



California State University, Sacramento

Department of Communication Sciences and Disorders

GRADUATE SYLLABUS & COURSE OUTLINE

Table 1: Class Information

Semester/Year: Spring 2024	Course: CSAD 683: Speech-Language Pathology for Audiologists	Section: 01
Meeting Days: Tuesday	Meeting Time: 4:00-4:50pm	Location: Folsom Hall 2204
Instructor: Razi Zarchy, SLPD, CCC-SLP	Email: razi.zarchy@csus.edu	Phone: 916-245-0327 cell/text
Office Location: Folsom Hall 2000D	Office Hours Tuesdays 3:45-4:00pm in the classroom	
Appointments Book an appointment: https://calendly.com/razi-zarchy-slp		

Important Announcement Spring 2024:

The California Faculty Association (CFA) is amidst a difficult contract dispute with management. The faculty union has called a strike this semester, taking place January 22-26, 2024. Classes will not be convening the first week of the semester and Canvas modules will not be published.

Dr. Zarchy will be back to work on Monday, January 29th. If you'd like to see me January 22nd - 26th, please visit me at the picket line – you can sign up [here](#).

We, the faculty, are committed to protecting and strengthening Sacramento State as the People's University! If you have questions, I will answer them through January 21st, and then again after the 26th. For general questions about the strike, please visit the [CFA strike FAQ](#).

Catalogue Course Description:

CSAD 683, Speech-Language Pathology for Audiologists; 1 unit

Prerequisite(s): Admission to Doctor of Audiology program; CSAD611, CSAD612, CSAD613, CSAD614, CSAD621, CSAD622, CSAD622L, CSAD623, CSAD624, CSAD631, CSAD632, CSAD641, CSAD641L, CSAD642, CSAD643, CSAD651, CSAD652, CSAD653, CSAD661, CSAD662, CSAD671, CSAD672, CSAD673

Term Typically Offered: Spring

Overview of speech and language development, including screening for speech and language disorders and risk factors for speech and language delay, from the perspective of audiology. Principles of auditory-verbal therapy.

Place of Course in Program:

This course is an overview of the field of speech-language pathology. The topics presented in this course are intended to expose students to other areas within the field of Communication Sciences and Disorders, normal and disordered communication, principles of assessment and intervention, and opportunities to collaborate with speech-language pathologists.

Communication disorders can impact aspects of a person's life. Speech-language pathologists are involved with the prevention, assessment, identification and diagnosis, treatment, counseling, and follow-up of speech, language, swallowing, and cognitive disorders. Awareness of the anatomy and physiology of the speech and language mechanism, disorders, and fundamentals of intervention and treatment is important for audiologists when determining the impact of hearing impairment on a patient and referring patients.

Table 2: Sacramento State Graduate Learning Goals (GLG)

Sacramento State Graduate Learning Goals (GLG)	Addressed by this course (Y/N)
Disciplinary knowledge: Master, integrate, and apply disciplinary knowledge and skills to current, practical, and important contexts and situations.	Y
Communication: Communicate key knowledge with clarity and purpose both within the discipline and in broader contexts.	Y
Critical thinking/analysis: Demonstrate the ability to be creative, analytical, and critical thinkers.	Y
Information literacy: Demonstrate the ability to obtain, assess, and analyze information from a myriad of sources.	Y
Professionalism: Demonstrate an understanding of professional integrity.	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.

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

COURSE LEARNING OUTCOMES:

Upon completion of this course, students will be able to:

1. Summarize the history, education and licensing/certification requirements, and scope of practice for speech-language pathologists
2. Contrast normal and disordered anatomy and physiology of the speech mechanism
3. Outline normal developmental milestones for speech and language
4. Explain commonly used assessment procedures for communicative disorders
5. Describe basic procedures and techniques for intervention and therapy of communicative disorders
6. Give examples of interprofessional collaborations between audiologists and speech-language pathologists

Table 3: Course Learning Outcomes, Components, and Grades Received

Course Learning Outcome	Components Indicating Competence	Grades Received
1	Observations/Reflections, Exam	
2	Exam, Project	
3	Exam, Project, Observations/Reflections, Child Screening	
4	Exam, Project, Observations/Reflections, Adult and Child Screening	
5	Exam, Project, Observations/Reflections, Adult and Child Screening	
6	Exam, Project, Observations/Reflections	

Textbooks and Materials:

The optional text is digitalized by the library and PDFs will be posted to Canvas. Handouts and materials will be shared and uploaded to Canvas.

