



California State University, Sacramento

Department of Communication Sciences and Disorders

GRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Fall/2023	Course: CSAD 671 Counseling in Audiology	Section: 01
Meeting Days: Mondays	Meeting Times: 5-7:50p	Location: Synchronous/In Person FLS 1049
Instructor: Charles Sanders, AuD	Email: csanders@csus.edu	Phone: Cell: 916-835-0510
Office Location: Zoom Meetings	Office Hours/Appointments: Monday and Wednesday 4:30p -5:00p and by appointment. Via Zoom	

Catalogue Course Description:

Introduction to the principles and theories of counseling. Emphasis on communication skills and applied techniques. Considerations for assessing multicultural populations. Influences of cultural background on attitudes, beliefs, disabilities, utilization of health care services, and deafness.

Prerequisite(s): Admission to Doctor of Audiology program; CSAD 611, CSAD 612, CSAD 613, CSAD 614, CSAD 621, CSAD 322, CSAD 622L, CSAD 623, CSAD 624, CSAD 631, CSAD 632, CSAD 641, CSAD 641L, CSAD 642, CSAD 643, CSAD 651, CSAD 652, CSAD 653, CSAD 661, CSAD 662

Term Typically Offered: Fall only

Place of Course in Program

This course provides a more in-depth study of counseling techniques used throughout the rehabilitative process for third year Doctor of Audiology students. Students will learn about the importance of patient-centered care, the role of the audiologist in the rehabilitative process, techniques for working with families and caregivers, interviewing, and the psychological and social parameters of the audiologist-patient relationship. Information related to Deaf culture will also be included. Students will learn the historical perspectives, legal and ethical considerations, and diagnostic and rehabilitative procedures for service delivery to this population.

Sacramento State Graduate Learning Goals (GLG)	Addressed by this course (Y/N)
Disciplinary knowledge: <i>Master, integrate, and apply disciplinary knowledge and skills to current, practical, and important contexts and situations.</i>	Y
Communication: <i>Communicate key knowledge with clarity and purpose both within the discipline and in broader contexts.</i>	Y
Critical thinking/analysis: <i>Demonstrate the ability to be creative, analytical, and critical thinkers.</i>	Y
Information literacy: <i>Demonstrate the ability to obtain, assess, and analyze information from a myriad of sources.</i>	Y
Professionalism: <i>Demonstrate an understanding of professional integrity.</i>	Y
Intercultural/Global Perspectives: <i>Demonstrate relevant knowledge and application of intercultural and/or global perspectives.</i>	Y
Research: <i>Conduct independent research resulting in an original contribution to knowledge in the focused areas of their graduate program</i>	Y

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.

CSAD 671: SPECIFIC STUDENT LEARNING OUTCOMES

1. Describe the role of the audiologist in counseling.
2. Explain various counseling theories.
3. Apply counseling theories to role-played scenarios and observations.
4. Define Deaf culture.
5. Summarize historical and contemporary perspectives of Deaf culture in the United States.
6. Discuss characteristics of the Deaf and hearing communities.
7. Describe attitudes, beliefs, and perceptions of the Deaf community.
8. List controversial issues that affect the Deaf community.
9. Contrast counseling approaches for families, children, adolescents, adults, and older adults.
10. Demonstrate understanding of counseling techniques through class assignments.
11. Describe health behavior change models that can be used in health promotion and audiology.
12. Participate in problem-based learning to address and manage challenging scenarios and behaviors.
13. Explain the role of other professionals and the importance of interprofessional collaboration in counseling patients and families.

Students should track their progress towards meeting each learning outcome by listing their grades on the table below over the course of the semester.

Course Learning Outcome	Components Indicating Competence	Grades Received
1-3	Midterm	
4-8	Paper	
9-13	Final Exam	

Knowledge And Skills Acquisition (KASA) For Certification in Audiology

Standard II-A: Foundations of Practice

A3. Language and speech characteristics and their development for individuals with normal and impaired hearing across the life span.

A8. Implications of cultural and linguistic differences, as well as individual preferences and needs, on clinical practice and on families, caregivers, and other interested parties.

A9. Implications of biopsychosocial factors in the experience of and adjustment to auditory disorders and other chronic health conditions.

