



California State University, Sacramento

Department of Communication Sciences and Disorders

UNDERGRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Fall 2024	Course: CSAD 146 Introduction to Clinical Issues and Methods	Section: 01
Meeting Days: Friday	Meeting Times: 11:00-1:50 pm	Location: Folsom 1049
Instructor: Kelly Louney, MS CCC-SLP	Email: louney@csus.edu	Phone: 916-278-6601
Office Location: Folsom Hall 2000 Cubicle B	Office Hours/Appointments: Thursday 12:00-1:00 pm Friday 2:00-3:00 pm	

Catalogue Course Description:

CSAD 146. Introduction to Clinical Issues and Methods.

3 Units

Prerequisite(s): [CHDV 30](#), [DEAF 51](#), [PSYC 2](#), [STAT 1](#), [CSAD 110](#), [CSAD 111](#), [CSAD 112](#), [CSAD 125](#), [CSAD 126](#), [CSAD 130](#), and [CSAD 145](#).

Term Typically Offered: Fall, Spring

Work with graduate students and clients. Introduction to clinical procedures, ASHA Code of Ethics, legal issues, funding sources, and scope of practice. Survey of professional settings for speech and hearing services, including multidisciplinary settings. Additional Requirements: (1) minimum major GPA of 3.2 with no CSAD course below a grade of "C." (2) Proof of negative tuberculin and initiation of the Hep B series, (3) completion of Department-approved level 1 criminal background screening (refer to Department webpage for current agency) and (4) and completion of HealthStream Modules to demonstrate proficient knowledge of universal precautions and HIPAA.

Note: In the event a faculty member is not available during the semester for whatever reason, students will be contacted and advised how the course will proceed. This may include a change in instructor and/or modality.

Course Modality: This is a face to face course and will be taught in person, on campus.

Health & Safety Information:

1. 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](#). 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. You can also review information related to COVID at <https://www.csus.edu/covid-19-information/>.

Place of Course in Program

This course will generally be taken by students as one of their senior level courses. Although this course is required for admission to the CSUS graduate program, it is NOT A REQUIREMENT FOR GRADUATION. If you elect to drop CSAD 146, please see your advisor for assistance in selecting an alternate course.

Sacramento State Baccalaureate Learning Goals for the 21st Century (BLG)	Addressed by this course (Y/N)
Competence in the Disciplines: <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
Knowledge of Human Cultures and the Physical and Natural World <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
Intellectual and Practical Skills, Including: <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
Personal and Social Responsibility, Including: <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
Integrative Learning**, Including: <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 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.

CSAD 146 SPECIFIC STUDENT LEARNING OUTCOMES:

1. Define and identify (un)ethical behavior in the practice of speech pathology and audiology, including confidentiality and informed consent, as determined by the American Speech and Hearing Association (ASHA).
2. Be able to state or write and discuss the tenants of Universal Precautions.
3. Be able to discuss and apply HIPAA regulations to clinical practice.
4. Be able to discuss the tenants of supervision according to Anderson's Continuum of Supervision.
5. Observe clinical practicum and identify (in writing) client objectives, teaching methods, reinforcers, and client behaviors.
6. Formulate a written treatment plan, including treatment objectives and materials and teaching methods, for clients.
7. Participate in therapy, planned and guided by a graduate/master clinician.
8. Design treatment objectives, detailing performance, conditions, and criterion.
9. Utilize standard treatment/teaching methods under the guidance of a graduate clinician.
10. Collect and interpret treatment data in a standardized manner.

Course Learning Outcome	Components Indicating Competence	Grades Received
1	COE activity/quiz	
2	Health module certificate of completion	
3	Health module certificate of completion	
4	Supervision activity	

	Test	
5	Clinic attendance Clinic journal Test	
6	Clinic attendance Clinic journal Test	
7	Clinic attendance Clinic journal	
8	Goal and objective writing activity Test	
9	Clinic attendance Clinic journal	
10	Data collection activity (in class) Clinic journal	

Textbooks and Materials:

REQUIRED TEXT

Roth, F. P., & Worthington, C. K. (2021). *Treatment Resource Manual for Speech-Language Pathology, 6th Edition*. San Diego: Plural Publishing.

RECOMMENDED TEXT

Dwight, Debra M., *Here's How to do Therapy: Hands-On Core Skills in Speech-Language Pathology, Second Edition* Plural Publishing, Inc., San Diego, CA, 2014.

Online Resources:

Students will use materials posted to CANVAS to support learning.

