



# California State University, Sacramento

## Department of Communication Sciences and Disorders

### GRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Spring 2023	Course: CSAD 250 Speech/Language Internships Seminar	Section: 01
Meeting Days: Tuesday	Meeting Times: 6:00-7:50 PM	Location: Web Online
Instructor: Lisa D'Angelo, Ph.D., CCC-SLP	Email: dangelo@csus.edu	Phone: 530-400-1970
Office Location: Folsom Hall	Office Hours/Appointments: Please contact me by e-mail to schedule an office hour Appointment; and Mon 12-1:30 and Wed 3-4:30 drop in	

#### Catalogue Course Description:

**CSAD 250. Speech/Language Internships Seminar.**

**2 Units**

**Prerequisite(s):** [CSAD 228A](#), [CSAD 228B](#), [CSAD 228C](#), [CSAD 229A](#), [CSAD 229B](#), [CSAD 229C](#), [CSAD 241S](#), [CSAD 242A](#), [CSAD 242B](#), [CSAD 242C](#), [CSAD 243A](#), [CSAD 243B](#), [CSAD 243C](#), [CSAD 244](#), [CSAD 245](#).

**Corequisite(s):** [CSAD 295I](#), or [CSAD 295M](#), or [CSAD 295P](#), or [CSAD 295S](#).

**Term Typically Offered:** Fall, Spring

Assessment, scheduling and conducting language speech and hearing programs in schools. Related issues including scope of practice, managed care, interagency cooperation and transdisciplinary approaches.

#### Place of Course in Program

The course objectives have been designed to be in direct support of the American Speech-Language Hearing Association (ASHA) Knowledge and Skills Acquisition listed at the end of the syllabus; the following California Commission on Teacher Credentialing (CTC) Education Teacher Credentials Program Design Standards: Standards 1, 2, 3, 4, 5, 6, 7, and 8; The following Speech-Language Pathology Services Credential Program Design Standards: SLP Standard 4, 5 6, 7, and 8; And the Special Class Authorization Standards 1, 2, 3, 4, and 5.

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

## Course Learning Outcomes:

### **GRADUATE**

Mastery of each student-learning outcome listed below is indicated by a grade of B 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 B. 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 250 SPECIFIC STUDENT LEARNING OUTCOMES:**

#### **The student:**

1. will become aware of the history of education.
2. will identify and discuss legal issues involved in treatment of clients in the school setting.
3. will review and discuss the types of clients and associated treatment models in the school setting (articulation, fluency, voice & resonance, receptive and expressive language, hearing impaired, etc.) (pull-out, push-in, consultative, collaborative, etc.)
4. will review and discuss the relationship between language and speech disorders and academics (oral and written communication).
5. will identify and discuss professional, legal, and ethical practices related to practice in the schools, including state and federal mandates, legal requirements for assessment, Individualized Family Service Program (IFSP), Individualized Education Program (IEP) development and monitoring, services, and instruction of students with disabilities, transition and transitional planning, etc.
6. will identify and discuss academic assessment procedures (literacy, written language arts, and quantitative concepts) appropriate for the school age client with and without severe disorders of language.
7. will review and discuss different service delivery models including Response to Intervention.
8. will review and discuss different communication modalities for public school settings (oral, manual, AAC).
9. will review and discuss service delivery to culturally and linguistically diverse clients.
10. will review and discuss California state standards and statewide testing and curriculum approaches in the areas of reading/language arts/writing/math.
11. will review curriculum-relevant assessment (standardized and non-standardized) and the writing of curriculum-relevant goals.
12. will review and discuss providing access to the curriculum commonly taught in public schools by adapting and relating curriculum to students' backgrounds, interests, and abilities.
13. will review and discuss methods for initial and ongoing speech and language assessment that provides data to drive selection and modification of instructional strategies, activities, and materials that appeal to and challenge the diverse abilities and interests of students.
14. will review and discuss common curriculum adoptions in the language arts, writing, and mathematics and their delivery to students with speech and language impairments.
15. will review service to health impaired clients in the schools, including service to medicated clients.
16. will identify and discuss methodology related to the use of speech assistants in school settings.
17. will identify and discuss different approaches for helping clients maintain their behavior.
18. will review and discuss pedagogical approaches for curricular instruction (literacy, written language arts, and quantitative concepts) in both general education and special day classroom settings.
19. will review and discuss processes used in research and the integration of research principles into evidence-based clinical practice.
20. will review and discuss cognitive and social aspects of communication and various communication modalities in school settings.
21. will review and discuss standards of ethical conduct, contemporary professional issues, and certification, licensure, and credentials.
22. will review and discuss strategies for effective interaction with students, families, patients, and related