A10. Effects of hearing impairment on educational, vocational, social, and psychological function throughout the life span .

A11. Manual and visual communication systems and the use of interpreters/transliterators/translators .

A12. Effective interaction and communication with clients/patients, families, professionals, and other individuals through written, spoken, and nonverbal communication.

A13. Principles of research and the application of evidence-based practice (i.e., scientific evidence, clinical expertise, and client/patient perspectives) for accurate and effective clinical decision making.

A15. Client-centered, behavioral, cognitive, and integrative theories and methods of counseling and their relevance in audiologic rehabilitation

A16. Principles and practices of client/patient/person/family-centered care, including the role and value of clients'/patients' narratives, clinician empathy, and shared decision-making regarding treatment options and goals

A17. Importance, value, and role of interprofessional communication and practice in patient care

A18. The role, scope of practice, and responsibilities of audiologists and other related professionals

A22. Legal and ethical practices, including standards for professional conduct, patient rights, confidentiality, credentialing, and legislative and regulatory mandates

Standard II-B: Prevention and Screening

B1. Educating the public and those at risk on prevention, potential causes, effects, and treatment of congenital and acquired auditory and vestibular disorders

B2. Establishing relationships with professionals and community groups to promote hearing wellness for all individuals across the life span

Standard II-C: Audiologic Evaluation

C1. Gathering, reviewing, and evaluating information from referral sources to facilitate assessment, planning, and identification of potential etiologic factors

Standard II-D: Counseling

D1. Identifying the counseling needs of individuals with hearing impairment based on their narratives and results of client/patient and/or caregiver responses to questionnaires and validation measures.

D2. Providing individual, family, and group counseling as needed based on client/patient and clinical population needs

D3. Facilitating and enhancing clients'/patients' and their families' understanding of, acceptance of, and adjustment to auditory and vestibular disorders

D4. Enhancing clients'/patients' acceptance of and adjustment to hearing aids, hearing assistive technologies, and osseointegrated and other implantable devices.

D5. Addressing the specific interpersonal, psychosocial, educational, and vocational implications of hearing impairment for the client/patient, family members, and/or caregivers to enhance their well-being and quality of life.

D6. Facilitating patients' acquisition of effective communication and coping skills

D7. Promoting clients'/patients' self-efficacy beliefs and promoting self-management of communication and related adjustment problems.

D8. Enhancing adherence to treatment plans and optimizing treatment outcomes

D9. Monitoring and evaluating client/patient progress and modifying counseling goals and approaches, as needed

Standard II-E: Audiologic Rehabilitation Across the Life Span

- E1. Engaging clients/patients in the identification of their specific communication and adjustment difficulties by eliciting client/patient narratives and interpreting their and/or caregiver-reported measures.
- E3. Responding empathically to clients'/patients' and their families' concerns regarding communication and adjustment difficulties to establish a trusting therapeutic relationship.
- E4. Providing assessments of family members' perception of and reactions to communication difficulties.
- E5. Identifying the effects of hearing problems and subsequent communication difficulties on marital dyads, family dynamics, and other interpersonal communication functioning.
- E6. Engaging clients/patients (including, as appropriate, school-aged children/adolescents) and family members in shared decision-making regarding treatment goals and options.
- E15. Counseling cochlear implant candidates and their families regarding the benefits and limitations of cochlear implants to (a) identify and resolve concerns and potential misconceptions and (b) facilitate decision making regarding treatment options.
- E22. Counseling clients/patients regarding the audiologic significance of tinnitus and factors that cause or exacerbate tinnitus to resolve misconceptions and alleviate anxiety related to this auditory disorder.
- E23. Counseling clients/patients to promote the effective use of ear-level sound generators and/or the identification and use of situationally appropriate environmental sounds to minimize their perception of tinnitus in pertinent situations.
- E24. Counseling clients/patients to facilitate identification and adoption of effective coping strategies to reduce tinnitus-induced stress, concentration difficulties, and sleep disturbances.
- E25. Monitoring and assessing the use of ear-level and/or environmental sound generators and the use of adaptive coping strategies to ensure treatment benefit and successful outcome(s).

