



# California State University, Sacramento

## Department of Communication Sciences and Disorders

### UNDERGRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Spring 2024	Course: CSAD 145 Supervised Field Observations	Section: 1
Meeting Days: Friday	Meeting Times: 9:00-9:50 am	Location: Folsom 1050
Instructor: Kelly Louney	Email: louney@csus.edu	Phone: 916-278-6674
Office Location: Folsom Hall Room 2000	Office Hours/Appointments: Friday	

#### Catalogue Course Description:

#### **CSAD 145. Supervised Field Observations.**

**1 Unit**

**Prerequisite(s):** CSAD 110, CSAD 111, CSAD 112, PSYC 2, STAT 1, CHDV 30, and DEAF 51

**Corequisite(s):** CSAD 125, CSAD 126, CSAD 130 and CSAD 148

**Term Typically Offered:** Spring

Directed observations of speech and hearing testing (screening and diagnostic); therapy and case staffing in schools, service clinics and hospitals.

#### Place of Course in Program

This course will generally be taken by students as one of their junior level courses.

<b>Sacramento State Baccalaureate Learning Goals for the 21st Century (BLG)</b>	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:

### UNDERGRADUATE

Mastery of each student-learning outcome listed below is indicated by submission of documentation verifying 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 component they are unable to document. 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 noting completion dates on the table below over the course of the semester.

### **CSAD 145 SPECIFIC STUDENT LEARNING OUTCOMES:**

1. Prepare for their first clinical practicum experience by observing a wide spectrum of diagnostic and treatment therapy sessions.
2. Observe, reflect upon and document 25 of the 25 hours of speech pathology and or audiology observation as required by the American Speech-Language-Hearing Association. These observation hours must be completed before enrollment in clinical methods and clinical practicum courses.
3. Take systematic and guided notes to support targeted reflection upon their observations within specific areas of clinical practice in a designated format.
4. Track observation hours and keep accurate records of observation hours.
5. Orally discuss professional behavior, professional ethics, and client confidentiality.
6. Identify, in writing, the components of a goal, reinforcers and reinforcement techniques, teaching techniques, and materials.
7. Participate in class discussions about current and appropriate diagnostic and therapy techniques.

These learning outcomes will be assessed through weekly written video critiques, classroom discussion, and weekly written assignments. Examinations are unlikely, but not ruled out.

Course Learning Outcome	Components Indicating Competence	Requirement Met
1	MCN approved hours of observation	
2	MCN approved hours of observation	
3	Critical thinking questions following videos	
4	MCN observation report	
5	Discussion	
6	Critical thinking questions following videos	
7	Discussion	

## Textbooks and Materials:

The student is required to obtain and maintain a Membership with Masterclinician.org for the duration of the course.

## Online Resources:

The student will reference Canvas for this course and Masterclinician.org for additional supports.

## Course Requirements/Components:

### DEVICE:

Students are required to have access to a device capable of completing and submitting assignments through CANVAS during the class period. If a student needs a device, one can be checked out through university. Please use to following like to obtain a device prior to the first in-class observation which is the second week of the semester <https://www.csus.edu/information-resources-technology/teaching-learning/laptop-checkout.html>

### ATTENDANCE:

This course is synchronous, attendance will be taken and is required for credit. Class attendance and promptness are required and roll will be taken. All absences must be reported via voice mail or email to the instructor prior to class meeting. One excused absence will be granted to each student per semester. This absence excuses the student from being docked attendance for that day. No observation hours will be credited for absences. These excusals will include flat tires, mild illnesses without a doctor's note, previously scheduled events, professional conferences, etc. All other absences will be excused for documented emergencies only: ***You must provide professional written documentation of the emergency to the instructor.*** All other absences will be considered unexcused. Undocumented, unexcused absences after the first require an additional assignment. This assignment will be based on individual circumstances such as the video missed. It is the student's responsibility to reach out to the instructor regarding absences that require assignments no less than three weeks prior to the end of the semester. The make-up video and assignment will be assigned by the instructor after this meeting.

**1st absence:** Excused

**2<sup>nd</sup> absence:** Absence with documentation= watch additional MCN (Bob and Exavier Session 1)

Absence without documentation= watch additional MCN and write 5 page essay (see below), grade lowered by a grade (B is the highest grade possible with 2 absences).

To make up for your second absence, you will need to watch the "Bob and Exavier Session 1" video on Master Clinician and write a 5 page paper covering the following topics. Assignments will be run through plagiarism detection. Assignments with greater than 20% will be flagged and the misconduct may be reported to the Office of Student Conduct (OSC).