Shames G. H. & Anderson N. B. (2011). Human communication disorders: an introduction (8th ed.). Pearson.

Online Resources:

Canvas, CSUS email. You must have an active CSUS email and use CSUS's Canvas platform to access handouts, course assignments, class discussions, and class email.

Course Requirements/Components:

Class Preparation:

All required readings are for the date listed in the course schedule, not the following class period. Students are responsible for all assigned readings, whether discussed in class or not.

Class Participation

Students are expected to actively participate in class discussions and are required to read the assigned material **before** class meetings. Students will sign up to select a topic-specific article related to their project topic and present it to the class.

An interactive lecture + discussion + observation format will be followed. Because this is a seminar, active listening, participation, and problem-solving are expected. For example, when you are listening to another student present their ideas, you should take notes and offer suggestions. Comments such as "I agree" or "great idea," are acceptable, but substantive participation (e.g., comments that help advance the discussion, or that help develop a new angle on a problem) is far more meaningful participation. Audiology and Speech-Language Pathology are professions in which you need to actively problem-solve at all times and collaborate!

Class Attendance:

Classroom attendance is necessary for this course. No more than two unexcused absences are allowed. Students are expected to arrive on time as class begins at 4 pm.

This course involves verbal interaction among the students and the instructor. You cannot really "get" what was covered in class via classmates' notes. A modified Socratic method will be employed, whereby students will be called upon randomly to contribute to classroom discussions. Because of this, class attendance is required. If you are not in class or not present when your name is selected for discussion, you will be considered absent. Excused absences will be granted for emergencies or conflicts: You must provide a written description of the emergency or conflict to the instructor. All other absences will be considered unexcused. Three or more unexcused absences will result in your

final grade dropping one letter grade via a subtraction of the 50 participation points. If you do need to miss a class, you are responsible for all materials covered in your absence. This means you must get any materials handed out during your missed session from a classmate, not the instructor. You must report absences to Dr. Zarchy via email before class meetings. **Communication is rewarded with flexibility.**

Class Assignments:

Assignment grades will be based on observation logs and reflections, a project, and an exam.

Assignments are due throughout the semester. Late assignments can impact your grade, so please note the due dates. Only *prior* communication with the instructor will be accepted to arrange for late or missing assignments.

Speech-Language Pathology Observation Hours and Reflection:

Students will complete three observation hours in speech-language pathology in at least 2 settings. These may be live or on an online platform. Students should take notes before, during, and after the observation, paying attention to the strategies and methods of the clinician. Observation logs must be filled out for each session observed, including the date and time, setting, location, name and signature of the clinician, the clinician's ASHA number (if applicable), and type of session.

Project:

Students will identify a diagnosis or disorder that involves interprofessional collaboration between Audiologists and Speech-Language Pathologists. You will complete a 10-minute slide presentation for the class. You will be required to cite peer-reviewed journal sources in APA format. We will discuss diagnoses in class for possible projects.

Grading Policy:

Your grade will be based on the total points you achieve for the semester out of the total possible.

Table 4: Course Requirements and Grade Distribution

Source	% of total
Project	100 points
Observations/Reflections	100 points
Discussion/Participation	100 points
Adult or Child Screening	100 points
Take-Home Exam	100 points
Total	500 points

Letter grades are assigned according to the following scores:

Table 5: Points, Percentages, and Letter Grades

%	Letter
100 – 95.0	A
94.9 – 90.0	A-
89.9 – 87.0	B+
86.9 – 83.0	B
82.9 – 80.0	B-
79.9 – 77.0	C+
76.9 – 73.0	C
72.9 – 70.0	C-
69.9 – 67.0	D+
66.9 – 63.0	D
62.9 – 60.0	D-
59.9 or below	F