- professionals in school, medical, and private practice settings.
23. will identify and discuss methods to self-evaluate the effectiveness of his/her practice.
  24. will review and discuss state and district data maintained in student's files (California English Language Development Test-CELDT, California statewide standards testing, etc.) and the implications of such data on student's speech and language and learning profile.
  25. will develop an understanding of the role of the speech-language pathologist within the setting (i.e. acute care, rehabilitation, extended care, adult-focused private practice settings, schools)
  26. will define and describe basic speech, language, cognitive-communication, swallowing assessment with adults and/or children with acquired speech, language, cognitive-communication, voice, swallowing, and/or fluency disorders.
  27. will discuss planning and implementing treatment with adults and/or children in medical or private practice settings
  28. will understand the roles and means of collaborating and communicating with of the all team members in the medical or private practice settings
  29. Will demonstrate developing skills in documentation and report writing
  30. Will continue to acquire self-evaluation skills

<b>Course Learning Outcomes</b>	<b>Components Indicating Competency</b>	<b>Grades Received</b>
1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14	<b>PPT Presentation Assignments, Class Research Discussion Assignments, IFSP &amp; Transition Planning Assignments</b>	
12, 14, 17, 18	<b>PPT Presentation Assignments, Class Research Discussion Assignments, Language Arts &amp; Math Observation Assignment</b>	
15, 16, 19, 20 , 21	<b>PPT Presentation Assignments, Class Research Discussion Assignments</b>	
22, 24	<b>PPT Presentation Assignments, Class Research Discussion Assignments, Psychologist Interview &amp; Language Arts, Math Observation Assignments</b>	
23, 24, 25, 26, 27, 28, 29, 30	<b>PPT Presentation Assignments, Class Research Discussion Assignments, Effective Supervision &amp; Learning Reflection Assignment</b>	

## Textbooks and Materials:

### Required Texts:

1. Moore, B. & Montgomery, J. (2018). *Speech-Language Pathologists in Public Schools, Making a Difference for America's Children*. Third Edition. PRO-ED. I will be having these chapters made into PDFs by the library per our policy of keeping costs down for accessibility. I will **share these on CANVAS**.
2. Johnson, A. F., & Jacobson, B. H. (2017). *Medical speech-language pathology: a practitioner's guide*. Thieme. **(AVAILABLE FREE ONLINE @LIBRARY)**

### Online Resources:

Access to **CSUS CANVAS**

### Course Requirements/Components:

**Discussion Attendance/Participation: (50 points)**. Students can earn **up to 50 points** for active participation in classroom discussions. Because this class is a Seminar format, your discussion and contributions are a significant component. Regular and consistent attendance is also an important element. Students are expected to log on to class sessions on time and remain for entire class period. If you are unable to attend or you will be late to class, please contact instructor by cellphone text or e-mail prior to the beginning of class. **Everyone starts the semester with 50 points for Discussion/Participation Points. Students are able to miss Two (2) classes during the semester before any point loss for participation might occur. Point loss will not occur as a result of excused absences (e.g., illness, medical emergency, or family death) .**

Please have required items for discussion as assigned (such as goal sheets, screening examples, curriculum materials, etc.). Please complete research assignments ahead of time so that you are ready to discuss them during class.