Standard II-F: Pediatric Audiologic (Re)habilitation

- F1. Counseling parents to facilitate their acceptance of and adjustment to a child's diagnosis of hearing impairment
- F2. Counseling parents to resolve their concerns and facilitate their decision making regarding early intervention, amplification, education, and related intervention options for children with hearing impairment.
- F3. Educating parents regarding the potential effects of hearing impairment on speech-language, cognitive, and social-emotional development and functioning.
- F4. Educating parents regarding optional and optimal modes of communication; educational laws and rights, including 504s, individualized education programs (IEPs), individual family service plans (IFSPs), individual health plans; and so forth.
- F7. Planning and implementing parent education/support programs concerning the management of hearing impairment and subsequent communication and adjustment difficulties.
- F11. Counseling the child with hearing impairment regarding peer pressure, stigma, and other issues related to psychosocial adjustment, behavioral coping strategies, and self-advocacy skills.

Required Textbooks and Materials:

Clark, J.G., & English, K.M. (2018). *Counseling-Infused Audiologic Care 3rd Edition*. Inks Press.

Online Resources:

Access the CSUS Library is a requirement of this course. Please become familiar with library access and login information as quickly as possible. This will make your life much easier. Link the CSUS Library to any scholarly search engine you use as this will give you access to required readings of journal articles. Do not pay for any articles. As a CSUS student you should have free access to the library and its resources. The Department has access to the Health Sciences Librarian Rachel Stark. She is available to you for assistance and questions on how to utilize the library effectively.

<https://library.csus.edu/directory/rachel-stark>

Access to CANVAS is a requirement of this course. Campus computers are available for student use in many locations. Laptops are available to loan out as needed. Please contact the Department for further information. This course is posted on CANVAS. All lecture material and required readings not in the text book will be available only on CANVAS. I do not recommend printing the lectures until the day before class as the content could possibly change. Grades and statistics for the tests will be posted on CANVAS. Please forward interesting links to me as I will post them for the benefit of the entire class. Required readings will be posted in WORD or PDF format on CANVAS. All submissions must be in WORD or PDF format.

Mac PAGES submissions will not be accepted.

Course Requirements/Components:

Microsoft Office Suite

- WORD
- EXCEL
- POWER POINT
- Adobe Reader

Grading Policy:

Assessments: All assessment will be given online during synchronous class periods. These assessments will include an assignment, 1 midterm exam, the final exam, and over all participation.

Exams: There will be 1 midterm and a final exam in the semester. This class is cumulative. You will need to have a good understanding of the material to continue to the next section. All previous subject matter maybe tested during these exams. All exams are required. (200 points) **There are NO MAKE-UPS.**

Participation/Role Plays: I expect this course to be filled with discussions and your active participation is required. We will conducting role playing exercises several times during the course and you will be graded on your preparation and quality. (100)

Assignment: You will be required to perform an interview of a significant other of a patient under your care. (100)

The Final Grade will be based on a percentage of total points (945) and will be assigned as follows:

Source	Points	% of Grade
Assignment	100	25%
Participation	100	25%
Midterm 1	100	25%
Final Exam	100	25%
All Exams	200	50%
Total	400	100.0%

Letter grades are assigned according to the following percentage of the total:

<u>%</u>	<u>Letter</u>
93-100%	A
90-92.99%	A-
87-89.99%	B+
83-86.99%	B
80-82.99%	B-
77-79.99%	C+
73-76.99%	C
70-72.99%	C-
67-69.99%	D+
63-66.99%	D
60-62.99%	D-
59.99 or Below	F

Course Policies/Procedures:

Remediation: *If you receive a midterm grade lower than a B, you are required to sign up for an office hour to discuss your exam. If you cannot come during office hours, I will set up a special appointment time with you. I will analyze your exam with you and identify areas where you have had difficulty with specific course learning outcomes/competencies. I will give you specific strategies and suggestions that will help you establish competence and knowledge in these areas.*

Make-up Policy: There are no make-up quizzes or exams. Your attendance is required at every class period to take these quizzes and exams. The syllabus clearly states necessary dates. Your lowest quiz will be dropped. This is provided to you to allow unforeseeable events preventing you from taking a quiz. No make-up exams are given unless there is a documented medical emergency with written proof. Being late for an exam or quiz will not entitle you to extra time. Please make sure you arrange your schedules to be here on time for the exams. If you miss a short quiz because you are late for class or absent you will not be given another to make up.