Course Policies/Procedures:

1. **Late Work Policy: Again, communication is rewarded with flexibility.** Students who experience a home or work hardship and require extra time on assignments must contact the instructor immediately and discuss options for late submission of classwork.
2. **Class Discussions:** If you need to speak to your classmate on an issue not pertaining to the lecture, please leave the room. If it pertains to the class, please ask me or address the entire class. Please keep your behavior in class professional.
3. **Cell Phone Policy:** Please keep your cell phones turned off during class. If you absolutely need it to be on, please keep it on “vibrate” mode and sit near the exit. If you need to take a call, please leave the classroom silently and come back when you are finished. You do not need to ask permission to leave or enter the class.
4. **Technology Use:** It is a course expectation that you will participate fully in class discussions and give classmates and discussion your full and undivided attention. You are not permitted to engage in other homework or extracurricular activities during class time. “Multitasking” will not be permitted. Please silence your cell phone to avoid distractions during class time.
5. **Drop/Add:** Students may drop and add classes according to University Policy. Students must fill out appropriate forms and meet University deadlines to drop or add classes.
6. **Course Evaluations:** This class is continually modified to promote student learning and to promote knowledgeable students’ entry into graduate programs. After the course, you are expected to comment on the nature of this course. This procedure allows me to modify segments of the course to make it more applicable to future students’ educational and professional growth. A link will also be posted in Canvas so that you can give anonymous

feedback regarding the course. You are encouraged to use this modality as a direct and appropriate means of voicing concerns. Your voice matters.

7. **Health and Safety Information:** If you are sick, stay home and do not attend class. Notify your instructor. Please self-diagnose if you are experiencing any COVID-like symptoms (fever, cough, sore throat, muscle aches, loss of smell or taste, nausea, diarrhea, or headache) or have had exposure to someone who has tested positive for COVID contact Student Health & Counseling Services (SHCS) at 916-278-6461 to receive guidance and/or medical care. 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>

Students must adhere to COVID-19 policies regarding mask wearing and vaccinations as described on the CSUS website. Please see [Campus Coronavirus/COVID-19 Safety Information](#) and [Coming to Campus](#) for more information and updates.

TENTATIVE Course Schedule/Outline:

Date	Topics	Readings/Assignment
1/23	No class	FACULTY STRIKE
1/30	Professionals in CSD History of SLP	Duchan, J.F. (2002) "What do you know about your profession's history?" ASHA Scope of Practice in Speech-Language Pathology
2/6	Employment settings Education and certification	ASHA Employment Settings for SLPs CA Qualifications For Licensure for Speech-Language Pathologists
2/13	Anatomy and physiology	Anderson & Shames- Ch. 3

2/20	Assessment	<p>Tyler, A. A., & Tolbert, L. C. (2002). Speech-language assessment in the clinical setting. American Journal of Speech-Language Pathology, 11(3), 215–220. https://doi.org/10.1044/1058-0360(2002/022)</p> <p>Derr, A. (2003). Growing diversity in our schools—Roles and responsibilities of speech-language pathologists. School-Based Issues.</p> <p>Optional:</p> <p>Williams, C. J., & McLeod, S. (2012). Speech-language pathologists’ assessment and intervention practices with multilingual children. International Journal of Speech-Language Pathology, 14(3), 292-305.</p> <p>Skahan, S. M., Watson, M., & Lof, G. L. (2007). Speech-language pathologists’ assessment practices for children with suspected speech sound disorders: Results of a national survey. American Journal of Speech-Language Pathology, 16(3), 246–259. https://doi.org/10.1044/1058-0360(2007/029)</p> <p>Aldous, K., Tolmie, R., Worrall, L., & Ferguson, A. (2014). Speech-language pathologists’ contribution to the assessment of decision-making capacity in aphasia: A survey of common practices. International Journal of Speech-Language Pathology, 16(3), 231–241. https://doi.org/10.3109/17549507.2013.871751</p>
2/27	Intervention and therapy	<p>Observation #1 due</p> <p>Law, J., Garrett, Z., & Nye, C. (2003). Speech and language therapy interventions for children with primary speech and language delay or disorder. The Cochrane Database of Systematic Reviews, 2003(3), CD004110. https://doi.org/10.1002/14651858.CD004110</p> <p>Optional:</p> <p>Pomaville, F. M., & Kladopoulos, C. N. (2013). The effects of behavioral speech therapy on speech sound production with adults who have cochlear implants. Journal of Speech, Language, and Hearing Research, 56(2), 531–541. https://doi.org/10.1044/1092-4388(2012/12-0017)</p>