**Classroom Presentations: (100 points)**. Each Intern Student will be required to present a Power Point on certain assigned topics as covered in chapters or parts of chapters from the texts: *Making a Difference for America's Children and/ or School Programs in Speech-Language Pathology and Medical Speech-Language Pathology: A Practitioner's Guide* . Your presentation must be in power point format. It must cover all of the important points regarding the topic in the chapter, but should not be a laundry list of facts OR a chapter outline. You must teach your peers what they need to know about the important legal and procedural information in an interesting and useful way. **You should also research a specific topic outlined in the chapter to ensure that statistics and/or information as indicated in the text are current and if necessary incorporate researched up to date information in your presentation.** Power Points should be e-mailed to instructor the day before the assigned date of presentation so it can be posted on CANVAS. The complete power point series should provide each student a handbook for beginning practice as an SLP in the public school setting and the medical setting. The presentation should be around 15 minutes.

**TEN WRITTEN ASSIGNMENTS: Total of: (200 points)**

**#1) Written Observation of Master Clinician or Written Interview of Master Clinician Describing Caseload, duties and responsibilities of their assignment: (20 points)- \*\*DUE Tuesday January 31.**

Written Observation or Interview of Master Clinician- **one to two pages**. Discuss the caseload, the setting, the schedule, the team members, materials, etc..

**#2) Psychologist and SLP Assessments (20 points) \*\*DUE: Tuesday, Feb 14:** In collaboration with Clinical Instructor select a student who has had or is going through a full team assessment. Review the file with Clinical Instructor and/or School Psychologist, discuss and compare speech/language and psychologist reports on a student that is being assessed or has previously been tested for a full team evaluation. Ask School Psychologist and/or Master Clinician to share their thoughts about the relationship between the psychological assessment and speech and language testing in the IEP process. For student in question, what were the commonalities or differences in the psych and speech/language assessment findings? What were the placement outcomes? Any other insights that you might have discovered? **Write up at least a one to two page document with your findings.**

**#3) IFSP (Individual Family Service Plan and Secondary IEP Transition (20 points): \*\*DUE: Tuesday February 21** Participate in an IFSP or IEP transition meeting or discuss with your Master Clinician the IFSP to IEP transition planning meeting process for students in their district focusing on the aspects of this process and write a **one to two page document** regarding the IFSP or IEP transition planning process.

**#4) Classroom Modification/Accommodation Suggestions for Language Arts and Math Lesson (20 points) \*\* Due Tuesday February 28:** Select a student from your caseload, preferably a language client. Having provided therapy to this student and knowing their strengths and weaknesses, what modification or accommodation strategies would you suggest to the student's teacher to assist in promoting success for this student in the classroom in the academic areas of language arts and math instruction. Write up a **one to two page document**.

**#5) Multicultural IEP Assignment (20pts); \*\* DUE: Tuesday March 14 .** Discuss with your Master Clinician the process and aspects involved in conducting an IEP where a multilingual interpreter is utilized. If possible participate in an IEP where an interpreter is utilized. What are suggestions that would promote a successful IEP when using an interpreter? Write up a **one to two page document** concerning your discussion and/or participation experience in this type of IEP.

**#6) Your Medical or Private Practice Internship; (20 points):\*\*DUE: March 28 .**

Please write a **one page overview** focusing on **your setting, your expected population/caseload, your goals for learning, and other team members you will be collaborating with and what you will be collaborating on together.** Please describe the areas that you feel most prepared for and areas you have not had any hands-on experience in. What experiences in clinic or volunteer work inform you in preparation for this internship? What are you most excited about? Most concerned about?

**#7) Chart Reviews; (20 points): \*\* Due Tuesday April 4.**

Please complete a deidentified chart review at your setting. Write up the information you gathered as a 1 page history for this patient/client.

**#8) Write up the Assessment Plan for a Patient/Client in your setting (20 points): \*\*Due Tuesday April 18**

Describe in a 1 page paper all aspects of one of your patient/client evaluations. Discuss in detail from the moment of receiving the order/referral to the report write up. What tools did you use? What observations?

**#9) SOAP Note; (20 points): \*\* Due Tuesday April 25.**

Please write up a deidentified SOAP note for **two** of your patients/clients.

**#10) Cultural and Linguistic Differences; (20 points): \*\*Due Tuesday May 9.**

Write up a 1 page description of how patients/clients of different cultures and languages than yourself are assessed in your setting. What tools do you use? Services? Approaches? Describe how you are developing cultural humility and understanding. What are the similarities and differences to your school-based experience?