Email: Students in the Au.D. program are required to maintain an active CSUS email address, which is linked to the student ID number. Official emails will be sent through CSUS email. Students are expected to regularly check their CSUS emails.

Scholarly Writing and Publishing Principles: The course (and this entire program) will follow the Publication Manual of the American Psychological Association for citation (APA Style). You will be provided with those guidelines. It would also serve you better if you were to purchase the APA manual.

Readings: The assigned readings are not optional you will be tested on the material. The material will only be covered briefly in class. All readings will have their links posted on Canvas or be list on Cavass for your required Texts. This course requires extensive reading. Information from these readings will be on the exams. Be prepared and read all reading assignments prior to class.

Policy on attendance: Students are expected to arrive in class on time, prepared to participate and engage in classroom activities for both in-person and synchronous/virtual interactions. Students are responsible for class content, lecture materials, assignments, announcements, and must be aware of changes in the class schedule. Your attendance is required daily. Assessments will be given each class session. In order to perform well you must be present on the zoom call. Students are advised that instructional faculty may include an attendance policy in

courses, which may require attendance as part of the student's course grade. These policies will be set in the syllabus.

Given the full-time, intensive nature this doctoral program, it is important that students contact instructors if they are absent or are anticipating absence, especially over an extended period of time. In the case of the latter, the Au.D. Program Director must also be notified.

Group Discussions: If you need to speak to your classmate on an issue not pertaining to the lecture please use the chat feature. Refer to the netiquette section on Canvas for more specifics. If it pertains to the class please ask me or address the entire class. Please keep your behavior in class professional.

Academic conduct

Students enrolled in the Au.D. program must adhere to the Department and University policies on academic misconduct. Please see the department's policy on academic misconduct ("Policy on Student Academic and Clinical Conduct"). The following are expectations for professional behavior in the classroom:

- **Ethics:** Students must uphold the ethical standards set forth by professional bodies in the field (see Appendices C and D of the Au.D. Student Handbook).
- **Respect:** Students should demonstrate respect to their peers, instructors, and staff.
- **Feedback:** Students are expected to self-reflect and modify their work in response to feedback, while displaying non-defensive behavior to suggestions.
- **Health:** Students should maintain their personal wellness and health, attending to any needs in a timely fashion in order to support their academic and professional growth.
- **Attire:** Students should dress appropriately for class. Classes may be held in clinic space, so students are expected to observe the clinic dress code.
- **Accountability:** Students are expected to be accountable, honest, and professional for their activities and communications. The general principles of ethical behavior should be applied to their coursework, evaluations, and examinations.
- **Language:** Students should demonstrate professional oral and written communication, including emails. Discretion and professional language should be used in all modalities, emphasizing constructive rather than reactive use.
- **Scholarship:** Students should take an active role in their learning, recognizing their deficiencies and seeking to correct them, as part of their commitment to lifelong learning.
- **Effort:** Students should collaborate and work to complete tasks and assignments on time or by the set deadline. Students are expected to follow through on all activities while maintaining professionalism and intellectual curiosity.

TENTATIVE Course Schedule/Outline:

DATE	Topics	READINGS	ASSIGNMENTS
8/28 Unit 1	Overview of Course Audiologic Counseling Defined Role of Audiologist in Counseling	Clark & English Ch. 1	
9/4 Labor Day			Interview Assignment Assigned
9/11 Unit 2	Emotional Responses to Hearing Loss Approaches to Counseling	Clark & English Ch. 2 & 3 Brady, G.Y. (2007). Counseling theories applied to fitting hearing losses. <i>The Hearing Professional</i> . Backenroth, G. A., & Ahlner, B. H. (2000). Quality of life of hearing-impaired persons who have participated in audiological rehabilitation counselling. <i>International Journal for the Advancement of Counselling</i> , 22(3), 225-240. Mcfarlane, L. A. (2012). Motivational Interviewing: Practical Strategies for Speech-Language Pathologists and Audiologists. <i>Canadian Journal of Speech-Language Pathology & Audiology</i> , 36(1).	
9/18 Unit 3	Building Patient Centric Relationships IDA Institute Tools	Clark & English Ch. 4 Manchaiah, V. K., Stephens, D., & Meredith, R. (2011). The patient journey of adults with hearing impairment: the patients' views. <i>Clinical Otolaryngology</i> , 36(3), 227-234. Manchaiah, V. K., Stephens, D., Zhao, F., & Kramer, S. E. (2012). The role of communication partners in the audiological enablement/rehabilitation of a person with hearing impairment: An overview. <i>Audiological Medicine</i> , 10(1), 21-30. Nair, E. L., & Cienkowski, K. M. (2010). The impact of health literacy on patient understanding of counseling and education materials.	Role Play Assignment