3/5	Language impairments, children AAC	<p>Bruinsma, G., Wijnen, F., & Gerrits, E. (2020). Focused stimulation intervention in 4- and 5-year-old children with developmental language disorder: Exploring implementation in clinical practice. Language, Speech, and Hearing Services in Schools, 51(2), 247–269. https://doi.org/10.1044/2020_LSHSS-19-00069</p> <p>ASHA Practice Portal on Augmentative and Alternative Communication: Overview & Key Issues</p> <p>Optional:</p> <p>Pfeiffer, D. L., Feuerstein, J., & Landa, R. J. (2023). Speech-language pathologists’ perceptions of language and literacy instruction for pre-k children with developmental language disorder. Language, Speech, and Hearing Services in Schools, 54(4), 1295–1307. https://doi.org/10.1044/2023_LSHSS-23-00002</p>
3/12	Language development & deprivation in deaf & hard of hearing children	<p>Joint Committee on Infant Hearing. (2019). Year 2019 position statement: Principles and guidelines for early hearing detection and intervention programs. Journal of Early Hearing Detection and Intervention, 4(2), 1–44. https://doi.org/10.15142/FPTK-B748</p> <p>Hall, W. C., Levin, L. L., & Anderson, M. L. (2017). Language deprivation syndrome: A possible neurodevelopmental disorder with sociocultural origins. Social Psychiatry and Psychiatric Epidemiology, 52(6), 761–776. https://doi.org/10.1007/s00127-017-1351-7</p> <p>Kaipa, R., & Danser, M. L. (2016). Efficacy of auditory-verbal therapy in children with hearing impairment: A systematic review from 1993 to 2015. International Journal of Pediatric Otorhinolaryngology, 86, 124-134.</p>
3/19	Education and schools Literacy	<p>Observation #2 due</p> <p>American Speech-Language-Hearing Association. (2010). Roles and responsibilities of speech-language pathologists in schools.</p> <p>Richburg, C. M., & Knickelbein, B. A. (2011). Educational audiologists: Their access, benefit, and collaborative assistance to speech-language pathologists in schools. Language, Speech, and Hearing Services in Schools, 42(4), 444–460. https://doi.org/10.1044/0161-1461(2011/10-0011)</p>

		<p>Optional:</p> <p>Eichwald, J., & Scinicariello, F. (2020). Survey of teen noise exposure and efforts to protect hearing at school—United States, 2020. MMWR. Morbidity and Mortality Weekly Report, 69(48), 1822–1826. https://doi.org/10.15585/mmwr.mm6948a5</p>
3/26	SPRING BREAK	Sleep! Eat! Fun!
4/2	Articulation, phonological disorders	<p>Mcleod, S., & Baker, E. (2014). Speech-language pathologists' practices regarding assessment, analysis, target selection, intervention, and service delivery for children with speech sound disorders. Clinical Linguistics & Phonetics, 28(7–8), 508–531. https://doi.org/10.3109/02699206.2014.926994</p> <p>Skim for overall implications/recommendations:</p> <p>McCauley, R. J., Strand, E., Lof, G. L., Schooling, T., & Frymark, T. (2009). Evidence-based systematic review: Effects of nonspeech oral motor exercises on speech. American Journal of Speech-Language Pathology, 18(4), 343–360. https://doi.org/10.1044/1058-0360(2009/09-0006)</p>
4/9	Cleft palate	<p>Screening due</p> <p>Horn, P., Driscoll, C., Fitzgibbons, J., & Beswick, R. (2021). Detecting hearing loss in infants with a syndrome or craniofacial abnormalities following the newborn hearing screen. Journal of Speech, Language, and Hearing Research, 64(9), 3594–3602. https://doi.org/10.1044/2021_JSLHR-20-00699</p> <p>Robin, N. H., Baty, H., Franklin, J., Guyton, F. C., Mann, J., Woolley, A. L., Waite, P. D., & Grant, J. (2006). The multidisciplinary evaluation and management of cleft lip and palate. Southern Medical Journal, 99(10), 1111–1120. https://doi.org/10.1097/01.smj.0000209093.78617.3a</p>
4/16	Cognitive-Communication across the lifespan Language impairments,	<p>Hoover, E. C., Souza, P. E., & Gallun, F. J. (2015). Competing views on abnormal auditory results after mild traumatic brain injury. Perspectives on Hearing and Hearing Disorders Research and Diagnostics, 19(1), 12. https://doi.org/10.1044/hhd19.1.12</p> <p>Silkes, J. P. (2012). Providing audiological services to individuals with aphasia: Considerations, preliminary recommendations, and</p>