**OTHER ASSIGNMENTS:**

**COMPLETION OF: Master Clinician Thank You Letters: \*\*DUE: Tuesday April 4**

**COMPLETION OF: Supervisor Feedback Form and Student Evaluation of Off-Campus Placement Form (Two SEPARATE FORMS- ON CALIPSO) : \*\*DUE: Tuesday April 4: MANDATORY completion of: Supervisor Feedback Form and Student Evaluation of Off-Campus Placement Form – to be completed on CALIPSO**

**\*\* STUDENT PERSONAL RECORDING (Audio, Visual and/or Video) OF ANY PART OF THE ON LINE CLASS, LECTURES AND/OR DISCUSSIONS IS NOT PERMITTED.**

**You must complete all assignments to pass this class, complete your internships, and graduate.**

If a faculty member is not available during the semester, students will be contacted and advised how the course will proceed. This may include a change in instructor or modality.

**Grading Policy:**

**GRADING INFORMATION based on Maximum total of 350 POINTS:**

The course final grade will be computed as total points earned out of the maximum total of **250 points**. Letter grades will be assigned as follows:

<b>Points</b>	<b>Grade</b>	<b>Points</b>	<b>Grade</b>
350-331	A	266-257	C
330-314	A-	256-243	C-
313-303	B+	242-233	D+
302-292	B	232-222	D
291-278	B-	221-208	D-
277-267	C+	208- 0	F

# TENTATIVE Course Schedule/Outline:

(\*\*NOTE: Subject to change)

## January 24

**Discussion:** Graduation Applications Information; Review class syllabus and discuss chapters for reading and outline assignments. Determine presentation dates.

Review Fourth Semester Clinical Competencies sheet. Share details about your placement

**Reading Assignment Due:** None

**HOMEWORK!!!!** Please complete the schedule form posted on CANVAS outlining your Schools Internship schedules/locations/contact information etc...AND SUBMIT in the CSAD 250 CANVAS ASSIGNMENT SECTION before or by Tuesday, January 31.

Discuss the goal sheet provided to you in your internship packet and develop initial goals for your internship together with your Master Clinician.

## January 31

**\*\* DUE Written Assignment #1: Master Clinician Observation or Interview Due (20 pts)**

**Discussion:** Placement updates/experiences to share/questions. Bring in and share your district's criteria for placement in the speech and language program. What exit criteria, if any, exist?

**Reading Assignment Due:** Read: Moore & Montgomery Chapter 1 & Chapter 2; Assigned Power Point Presentations

**Research Assignment Due:** Obtain information about district's placement and exit criteria for speech and language qualification criteria.

## February 7

**Discussion:** Placement updates/experiences to share/questions. Assessment and placement IEP forms from your respective districts. **Reading Assignment Due:** Read Moore & Montgomery, Chapter 3 and Appendix B. Assigned Power Point presentations. **Research Assignment Due:** Be prepared to discuss IEP forms that your district uses in the assessment and placement process including procedures/forms/tools for SCREENING if utilized by district.

## February 14

**Discussion:** Placement updates/experiences to share/questions. Grouping strategies. Articulation methods.

**Reading Assignment Due:** Read Moore & Montgomery, Chapter 4. Assigned Power Point Presentations

**Research Assignment Due:** Ask your Master Clinician about techniques for articulation therapy they utilize and ask them how they choose which students are in which groups. Be prepared to discuss.

## February 21

**Discussion:** Placement updates/experiences to share/questions. Grouping strategies. Articulation methods.

**Reading Assignment Due:** Read Moore & Montgomery, Chapter 5

**Discussion:** Behavior Management

**Research Assignment Due:** Bring in behavior management system that you and/or your Master Clinician have in place.

Focus both on the positive things that are done to reinforce behavior and on the consequences of inappropriate behavior. How does this system fit into the school-wide behavior management process if any? Be ready to share and discuss.