- Define Autism and its effects on speech and language
- Describe the common areas that are impacted with this disorder

- Describe 3 different evidence based treatment approaches for Autism
- Describe 3 different family education strategies and resources that are useful
- Cite your sources

**3<sup>rd</sup> absence:** Absence with documentation= watch additional MCN (Susie and Abigail Session #1)  
Absence without documentation= watch additional MCN and write 5 page essay (see below), grade lowered by an additional grade (C is the highest grade possible with 3 absences).

To make up for your third absence you will need to watch the "Susie and Abigail Session #1" video on Master Clinician and write a 5 page paper covering the following topics. Assignments will be run through plagiarism detection. Assignments with greater than 20% will be flagged and the misconduct may be reported to the Office of Student Conduct (OSC).

- Define Down Syndrome and its effects on speech and language
- Describe the common areas that are impacted with this disorder
- Describe 3 different evidence based treatment approaches for Down Syndrome
- Describe 3 different family education strategies and resources that are useful
- Cite your sources

**4 or more absence:** "F" for the course

COVID Absences: COVID 19 infections and subsequent absences will follow the University's policy. You can find the workflow for this at <https://www.csus.edu/return-to-campus/>. You may be required to provide medical documentation of a positive COVID test to be considered for an excusal based on COVID.

OUT OF CLASS VIDEO OBSERVATIONS (Master Clinician Network):

1. Each student is required to obtain and maintain a membership with Master Clinician Network. The membership fee is \$54 for one year. This program is auto renewal and is the student's responsibility to cancel. Registration can be obtained using the following link: <https://www.masterclinician.org/join-now>
2. Students will observe complete a minimum of 1000 minutes from Master Clinician Network. Master Clinician Network hours are due twice during the semester- approximately at midterm and three weeks prior to the end of the semester.
  - a. Due date #1: March 8<sup>th</sup> (minimum of 500 minutes)
  - b. Due date #2: April 19<sup>th</sup> (minimum of 1000 minutes total)
    - i. Hours/minutes are a combination of both approved AND pending time.
    - ii. A clinical report from the MCN platform must be uploaded and readable to receive credit
    - iii. SUBMISSIONS- valid submissions are downloads of the report from MCN ONLY. The students name and total hours must be visible on the upload for credit. These must be uploaded to the appropriate canvas assignment to count for credit. Emailed versions are not accepted. Double check your assignment.
    - iv. LATE SUBMISSIONS- you will be docked one letter grade for late submissions. Submissions are considered late if they are submitted to CANVAS after the 11:59pm deadline.
3. Excluded Videos- ASHA does not recognize all videos on MCN for observation credit. The instructor also reserves some videos for in class viewing and supplementary assignments. These

videos CANNOT be approved via MCN for observation credit. Please EXCLUDE these videos when selecting videos for credit.

- a. Molly Berger/Claire
- b. Teresa Roberts/Andrew
- c. Jon Preston & Megan Leece/Ryan
- d. Joni Long/Mia
- e. Joni Long/Brendan
- f. Bob Buckendorf/Kimi (session 1)
- g. Tammie Cook/Ali
- h. Larry Boles/Edie
- i. Tammie Cook/Mark
- j. Rhea Paul/Peter
- k. Sara Orelofs/Bob
- l. ANY video with Dr. Amy White- Audiology
- m. John Tracy/Demo

Be advised that grade reductions based on late MCN assignments and unexcused absences are cumulative. Late assignments combined with unexcused absences may result in failure of the class.

#### IN CLASS VIDEO OBSERVATIONS:

During class periods, videos will be shown demonstrating aspects of hearing, speech, language assessment or therapy or audiological services to account for the remaining minutes of observation needed. During class, each student will complete and submit an **Observation Critique Form, which** is located on and submitted to Canvas on the day of class.

In class hours will be tracked by the instructor based on the attendance sign in sheets.

1. Videos will be shown in class for 50 minutes
2. To get credit for observations you must:
  - a. be in class on time- arriving more than 10 minutes late for class will impact your ability to receive credit. Excessive tardiness will also affect credit.
  - b. submit an Observation Critique on the day of class

#### Hours forms:

Master Clinician Network hour's forms will be submitted to the instructor for final signature. They will be submitted in hard copy on the due date and returned to the student on the last day of class. The instructor will provide signed in class hours forms to students on the last day of class. Both of these hours' forms are necessary for application to graduate school in Communication Sciences and Disorders at all institutions. It is the student's responsibility to maintain records of their hours. The instructor and/or department does NOT maintain copies of your hours.