	adult neurogenic speech disorders Dr. Lisa D'Angelo, guest speaker	a call for research. American Journal of Audiology, 21(1), 3–12. https://doi.org/10.1044/1059-0889(2012/10-0002)
4/23	Voice and Fluency	Observation #3 due Hirsch, S. (2017). Combining voice, speech science and art approaches to resonant challenges in transgender voice and communication training. Perspectives of the ASHA Special Interest Groups, 2(10), 74–82. https://doi.org/10.1044/persp2.SIG10.74 Sapienza, C. M., Ruddy, B. H., & Baker, S. (2004). Laryngeal structure and function in the pediatric larynx: Clinical applications. Language, Speech, and Hearing Services in Schools, 35(4), 299–307. https://doi.org/10.1044/0161-1461(2004/029)
4/30	Swallowing Dr. Lisa D'Angelo, guest speaker	Martin-Harris, B., Bonilha, H. S., Brodsky, M. B., Francis, D. O., Fynes, M. M., Martino, R., O'Rourke, A. K., Rogus-Pulia, N. M., Spinazzi, N. A., & Zarzour, J. (2021). The modified barium swallow study for oropharyngeal dysphagia: Recommendations from an interdisciplinary expert panel. Perspectives of the ASHA Special Interest Groups, 6(3), 610–619. https://doi.org/10.1044/2021_PERSP-20-00303
5/7		Presentations! Upload for sharing by 5/10
5/14	FINALS WEEK	Take-home final exam

Online Learning

For additional information, please review the [CSAD Handbooks](https://www.csus.edu/college/health-human-services/communication-sciences-disorders/student-resources.html) website
<https://www.csus.edu/college/health-human-services/communication-sciences-disorders/student-resources.html>

Zoom/Online Instruction privacy and relevant rights and responsibilities:

Any time that a class session is recorded, 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 subject to the following:

- Only students enrolled in the subject class 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.
- 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 or Canvas email 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 or visit the IRB website: <https://www.csus.edu/information-resources-technology/>
- 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 coursework. Access to a computer is still needed for many online activities.

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

Additional Information

Commitment to Integrity:

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

Sac State's Academic Honesty Policy & Procedures:

“The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento expects that both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades.”

Read more about Sac State's Academic Honesty Policy & Procedures at the following website:

<http://www.csus.edu/umannual/student/stu-0100.htm>

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

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 Publication Manual, Seventh Edition. All assignments are to be composed using APA format and style unless otherwise noted. You may learn more about APA Style at the following websites: <https://apastyle.apa.org/> and https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

Understand When You May Drop This Course:

It is the student's responsibility to understand when they 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 the 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.

Equal Access:

Sacramento State is committed to ensuring an accessible learning environment where course or instructional content is usable by all students and faculty. If you believe that you require disability-related academic adjustments for this class (including pregnancy-related disabilities), please immediately contact the [Disability Access Center \(DAC\)](#) to discuss eligibility. DAC offers a wide range of support services and accommodations for students 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. A current accommodation letter from DAC is required before any modifications, above and beyond what is otherwise available for all other students in this class will be provided. Please be advised that disability-related academic adjustments are not retroactive. DAC is located on the first floor of Lassen Hall 1008. Phone is 916-278-6955 and e-mail is dac@csus.edu. For a complete listing of services and current business hours visit [Disability Access Center \(DAC\)](#).