### **February 28**

**Discussion:** Placement updates/experiences to share/questions. Service delivery models.

**Reading Assignment Due:** Read Moore & Montgomery, Chapter 6 Assigned Power Point Presentations.

**Research Assignment Due:** Ask your Master Clinician about service delivery models they have used and which they find useful at your site. Ask them how goals are written in the district (goal banks, etc.) and how they make them curriculum-relevant. Bring in any supporting materials if any. Is RTI being used for SPT? How? **Be prepared to discuss.**

### **March 7**

**Discussion:** Placement updates/experiences to share/questions.

**Reading Assignments Due:** Read Moore & Montgomery Chapter 7. Assigned Power Point presentations.

**Research Assignment Due:** Ask your Master Clinician how suspected autistic spectrum disorders (ASD) referrals are handled and processed including assessment procedures. Discuss service delivery options/ models for ASD students in your assigned District. Be prepared to discuss.

### **March 14**

**Discussion:** Placement updates/experiences to share/questions and Interview Information

**Reading Assignment Due:** Read Moore & Montgomery Chapter 8. Assigned Power Point presentations.

### **March 21 Spring Break CSUS**

### **March 27**

**Discussion:** Placement updates/experiences to share/questions. **Reading Assignment Due:** Read Moore & Montgomery Chapter 15 (J & J Medical SLP). Assigned Power Point Class Presentations

**Master Clinician Thank You Letters DUE:** Email to me: Rough Draft **Thank You Letters** to your Master Clinicians, the Director of the Speech Programs, the principals at your sites. Be sure to include a positive paragraph about your Master Clinician's skills in the letters to the principals and directors.

### **April 4**

**Discussion:** Placement updates/experiences to share/questions. Be ready to discuss difficult IEPs, Conflicts, Mediations/Due Process.

**Reading Assignment Due:** No reading assignment today. Possible guest speaker. Or Dr. D reviewing conflict resolution/Due Process

Obtain information from Master Clinician regarding difficult IEPs, IEP conflicts, and Due Process (Mediations and/or Hearings) if any; What was done to help in these conflicts? What did or didn't work in these situations? Is there any informal resolution/problem solving process available to parents prior to filing for Due Process



Mediation/ Hearing in your assigned District? If so, describe process. Be prepared to discuss above items in class

**\*\*DUE: Supervisor Feedback Form and Student Evaluation of Off-Campus Placement Form (Two Separate Forms- ON CALIPSO):**

**April 11**

**Discussion:** Placement updates/experiences to share/questions. In what area did you “grow” the most in your school placement? What did you learn about supervision of interns? What do you feel are things that you want to continue that you learned this placement in your next internship? And in your CFY?

**Reading Assignment Due:** Read J & J Ch 16. Assigned Power Point presentations.

**April 18**

**Discussion:** Placement updates/experiences to share/questions. Assigned Power Point Presentations. Describe your setting, your caseload, and your daily schedule to your classmates. What do you feel most prepared for? What do you feel least prepared for? What learning goals do you have?

**Reading Assignment Due:** J & J Ch 10

**Research Assignment Due:** Qualifying for services in Private Practice? Hospitals? SNFs? What are the similarities and differences?

**April 25**

**Discussion:** ASHA Certification, Credentialing, and Licensing paperwork discussion

**Reading Assignment Due:** J & J Ch 4. Assigned Power Point presentations.

**California License:**

Speech-Language Pathology and Audiology Licensing Board <https://www.speechandhearing.ca.gov/>

**ASHA CCC:**

American Speech Language Hearing Association [www.ASHA.org](http://www.ASHA.org)

**Credential:** we will discuss process and paperwork/online application

**May 2**

**Discussion:** Grand Rounds about your caseload: one challenging case, one win!

**Using interpreters**—how does this work in your setting? Placement updates/experiences to share/questions. Using interpreters in your setting: how does this work? How do you access this? How do you document your results from assessments?

**Reading Assignment Due:** J & J Ch 7. Assigned Power Point presentations.

**Research Assignment:** Team members; Who are they? How do you work with each other? Support each other?

**May 9**

**Celebration Dinner in Sacramento!**

**\*\* (FINALS WEEK) no class! Congratulations!!!! Welcome to Speechie Land!!!**

# Online Learning

## **Important Tips for Success as an Online Learner**

There are some basic technical skills and requirements that you will need to have to be successful in this online course. If you have difficulties using Canvas, please go through the Canvas Student Info Guide <https://community.canvaslms.com/t5/Student-Guide/tkb-p/student>.