### Grading Policy:

Grades for this course are earned through successful and timely completion of assignments as well as attendance. Successful completion of assignments is defined as submitting thorough and meaningful responses to in class observation critique forms and Master Clinician network video questions. Successful on-time completion of assignments is defined as submitting in class observation critique forms, Master

Clinician Network video question responses by their due date and time. Attendance is verified via class sign in sheets.

Each student begins the course with full credit, 100/100 points. Points are subtracting from this total for not meeting deadlines, absences and rejection of in-class observation critique forms or Master Clinician Network video questions due to incompleteness, insufficient, or incorrect responses.

Point Penalties:

<b>Due Date</b>	<b>Assignment/Deadline</b>	<b>Point Penalty</b>	<b>Track your grade Mark points subtracted here to track your grade</b>
February 1, 2024	Sign and submit Video Confidentiality form	1 point if not submitted by deadline	
March 8, 2024	500 MCN hours	10 points if not submitted by deadline	
April 19, 2024	1000 MCN hours	10 points if not submitted by deadline	
Weekly	In Class Critique	If not submitted then it is considered an unexcused absence	
	2 <sup>nd</sup> unexcused absence	10 points if not submitted by deadline	
	3 <sup>rd</sup> unexcused absence	10 points if not submitted by deadline	
	4+ unexcused absences	Failure in the course	

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

<b>Points</b>	<b>Letter</b>
94-100	A
84-93	B
74-83	C
64-73	D
64 and below	F

<b>Assignment</b>	<b>Due date</b>
Sign and submit Video Confidentiality form	February 2, 2024
Completion of 500 MCN Hours	March 8, 2024
Completion of 1000 MCN Hours	April 18, 2024
Submit a completed guided observation (in class hours)	Each class period
Master Clinician Network hours hard copy	April 26, 2024
Research Papers **	April 26, 2024

\*\* Please see the absence policy above. Does not apply to all students.

## TENTATIVE Course Schedule/Outline:

Week	Date	In class activity	Due
1	1/26/2024	Syllabus review	Signed video confidentiality form
2	2/2/2024	Syllabus review	Signed video confidentiality form
3	2/9/2024	Observe speech/language therapy session	Guided Observation form
4	2/16/2024	Observe speech/language therapy session	Guided Observation form
5	2/23/2024	Observe speech/language therapy session	Guided Observation form
6	3/1/2024	Observe speech/language therapy session	Guided Observation form
7	3/8/2024	Observe speech/language therapy session	Guided Observation form <b>500 MCN hours due CANVAS</b>
8	3/15/2024	Observe speech/language therapy session	Guided Observation form
	<b>3/22/2024</b>	<b>No Class- Spring break</b>	
9	3/29/2024	Observe speech/language therapy session	Guided Observation form
10	4/5/2024	Observe speech/language therapy session	Guided Observation form
11	4/12/2024	Observe speech/language therapy session	Guided Observation form
12	4/19/2024	Observe speech/language therapy session	Guided Observation form <b>1000 MCN hours due CANVAS</b>
13	4/26/2024	Observe speech/language therapy session	Guided Observation form
14	5/3/2024	Observe speech/language therapy session	Guided Observation form
15	5/10/2024	Hours Forms Returned Course Evaluations	Course Evaluation

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

### Inclusivity:

Students in this class are encouraged to be active participants in all aspects of the course, including but not limited to lectures, synchronous and asynchronous activities, discussion posts, etc. Each of us must show respect for each other, as our class represents a diversity of beliefs, backgrounds, and experiences. This enriches all of our learning experiences together. Our individual differences deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions,



and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from our classroom community, or if you have a specific need, please contact the instructor early in the semester. Your instructor will work with you to ensure that you become an active and engaged member of our class and community.

### Locations of gender-neutral restrooms on campus:

Maryjane Rees Language, Speech and Hearing Clinic, 2<sup>nd</sup> 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 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)

### 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](#).

### 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: <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>

## Knowledge And Skills Acquisition (KASA) For Certification in Speech-Language Pathology

### CSAD 145: Supervised Field Observations

#### Standard IV-C: Speech, Language, Hearing, Communication, and Swallowing Disorders and Differences

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: phonology, articulation disorders (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: fluency disorders (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: voice and resonance disorders (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: receptive and expressive language disorders (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: hearing disorders (including the impact on speech and language including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: swallowing disorders (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction,) including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, and executive functioning), including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: social aspects of communication (e.g., behavioral and social skills affecting communication), including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: communication modalities, including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.

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.