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](#)

Title IX

The University requires faculty and staff to report any personal disclosures of sexual misconduct including rape, dating/domestic violence and stalking to the Title IX Coordinator. Students who do not wish to report their experience to me or the Title IX Coordinator may speak to someone confidentially by contacting Student Health and Counseling Services.

Sac State is committed to supporting students and fostering a campus environment free of sexual misconduct and gender-based discrimination. If a student chooses to disclose to a faculty or staff

member an experience related to sexual misconduct which includes rape, relationship violence, or stalking, all faculty and staff are obligated to report this disclosure to the university's Title IX Coordinator. Sac State's Title IX Coordinator is Mary Lee Vance. Please email equalopportunity@csus.edu or (916) 278-5770. Upon receipt of the report, the Title IX Coordinator will contact you to inform you of your rights and options as a survivor and connect you with support resources, including resolution options for holding accountable the person who harmed you. Students who elect not to discuss their experience with the Title IX Coordinator can speak confidentially to the following confidential resources:

Student Health & Counseling Services at The WELL On Campus

Phone Number: 916-278-6461

Website: www.csus.edu/shcs

Campus Confidential Advocate – Laura Swartzen

Email: weave@csus.edu

On Campus Phone Number: 916-278-5850 (during business hours)

WEAVE 24/7 Hotline: 916-920-2952

CSUS Grading Policy

Information for students regarding grading is provided here: [Sacramento State Policy Library](#)

Other Resources

- The Office of Student Affairs maintains a list of campus resources/centers: [Centers & Institutes | Sacramento State](#)
- [Academic Testing Center](#)
- [Sac State Library](#) for consultation : Rachel Stark, MS, AHIP, stark@csus.edu
- [Disability Access Center](#)
- Student Health and Counseling Services: Your physical and mental health are important to your success as a college student. Student Health and Counseling Services (SHCS) in The WELL offers medical, counseling, and wellness services to help you get and stay healthy during your time at Sac State. SHCS offers: Primary Care medical services, including sexual and reproductive healthcare, transgender care, and immunizations; urgent care for acute illness, injuries, and urgent counseling needs; pharmacy for prescriptions and over-the-counter products; mental health counseling, including individual sessions, group counseling, support groups, mindfulness training, and peer counseling; athletic training for sports injury rehabilitation; wellness services, including nutrition counseling, peer led health education and wellness workshops, and free safer sex supplies; violence and sexual assault

support services. Most services are covered by the Health Services fee and available at no additional cost.

- [Student Health, Counseling, & Wellness Services](#)
- [Student Academic Success & Educational Equity Programs](#)
- [Crisis Assistance & Resource Education Support \(CARES\)](#): 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.
- [HHS Student Success Center](#)
- [Reading & Writing Center](#)
- [Peer & Academic Resource Center](#)
- [SMARTHINKING](#) (tutoring resource)

ASHA Standards for the Certificate of Clinical Competence in Audiology

Applicant has demonstrated knowledge of:

Standard II-A: Foundations of Practice

- A1. Genetics, embryology and development of the auditory and vestibular systems, anatomy and physiology, neuroanatomy and neurophysiology, and pathophysiology of hearing and balance over the life span
- A2. Effects of pathogens, and pharmacologic and teratogenic agents, on the auditory and vestibular systems
- 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 significant others
- A9. Implications of biopsychosocial factors in the experience of and adjustment to auditory disorders and other chronic health conditions
- A10. Effects of hearing loss on educational, vocational, social, and psychological function throughout the life span

- A11. Manual and visual communication systems and the use of interpreters, transliterators, and/or 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 habilitation/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 client/patient care
- A18. The role, scope of practice, and responsibilities of audiologists and other related professionals
- A19. Health care, private practice, and educational service delivery systems