- ***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 CSUS email account for communication. Use CSUS e-mail for private messages to the instructor and other students.
- Read directions carefully.
- For online communication, conventions of on-line etiquette ("netiquette"), which include a courtesy to all users, will be observed. Please see the Student Guide in Canvas as above.

**Late Assignments:** No late papers/presentations are allowed given the tight course schedule.

**Attendance:** Students are expected to attend class on a regular basis. This is a synchronous online class. You are responsible for the information presented in class. If you are sick or quarantining, see below and communicate with me directly. You may attend this class while sick due to the online nature of the course.

**Drop/Add:** Students may drop and add classes according to University Policy. Students must fill out appropriate forms and meet University deadlines to drop or add classes. 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.

**Safety and wellness:** Welcome! It's great to be together on campus. You should be aware by now of Sacramento State's Fall 2022 COVID 19 policies. You can find out more at Sacramento State's [COVID-19 page](#). We will be following those policies in this classroom. Vaccines are required for everyone on campus except those who have been granted a religious or medical exemption per the [CSU's COVID-19 vaccination requirement](#). Masks are NOT required at this point but are recommended indoors. Please respect your fellow students' decision to mask or not mask. You can schedule a vaccine at [My Turn California](#) and find out more about vaccines and booster eligibility on the [CDC website](#). Remember that COVID-19 is still a threat, even for those who are vaccinated and boosted. Please practice self-care, monitor your health for any possible symptoms of COVID-19, and contact a health care provider immediately should you believe you may be infected.

**Illness/Covid Precautions:** Do not attend your internship if you have COVID-19 symptoms or test positive. COVID-19 tests and safety supplies are available at many locations around campus, including the library and student union. The University will continue to offer free testing to students who are symptomatic through [Student Health and Counseling Services](#). To increase safety on campus, you are required to report a positive COVID-19 test. You will find a confidential reporting form on the [Student Affairs COVID-19 web page](#). Everyone who tests positive, regardless of vaccination status, is required to stay home for at least 5 days. You should stay home for up to 10 days if your symptoms are not resolved or you continue to test positive. If you come into contact with someone who has tested positive for COVID-19, please refer to this [flowchart](#).

If you need to isolate, please notify me immediately.

- o If you are isolating and not ill, I expect you to stay up to date with your academic work remotely as best you can. Checking in with me for assignments will be your responsibility.
- o If you are ill, please contact me as soon as you are well so we can work together to catch you up with the rest of the class.
- o You will find the latest updates to academic continuity during COVID-19 [here](#).

**Flexibility:** The degree to which COVID-19 will impact the Sacramento State campus this spring is hard to predict. Patience and flexibility on all our parts will still be necessary as we navigate COVID-19 -related absences. Communicating with me in a clear and timely manner will help you stay on track academically and help all of us stay healthy.

## **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.

**Accessibility:** 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](mailto: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/>

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

**Accessibility/Equity:** The goal for all of our students is for access to all information and remove as many barriers as possible to learning. If you feel that you have difficulty accessing the information for WHATEVER reason, please talk to me. We have ways of lending technology (through IRT), helping with disabilities and gaining accommodations (SSWD), and emergency needs for housing, food, etc.. If it doesn't fall into those categories, please talk to me anyways: we can figure it out.

**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 web page](#)

### **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.

**Title IX** 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, but is not limited to rape, relationship violence, or stalking, all faculty and staff members are obligated to report this disclosure to the university's Title IX Coordinator. Contact Sac State's Title IX Coordinator, Skip Bishop, at (916) 278-5770 or email at [william.bishop@csus.edu](mailto:william.bishop@csus.edu). 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

### **Other Resources**

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

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

Services to Students with Disabilities: <https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/>

Student Health and Counseling Services at The WELL: <https://www.csus.edu/student-life/health-counseling/>

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

Student Academic Success and Education Equity Programs: <https://www.csus.edu/student-affairs/retention-academic-success/>

Crisis Assistance and Resource Education Support (CARES): <https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/>

## Knowledge and Skills Acquisition (KASA) For Certification in Speech Language Pathology CSAD 250. Speech/Language Internships Seminar

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

### 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.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: certification, specialty recognition, licensure, and other relevant professional credentials.

### 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.