Course Requirements/Components:

Required Medical Documents

Students are required to provide documentation for the following:

1. Department Background Check: <https://www.csus.edu/college/health-human-services/communication-sciences-disorders/internal/documents/policy/csad-background-check-policy-and-instructions.pdf>
2. Current Negative TB test. Administered after to May 10, 2023
3. Sign *Video Permission Form*. See CANVAS
4. Sign *Confidentiality Agreement* (usually completed in CSAD 145) See CANVAS

These documents are due no later than February 9, 2024 and students may NOT participate in person clinical without completion of the department's background checks and proof of negative TB test. Submission of these documents on or before February 9, 2024 is worth 10 points.

Participation as a Clinical Assistant

- 1) This semester you will be assigned a graduate student and a participating client. You will be required to attend and participate in the 16 clinical sessions during the semester.
- 2) Attendance is required and points are assigned for attendance. Make-up sessions are not available.
- 3) Attendance will be taken via graduate clinician.
- 4) Absences may be excused and make-up sessions allowed for documented emergencies only. You must email Instructor Louney **prior** to the session unless extenuating circumstances can be documented. You must also provide sufficient written documentation of the emergency for approval.

- 5) Session Participation: You will be required to prepare and run a session activity during therapy. The specifics of the assignment will be discussed in class prior to the due date.
- 6) Clinic Journal: You will be required to complete a session journal of your experience. The clinic journal assignment and format will be discussed in class. Clinic journal points are awarded as follows:

Documentation	Points per session	Total per journal
Session Attendance (signature of graduate student required)	5	80
Session observation, data and reflection	5	80
TOTAL		160

Tentative Clinic Schedule

Week	What CSAD 146 Student will do during clinic	Be prepared to discuss the following during class on Friday	What Graduate Student Will Provide
Prior to week 1	<ul style="list-style-type: none"> -Meet with graduate student -Chart review -Review interview questions -Assessment results 	<ul style="list-style-type: none"> Client's age and disorder Client's relevant history Client's assessment plan/results 	<ul style="list-style-type: none"> -Be available to meet -Discuss case history/review chart -Discuss Assessment Results -Discuss therapy session structure currently in place
2-3	<ul style="list-style-type: none"> -Review plan of therapy and therapy goals/objectives -Complete a subjective observation -Make speech/language/behavioral observations relevant to your client 	<ul style="list-style-type: none"> What you relevant observations did you make about your client and how do they support or refute what you learned during chart review? 	<ul style="list-style-type: none"> -Graduate student will share semester goals and objectives -Graduate student will share lesson plan -Graduate student will discuss CSAD 146 student's speech/language/behavioral observation findings and how they relate to session design.
4-5	<ul style="list-style-type: none"> -Review the client's goals/objective and past results/progress towards goals thus far -Note the treatment approach(es) used -Begin to engage with the client, as directed by your graduate clinician 	<ul style="list-style-type: none"> Do you client's goals/objectives make sense to you? Do the activities and materials relate to the goals/objectives in a meaningful way for you? What were your feelings when you began interacting with the client? 	<ul style="list-style-type: none"> -Graduate student will share lesson plan -Graduate student will discuss rationale for treatment approaches being used and model therapy approach(es) and how they address goals/objectives -Provide an opportunity for the CSAD 146 student to engage with the client, perhaps as a communication partner
6-7	<ul style="list-style-type: none"> -Continue interacting with the client, with more independence, as directed by your graduate clinician -Take data for the goals/objectives addressed during the session 	<ul style="list-style-type: none"> What does it feel like to take data during a session? What do you think were the pro's and con's of taking real time data? 	<ul style="list-style-type: none"> -Graduate student will share lesson plan -Graduate student will review requirements for needed data collection during session -Graduate student will review data collected by CSAD 146

			student and discuss why it meets their needs for tracking client progress
8	-Continue interacting with the client, with more independence, as directed by your graduate clinician -Plan an activity based on one of the goals/objectives -Work WITH your grad to implement this activity.	Explain your thought process as it relates to activity planning. What treatment approaches did you consider? What materials? Did you find this somewhere or create it yourself?	-Graduate student to share lesson plan -Graduate student will request that CSAD 146 student plan an activity, to be carried out over two sessions, that is aligned to a semester short-term objective or long-term goal -Graduate student and CSAD 146 student will review data from the two sessions and discuss whether or not (and why or why not) the activity appears to be effective

HealthStream Online Clinical Orientation Program: [HealthStream Instructions](#)

Create an account: <https://www.healthstream.com/hlc/login/register.aspx?organizationId=012ec70d-7656-11de-ac59-001517135401&institution=2cb55c2a-7656-11de-ac59-001517135401>

Sacramento State is listed at the very bottom

You are required to complete the following modules:

- (a) [Standard Precautions and Bloodborne Pathogens](#)
- (b) [Hand Hygiene: Basic Principles and Competency](#)
- (c) [HIPAA: A guide for Healthcare Workers](#)

These modules will prepare you for work in a variety of healthcare settings and support your knowledge of Universal Precautions, basic hygiene and client privacy. These certificates of completion are worth 10 points each for a total of 30 points.