		<p><i>International Journal of Audiology</i>, 49(2), 71-75.</p> <p>Gregory, M. (2012, February). A possible patient journey: A tool to facilitate patient-centered care. In <i>Seminars in Hearing</i>(Vol. 33, No. 01, pp. 009-015). Thieme Medical Publishers.</p> <p>Grenness, C., Hickson, L., Laplante-Lévesque, A., & Davidson, B. (2014). Patient-centred care: A review for rehabilitative audiologists. <i>International Journal of Audiology</i>, 53(sup1), S60-S67.</p> <p>idainstitute.com/tools/#.category-10,.category-11,.category-7,.category-6</p>	
9/25	Licia Green		Discussion
10/2 Unit 4	The Initial Audiologic Consultation	<p>Clark & English- Ch. 5</p> <p>English, K., Mendel, L. L., Rojeski, T., & Hornak, J. (1999). Counseling in audiology, or learning to listen: Pre-and post-measures from an audiology counseling course. <i>American Journal of Audiology</i>, 8(1), 34-39.</p> <p>Rosenzweig, M. Q. (2012). Breaking bad news: a guide for effective and empathetic communication. <i>The Nurse Practitioner</i>, 37(2), 1-4.</p> <p>Gilbey, P. (2010). Qualitative analysis of parents' experience with receiving the news of the detection of their child's hearing loss. <i>International Journal of Pediatric Otorhinolaryngology</i>, 74(3), 265-270.</p>	
10/9 Unit 5	<p>Counseling Considerations for the Pediatric Population</p> <p>Counseling Considerations for the Teenage Patients</p>	<p>Clark & English-Ch. 6&7</p> <p>American Speech-Language-Hearing Association. (2008). Guidelines for audiologists providing informational and adjustment counseling to families of infants and young children with hearing loss birth to 5 years of age.</p> <p>Elkayam, J., & English, K. (2003). Counseling adolescents with hearing loss with the use of self-assessment/significant other questionnaires. <i>Journal of the American Academy of Audiology</i>, 14(9), 485-499.</p>	

		Crowell, R. L. N., Hanenburg, J., & Gilbertson, A. (2009). Counseling adolescents with hearing loss using a narrative therapy approach. <i>Perspectives on Administration and Supervision</i> , 19(2), 72-78.	
10/16 Unit 6	Counseling Considerations for the Adult Population Counseling Considerations for Improved Hearing Aid Uptake	Clark & English Ch. 8&9 English, K., Mendel, L. L., Rojeski, T., & Hornak, J. (1999). Counseling in audiology, or learning to listen: Pre-and post-measures from an audiology counseling course. <i>American Journal of Audiology</i> , 8(1), 34-39. Hawkins, D. B. (2005). Effectiveness of counseling-based adult group aural rehabilitation programs: A systematic review of the evidence. <i>Journal of the American Academy of Audiology</i> , 16(7), 485-493. Solheim, J., Gay, C., Lerdal, A., Hickson, L., & Kvaerner, K. J. (2017). An Evaluation of Motivational Interviewing for Increasing Hearing Aid Use: A Pilot Study. <i>Journal of the American Academy of Audiology</i> .	
10/23 Unit 7	Counseling Considerations for the Older Population	Clark & English Ch. 10 Clark & English-Ch. 6 Preminger, J. E., Montano, J. J., & Tjørnhøj-Thomsen, T. (2015). Adult-children's perspectives on a parent's hearing impairment and its impact on their relationship and communication. <i>International Journal of Audiology</i> , 54(10), 720-726.	
10/30 Unit 8	Patient Education	Clark & English Ch. 11	
11/6 Unit 9	Counseling Toward Better Communication	Clark & English Ch. 12	
11/13 Unit 10	Group Counseling within Hearing Loss Intervention	Clark & English Ch. 13 Hallberg, L. R. M., & Barrenäs, M. L. (1994). Group rehabilitation of middle-aged males with noise-induced hearing loss and their spouses: evaluation of short-and long-term effects. <i>British Journal of Audiology</i> , 28(2), 71-79.	