Standard II-B: Prevention and Screening

- B5. Recognizing a concern on the part of medical providers, individuals, caregivers, or other professionals about hearing and/or speech-language problems and/or identifying people at risk to determine a need for hearing screening
- B6. Conducting hearing screenings in accordance with established federal and state legislative and regulatory requirements
- B8. Performing developmentally, culturally, and linguistically appropriate hearing screening procedures across the life span
- B9. Referring persons who fail the hearing screening for appropriate audiologic/medical evaluation
- B10. Identifying persons at risk for speech-language and/or cognitive disorders that may interfere with communication, health, education, and/or psychosocial function
- B11. Screening for comprehension and production of language, including the cognitive and social aspects of communication

- B12. Screening for speech production skills (e.g., articulation, fluency, resonance, and voice characteristics)
- B13. Referring persons who fail the screening for appropriate speech-language pathology consults, medical evaluation, and/or services, as appropriate

Standard II-D: Counseling

- D5. Addressing the specific interpersonal, psychosocial, educational, and vocational implications of hearing loss for the client/patient,
 - family members, and/or caregivers to enhance their well-being and quality of life
- D6. Facilitating clients'/patients' acquisition of effective communication tools and techniques of coping skills
- D7. Promoting clients'/patients' self-efficacy beliefs and promoting self-management of communication and related adjustment disorders

Standard II-E: Audiologic Rehabilitation Across the Life Span

- E1. Engaging clients/patients in the identification of their specific communication difficulties and adjustment to them by eliciting client/patient narratives and interpreting self-reported and/or caregiver-reported measures
- E2. Identifying the need for, and providing for assessment of, concomitant cognitive/developmental concerns, sensory–perceptual and motor skills, and other health/medical conditions as well as participating in interprofessional collaboration to provide comprehensive management and monitoring of all relevant issues
- E3. Responding empathically to clients'/patients' and their families' concerns regarding communication and adjustment difficulties to establish a trusting therapeutic relationship with sensitivity to differences in culture, identity, and language
- E4. Providing assessments of family members' perception of and reactions to communication difficulties
- E5. Identifying the effects of hearing loss and subsequent communication difficulties on marital dyads, family dynamics, and other interpersonal communication functioning
- E6. Engaging clients/patients (including, as appropriate, school-aged children and adolescents) and family members in shared decision-making regarding treatment goals and options

- E7. Developing and implementing individualized intervention plans based on clients’/patients’ preferences, abilities, communication needs and problems, and related adjustment difficulties
- E21. Providing auditory, visual, and auditory–visual communication training (e.g., speechreading, auditory training, listening skills) to enhance receptive communication

Standard II-F: Pediatric Audiologic (Re)habilitation

- F1. Counseling parents to facilitate their acceptance of and adjustment to a child’s diagnosis of hearing loss
- F2. Counseling parents to resolve their concerns and facilitate their decision making regarding early intervention, amplification, education, and related intervention options for deaf and hard of hearing children with sensitivity to differences in culture, identity, and language
- F3. Educating parents regarding the potential effects of hearing loss on speech-language, cognitive, and social–emotional development and functioning
- F4. Educating parents regarding (a) optional and optimal modes of communication and (b) educational laws and rights, including 504 plans, individualized education programs (IEPs), individual family service plans (IFSPs), and individual health plans
- F5. Selecting age- and developmentally appropriate amplification devices and HATS to minimize auditory deprivation and maximize auditory stimulation
- F7. Planning and implementing parent education/support programs concerning the management of hearing loss and subsequent communication and adjustment difficulties
- F8. Providing for intervention to ensure age- and developmentally appropriate speech and language development
- F9. Administering self-assessment, parental, and educational assessments to monitor treatment benefit and outcome
- F10. Providing ongoing support for children by participating in IEP or IFSP processes
- F11. Counseling the deaf or hard of hearing child regarding peer pressure, stigma, self-identity, and other issues related to psychosocial adjustment, behavioral coping strategies, and self-advocacy skills, with sensitivity to differences in culture and language
- F12. Evaluating acoustics of classroom settings and providing recommendations for universal design and accommodations

- F13. Providing interprofessional consultation and/or team management with speech-language pathologists, educators, and other related professionals