Chart/History Form Activity:

Each student will complete an activity requiring them to review, compare and contrast case history forms. This activity will prepare the student to carefully and meaningfully review client files prior to creating interview questions. This quiz will be completed in class and worth 20 points.

Clinic Handbook Activity:

Students will review the Maryjane Rees Language Speech and Hearing Clinic and the Audiology Clinic Handbooks. After reviewing the handbooks students will complete a quiz to demonstrate knowledge and the ability to find information embedded in the handbook. This quiz will be completed in class and worth 25 points.

Data Collection Activity:

In order to practice real time data collection, students will be required to watch videos of speech and language therapy and use a therapist devised tool for data collection to accurately record the student's performance during therapy. This activity will be completed in class and worth 20 points.

Assessment Selection, Assessment Follow-up and Therapy Planning Activity:

Students will be provided a case study and be asked to analyze case the history, compare/contrast and then select an appropriate speech and language test, determine baseline targets from assessment results, select an appropriate evidence-based treatment approach based on assessment and baseline results and create appropriate client goals. This activity will synthesize historical information retrieved during a chart review to best select standardized assessment materials and subsequently use that information to select evidence-based treatment. These assignments will collectively be worth 45 points.

Goals and Objective Writing Activity:

Students will be required to analyze and design treatment objectives, detailing performance, conditions, and criterion during this assignment. They will be required to identify these components within a goal/objective as well as create them independently. This activity will be worth 20 points.

Ground Rounds Activity:

Students will be required to synthesize pertinent client information and present their client to the class in a succinct and concise manner. Students will be required to use professional terminology, tone of voice and make clinical decisions regarding salient information. This assignment will be worth 50 points.

Code of Ethics Activity:

Each student will be responsible for participating in a code of ethics activity. The purpose of this assignment is for students to read, understand and interact with the ASHA Code of Ethics; including understanding common complaints to ASHA and reviewing case studies for analysis. General requirements and guidelines regarding the format for this assignment will be discussed in class. This assignment will be worth 20 points and students must be in attendance to receive credit.

Supervision Activity:

Each student will reflect on supervision as a field of study and how they are prepared to work with supervisors and supervisees. This activity will serve to support the student's critical thinking of the roles in the supervision processes, the stages of supervision and how they relate to clinical competence as well as the dynamic nature of these interpersonal relationships. General requirements and guidelines regarding the format for this assignment will be discussed in class. This assignment is worth 20 points.

Guest Speaker:

Guest speakers will be brought in to discuss topic specific material. Attendance is mandatory for all guest speakers. Because guest speakers are professionals from the community who volunteer their time to discuss their métier with our students, attendance is expected. The dates of guest speakers are tentative, although they are confirmed prior to class scheduling; we sometimes need to afford guest speakers flexibility as their schedules may change. Although schedule changes do not happen often, the attendance policy will apply on the actual day the speaker presents. Students will sacrifice 15 overall class points for absences on days with guest speakers.

Tests:

Two in-class exams will be given. Each will cover the concepts and content discussed during the course sessions or assigned readings prior to the exam. The second exam is not cumulative, but an assessment of the course material presented in the second half of the semester. Each exam is worth 100 for a total of 200 points. An optional final will be offered to all students. This final will be cumulative and worth 100. If a student elects to take the final exam, the lowest of the three exam scores will be dropped in their final grade.

Grading Policy:

Your grade will be based upon the total number of points you achieve for the semester out of the total possible. Letter grades will be based upon the following:

	Source	Points	Points Earned
1	Clinic Handbook Quiz	25	
2	Health Modules	30	
3	Documents	10	
4	Data Collection Activity	20	
5	Goal/Ojective Writing Activity	20	
6	Test #1	100	
7	Chart/History Form Activity	20	
8	Assessment Selection Activity	20	
9	Assessment Follow-up Activity	5	
10	Therapy Planning Activity	20	
11	Grand Rounds	50	
12	Clinic Journal and Attendance	160	
13	Supervision Activity	20	
14	Code of Ethics Activity	20	
15	Test #2	100	
	TOTAL	620	

Letter grades are assigned according to the following scores:

Percentage	Letter
94-100	A
90-93	A-
88-89	B+
84-87	B
80-83	B-
78-79	C+
74-77	C
70-73	C-
68-69	D+
64-67	D
60-63	D-
59 and below	F

STUDENTS WHO RECEIVE BELOW A 77% ON ANY ONE TEST, PRESENTATION, PAPER OR PROJECT WILL BE EXPECTED TO CONFERENCE WITH ME, DURING OFFICE HOURS, TO DISCUSS DEFICIENT AREAS AND WHAT CAN BE DONE TO ENSURE COMPETENCY IN THE DEFICIENT AREA.