		Henry, J. A., Loovis, C., Montero, M., & Kaelin, C. (2007). Randomized clinical trial: group counseling based on tinnitus retraining therapy. <i>Journal of Rehabilitation Research and Development</i> , 44(1), 21.	
11/20	Thanksgiving No Class		
11/27 Unit 11	Multicultural issues in Patient Care.	Clark & English Ch. 14	
12/4	Interview presentations		
12/11	Finals		

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

Definitions: At Sac State, “cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means.” **Plagiarism** is a form of cheating. At Sac State, “plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person’s contribution.” Source: Sacramento State University Library Note: Any form of academic dishonesty, including cheating and plagiarism, shall be reported to the [Office of Student Conduct](#).

Department Policy on Use of APA format:

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

Understand When You May Drop This Course:

It is the student’s responsibility to understand when he/she need to consider disenrolling from a course. Prefer to the Sac State Course Schedule for dates and deadlines for registration. After this period, a serious and compelling

reason is required to drop from the course. Serious and compelling reasons include: (a) documented and significant change in work hours, leaving student unable to attend class, or (b) documented and severe physical/mental illness/injury to the student or student's family. Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if there is a compelling extenuating circumstance. All incomplete course assignments must be completed by the department's policy.

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.

Locations of gender-neutral restrooms on campus:

Maryjane Rees Language, Speech and Hearing Clinic, 2nd Floor of Folsom Hall

Equal Access:

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

Basic Needs Support

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

Other Resources

- The Office of Student Affairs maintains a list of campus resources/centers: <https://www.csus.edu/center/>
- Testing Center: <https://www.csus.edu/student-affairs/centers-programs/testing-center/>
- Library: <https://library.csus.edu/> for consultation: Rachel Stark, MS, AHIP, stark@csus.edu
- Services to Students with Disabilities: <https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/>
- Student Health and Counseling Services 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

Online Learning

For additional information, please review the CSAD Handbooks website

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

Zoom/ Online Instruction privacy and relevant rights and responsibilities:

Any time that a class session is recorded during the COVID-19-related Remote Instruction Period, students will be notified. If students do not want their likeness during class participation included in the recorded class session, they may elect to not participate via video recordings. Recordings will be available for viewing during the Remote Instruction Period subject to the following:

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

- Students may not post or use the recordings in any other setting (e.g., social media) for any purpose. Students who violate this will be subject to student discipline, up to and including expulsion.
- Federal and California law as well as University policies protecting intellectual property rights and use of instructional materials (including any recordings of class sessions) remain in effect during the Remote

Instruction Period.

- If faculty have any plan to use the recording for a different class in the future, the faculty member will need written FERPA consent from those students in the current class who are identifiable in any of the recordings. A FERPA consent form signed by all students in the course will also be needed if the recordings are made available to others beyond the classroom on a nonsecure digital platform.

Important Tips for Success as an Online Learner

There are some basic technical skills and requirements that you will need to have to be successful in this online course. If you have difficulties using Canvas, please go through the [Canvas Student Tour](#).

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

Attitudes & Technical Skills Required

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

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

Online learning requires only basic technical skills:

- Be competent with file management (for example, creating a folder on your desktop, moving files from one location to another, finding a saved file)
- Possess internet navigation skills
- Update your Internet browser
- Send and receive email
- Create and save documents (Word, PowerPoint, Excel or HTML)
- Toggle between two open software applications on your computer
- Copy text from a word processing program and paste them into another program

Technical Assistance

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

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

Spam and Phishing Scams

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

Canvas Student App

Canvas is fully functional on many types of smartphones and tablets. Compatible devices include platforms such as iPhone/iPad/iPod Touch, and Android. However, it is recommended that you do not solely rely on one of these devices to complete your online course work. Access to a computer is still needed for many online activities.

Visit the [Mobile section](#) of the [Canvas Guides](#) website for more information.