



# California State University, Sacramento

## Department of Communication Sciences and Disorders

### UNDERGRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Fall 2023	Course: CSAD 199 Cognitive-Communication Connection Lab	Section: 04
Meeting Days: Tuesday  Wednesday	Meeting Times: 1:00-2:00 or 3:00-4:00 9:00-9:50	Location: Online in person FLS 1049
Instructor: Dr. Lisa D'Angelo, CCC-SLP	Email: <a href="mailto:dangelo@csus.edu">dangelo@csus.edu</a>	Phone: 530-400-1970
Office Location: Folsom Hall 2316	Office Hours/Appointments: Mon 12:30-1:00, Tues 10:30-12:00, Wed 3:00-4:00	

#### Catalogue Course Description:

**CSAD 199. Special Problems.1 - 3 Units**

**Asynchronous**

**Term Typically Offered:** Fall, Spring

Individual projects or directed reading. Open only to students competent to carry on individual work. **Note:** Departmental petition required.

#### Place of Course in Program:

This independent study course is part of the Cognitive-Communication Connection program and will be taken by undergraduate or post-bachelor students who are interested in acquiring hands-on research and pre-clinical experience. Students will study within various stages of the research process, from contributing to study conception and design, conducting a literature review, collecting and analyzing data and/or presenting research results, as well as training in IRB approved assessment and treatment protocols to complete with research participants.

Sacramento State Baccalaureate Learning Goals for the 21st Century (BLG)	Addressed by this course (Y/N)
<b>Competence in the Disciplines:</b> <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
<b>Knowledge of Human Cultures and the Physical and Natural World</b> <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
<b>Intellectual and Practical Skills, including:</b> <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
<b>Personal and Social Responsibility, including:</b> <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
<b>Integrative Learning**, Including:</b> <i>synthesis and advanced accomplishment across general and specialized studies</i>	Y

## Course Learning Outcomes:

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.

Upon completion of this course the student will be able to:

1. Understand the nature of a TBI, and the implications of this injury for cognitive-communication skills.
2. Give 3 subtests of a common cognitive-communication assessment tool.
3. Demonstrate 2 cognitive-communication therapy activities as modeled.
4. Participate in online cognitive life participation group.
5. Create materials for use in online group.

Course Learning Outcome	Components Indicating Competence	Grades Received
1-3	*Video reviews of therapy and assessment *participation in simulation assessments *mini- Literature Review for TBI *participation in therapy simulation *scoring of tests *review of research methods *Data entry	
4-5	*participate weekly in online cognitive-life group *create materials for use in group *complete reflection on experience	

## Textbooks and Materials:

None but online videos and forms for reviews/response.

## Online Resources:

Information will be provided on Canvas.

## Course Requirements/Components:

**Class Attendance:** This is an in-person class, with an online component.

**Due Dates for all Assignments:** End of Semester

## Grading Policy:

Students will have the opportunity to earn points towards their grade through assignments and class participation.

Source	Points	% of Grade
Simulations	100	25%
Lit Review	100	25%
Review videos of sessions	100	25%
Scoring demo	100	25%
<b>Total</b>	<b>400</b>	<b>100%</b>
Source	Points	% of Grade
Group Participation	100	50%
Material creation	100	25%
reflection	100	25%
<b>Total</b>	<b>300</b>	<b>100%</b>

**Letter grades are assigned according to the following scores:**

Project	%	Letter
368-400	92-100	A
360-367	90-91	A-
348-359	87-89	B+
332-347	83-86	B
320-331	80-82	B-
308-319	77-79	C+
292-307	73-76	C
280-291	70-72	C-
268-279	67-69	D+
256-267	64-66	D
240-255	60-63	D-
≤ 239	<60	F

## Course Policies/Procedures:

1. **Course Evaluations:** At the completion of the course, each student is expected to comment on the nature of this course. This procedure allows the instructor to modify segments of the course in order to make it more applicable to future students' educational and professional growth.
2. Completion of all assignments, and all due by December 15.
3. Upload all assignments to Canvas.
4. Attend group and in person lab.

## Additional Information

### Commitment to Integrity:

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

### Sac State's Academic Honesty Policy & Procedures:

"The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento expects that both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades." Read more about Sac State's Academic Honesty Policy & Procedures at the following website: <http://www.csus.edu/umannual/student/stu-0100.htm>

**Definitions:** At Sac State, "cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means." **Plagiarism** is a form of cheating. At Sac State, "plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person's contribution." Source: Sacramento State University Library Note: Any form of academic dishonesty, including cheating and plagiarism, may be reported to the office of student affairs.

### Understand When You May Drop This Course:

It is the student's responsibility to understand when he/she need to consider disenrolling from a course. 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.

### Health and 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. You are asked to report any possible COVID related illnesses/exposures to SHCS via this link COVID-19 Illness/Exposure Report Form: <https://sacstateshcs.wufoo.com/forms/covid19-illnessexposure-report/> Expect a call from SHCS within 24 hours. The CDC provides a good source of information regarding COVID-19 and a way to self-check symptoms: <https://www.cdc.gov/coronavirus/2019-ncov/index.html>.

### 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 Disability Access Center (DAC), 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 DAC and meet with a DAC counselor to request special accommodation before classes start. Sacramento State Disability Access Center 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, DAC provides consultation and serves as the information resource on disability related issues to the campus community. DAC 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 [dac@csus.edu](mailto:dac@csus.edu)

### Inclusivity:

Students in this class are encouraged to speak up and participate online through Zoom classes 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.

### Basic Needs Support

If you are experiencing challenges in the area of food and/or stable housing, help is just a click, email or phone call away! Sacramento State offers basic needs support for students who are experiencing challenges in these areas. Please visit our Basic Needs website to learn more about your options and resources available.

<https://www.csus.edu/basicneeds/>

### Other Resources

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

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

Student Health and Counseling Services at the

Well <https://www.csus.edu/shcs/>

Peer & Academic Resource Center

<https://www.csus.edu/parc/>

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

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