Course Policies/Procedures:

PARTICIPATION IN CLASS MEETINGS

There will be a moderate amount of lecture to this course. Many class sessions will consist of lecture, directed discussions and group exercises, activities or quizzes. Verbal discussion and presentations are essential parts of this

course. Students are expected to attend class regularly, prepared to participate in class discussions. Although a tentative schedule is proposed, lectures, in class assignments and activities may be adjusted as needed throughout the semester.

ATTENDANCE

Attendance is not taken for lecture classes. It is the student's responsibility to obtain missing lecture notes and concepts as all lectures are represented on the test. Although lecture slides will be posted on Canvas, lectures will not be recorded due to privacy concerns. Resources may include: CANVAS, textbooks and classmates. Attendance is mandatory for all student/group presentations, the clinical assistantship, activities, quizzes and guest speakers in order to earn points. Your points will be sacrificed if not in attendance for graded assignments. You will sacrifice 15 points from your overall grade for any unexcused absences on days with a guest speaker or presentations.

COVID Attendance Policy: Students who become ill or are placed under quarantine during the COVID-19 pandemic should contact the instructor as soon as possible. Alternative attendance will be set in order to ensure that the student is not penalized for circumstances related to COVID. These circumstances will be formulated on a case by case basis as the situational circumstances will be idiosyncratic.

As a reminder, in order to maintain confidentiality for clients and students:

Audio and video recordings during class are not allowed. Audio recording may be a HIPAA violation and violations of this policy will be referred accordingly.

LATE ASSIGNMENTS

Assignments are considered due at the time of collection by the instructor on the assigned due date. Assignments are considered late if they are submitted after the collection of the assignment by the instructor. Late assignments will be docked 10% of the total possible points or 2 points for each week they are late- whichever is greater.

TENTATIVE Course Schedule/Outline:

Dates	Week	Topic/In Class Activities	Activity/Due	Clinic Wk.	Assistant Wk.
1/26	1	Welcome/Introduction/Syllabus			
		Ice Breaker/Clinic Sign Up/Health Modules Introduced			
		Clinic Tour- Dress code			
2/2	2	Welcome/Introduction/Syllabus			
		Ice Breaker/Clinic Sign Up/Health Modules Introduced			
		Clinic Tour- Dress code			
2/9	3	Clinic Handbook Activity (25 pts)	Health Modules (30) Documents (10)	1	
		Developmental Domains			
		Disability Categories			
2/16	4	Learning Theories		2	
		Learning Theories			
		Learning Theories			
2/23	5	Assessment	Data Collection Activity(20)* Goal Writing Activity (20)*	3	1
		Data Collection			
		Goal Writing/SOAP notes			
3/1	6	Assessment	Data Collection Activity(20)* Goal Writing Activity (20)*	4	2
		Data Collection			
		Goal Writing/SOAP notes			
3/8	7	TEST #1	Test (100)	5	3
3/15	8	LEGAL		6	4
		Basic Structure Within Therapy			
		Basic Structure within Therapy			
3/22		Spring Break		-	-
3/29	9	Hands on Core Skills	Supervision Activity (20) COE Activity (20)	7	5
		Hands on Core Skills			
		Introduce Grand Rounds			
4/5	10	Supervision		8	6
		Supervision/Code of Ethics			
		Code of Ethics			
4/12	11	Sensory Processing- Guest Lecture		9	7
		Scaffolding			
		Make up lectures			
4/19	12	Case Study	Chart History Form Act (20) Assessment Planning Act 20) Assessment Follow Up Act(5) Therapy Planning Act (20) Clinic Journal due (160)	10	8
		Case Study			
		Case Study			
4/26	13	TEST #2 (100)	Test (100)	11	
5/3	14	Grand Rounds	Grand Rounds (50)	12	
		Grand Rounds			
		Grand Rounds			
5/10	15	Professional Settings Panel	Course Evaluations		
	FINALS	Optional Final (100)			

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, 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 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

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.

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

CSAD 146 Introduction to Clinical Issues and Methods.

This course has been designed to be in direct support of the following American Speech-Language Hearing Association (ASHA) 2017 Knowledge and Skills Acquisition for certification in Speech-Language Pathology:

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: 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-D: Prevention, Assessment, and Intervention

- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding articulation.
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding fluency.
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding voice and resonance.
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities.
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, and executive functioning).
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and

methods of prevention, assessment, and intervention regarding social aspects of communication (e.g., behavioral and social skills affecting communication).

- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of assessment and intervention regarding communication modalities.

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

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

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

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

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

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

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

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