11/28/22.</b> All make-ups must be completed by <b>12/9/22</b>. All final reports AND required paperwork must be completed, signed, distributed to the client, and filed on the last scheduled therapy day for each assigned client.</p> <p><b><u>Final evaluation conference MUST take place by the end of the week of 12/5/22 unless otherwise scheduled.</u></b></p> <p><b>Congratulations!</b></p>	<p><b>Make-up therapy week</b></p> <p>Provide supervision and written feedback. Instruct/model techniques as necessary. Meet with student clinician.</p> <p><b>REGULAR CLINIC ENDS WEEK OF 11/28/22.</b> All make-ups must be completed by <b>12/9/22</b>. All final reports AND required paperwork must be completed, signed, distributed to the client, and filed on the last scheduled therapy day for each assigned client.</p> <p><b><u>Final evaluation conference MUST take place by the end of the week of 12/5/22 unless otherwise scheduled.</u></b></p> <p><b><u>Any remaining PIPs should be finalized.</u></b></p> <p><b>Congratulations!</b></p>
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## Online Learning

For additional information, please review the [CSAD Handbooks](https://www.csus.edu/college/health-human-services/communication-sciences-disorders/csad-handbooks.html) 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. If students do not want their likeness during class participation included in the recorded class session, they may elect to not participate via video recordings. Recordings will be available for viewing during the Remote Instruction Period subject to the following:

Only students enrolled in the subject class during the Remote Instruction Period may view the recording.

- Students may not post or use the recordings in any other setting (e.g., social media) for any purpose. Students who violate this will be subject to student discipline, up to and including expulsion.

- Federal and California law as well as University policies protecting intellectual property rights and use of instructional materials (including any recordings of class sessions) remain in effect during the Remote Instruction Period.
- If faculty have any plan to use the recording for a different class in the future, the faculty member will need written FERPA consent from those students in the current class who are identifiable in any of the recordings. A FERPA consent form signed by all students in the course will also be needed if the recordings are made available to others beyond the classroom on a nonsecure digital platform.

## Attitudes & Technical Skills Required

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

- A positive attitude towards technology
- An open mind towards online education and resources
- 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 aspects of learning require 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 using your CSUS 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, Microsoft Teams, 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 and Teams App

Canvas and Teams 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. Information for how to [install Microsoft Teams](#) is available. [Microsoft Teams support](#) is also available.

## 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, as well as integrity in your behavior in and out of the classroom.

### Sacramento 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 Sacramento State's Academic Honesty Policy & Procedures at the following website:

<https://www.csus.edu/umannual/student/stu-100.htm>

**Definitions:** At Sacramento 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 Sacramento 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, Division of Student Affairs.

### 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 they need to consider disenrolling from a course. Refer to the Sacramento 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.

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, 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.

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](mailto:sswd@csus.edu).

California State University (CSU) policy prohibits discrimination on the basis of age, disability (physical and mental), gender (or sex), gender identity (including transgender), gender expression, genetic information, marital status, medical condition, nationality, race or ethnicity (including color or ancestry), religion (or religious creed), sexual orientation, sex stereotype, and veteran or military status. California State University prohibits all forms of discrimination, harassment (including harassment, sexual misconduct, dating and domestic violence, and stalking) and retaliation. The University Policy Manual is available at <http://csus.edu/umannual/>.

## Basic Needs Support

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

## 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 their professor 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 William "Skip" Bishop.

Please email [equalopportunity@csus.edu](mailto: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](http://www.csus.edu/shcs)

Campus Confidential Advocate – Laura Swartzen Email: [weave@csus.edu](mailto: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](mailto:stark@csus.edu)
- Services to Students with Disabilities (SSWD): <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](https://www.csus.edu/student-affairs/centers-programs/degrees-project/_internal/_documents/smarthinking.pdf)
- COVID-19 (Coronavirus) Related Resources: <https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/resources.html>
- COVID-19 Resource Sheet: [https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/\\_internal/\\_documents/covid-19-resource-sheet.pdf](https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/_internal/_documents/covid-19-resource-sheet.pdf)
- Virtual Calming Room: <https://www.csus.edu/administration-business-affairs/emergency-employee-information/virtual-calming-room.html>

# Knowledge And Skills Acquisition (KASA) For Certification in Speech-Language Pathology CSAD 229B Practice: Speech Disorders II

## Standard IV-E, IV-G, IV-H: Contemporary Professional Issues

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: standards of ethical conduct.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: contemporary professional issues and advocacy.

## Standard IV-F: Research

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: processes used in research and integration of research principles into evidence-based clinical practice.

## Standard V-A: Oral and Written Communication

- The student will demonstrate skill in oral and written or other forms of communication sufficient for entry into professional practice.

## Standard IV-B: Basic Human Communication Processes

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: biological bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: neurological bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: acoustic bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: psychological bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: cultural bases of human communication differences.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- The student will demonstrate the ability to refer clients/patients for appropriate services in the area of voice and resonance.

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

Standard V-B 2b. Implement intervention plans (involve clients/patients and relevant others in the intervention process)

- The student will demonstrate the ability to implement intervention plans (involves clients/patients and relevant others in the intervention process) in the area of fluency.

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

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

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

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

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

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

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

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

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

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

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

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

Standard V-B 2b. Implement intervention plans (involve clients/patients and relevant others in the intervention process)

- The student will demonstrate the ability to implement intervention plans (involves clients/patients and relevant others in the intervention process) in the area of voice and resonance.

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

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

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

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

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

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

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

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

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

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

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

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

Standard V-B 2b. Implement intervention plans (involve clients/patients and relevant others in the intervention process)

- The student will demonstrate the ability to implement intervention plans (involves clients/patients and relevant others in the intervention process) in the area of social aspects.

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

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

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

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

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

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

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

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

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

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

Standard V-B 3a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.

- The student will demonstrate the ability to communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.

Standard V-B 3b. Collaborate with other professionals in case management.

- The student will demonstrate the ability to collaborate with other professionals in case management.

Standard V-B 3c. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.

- The student will demonstrate the ability to provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.

Standard V-B 3d. Adhere to the ASHA Code of Ethics and behave professionally.

- The student will demonstrate the ability to adhere to the ASHA Code of Ethics and behave professionally.