



California State University, Sacramento

Department of Communication Sciences and Disorders

SYLLABUS & COURSE OUTLINE

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| Semester/Year: Summer 2024 | Course: CSAD 140 Clinical Methods for Speech Language Pathology Assistants | Section: 50 |
| Meeting Days: Fridays June 14, 21, 28; July 12, 19, 26 | Meeting Times: 8am-3:30pm (90 minute blocks with 15-30 minute breaks in between) | Location: FLS 2316 |
| Instructor: Tonia Davis, PhD, CCC-SLP | Email: tonia.davis@csus.edu | Phone: 916-278-6679 |
| Office Location: Folsom Hall 2404D | Office Hours/Appointments: By appointment | |

Catalogue Course Description:

CSAD 140. Clinical Methods for Speech Language Pathology Assistants. 3 Units

Prerequisite(s): [CSAD 145](#) and instructor permission.

Corequisite(s): [CSAD 140L](#).

Term Typically Offered: Fall, Spring

Taken by students as one of their senior level courses when they wish to pursue a Speech-Language Pathology Assistant (SLPA) licensure. Graduate students who have not had a similar course and wish to obtain this licensure will also need to enroll prior to pursuing the licensure.

Other requirements:

Prior to enrolling in the first course involving direct client contact, *CSAD 140L: SLPA Practicum, Ethical and Legal Parameters*, the student must meet or demonstrate the criteria listed below. Please contact Tonia Davis, PhD, CCC-SLP, SLPA Program Coordinator for questions or details on these requirements, at tonia.davis@csus.edu.

1. Have satisfactorily (C or above) completed all junior and senior level CSAD courses (or their equivalents), including writing intensive.
2. Pass all medical requirements: TB (PPD) test, measles and rubella immunizations (or titer tests), begin the Hepatitis B immunization (within 2 weeks of beginning CSAD 140).
3. Complete the Department's authorized background check.
4. Complete any background check/fingerprint/internship site paperwork requirements.
5. Complete 25 hours of observation prior to enrollment in CSAD 140.

It is your responsibility to submit all the required documentation to the class (e.g., background check, TB tests/immunization forms, risk management document, site visit information form, practicum agreement form and licensure forms etc. as per the guidelines on the syllabus). This may mean additional trips to your internship site or additional communication with your SLP master clinician in order for you to meet the

required deadlines. It is not the responsibility of the instructor to seek these materials out, but rather your responsibility to make sure you have submitted all the required documentation that will allow you to complete the class and obtain licensure.

Place of Course in Program

This course will generally be taken by students as an elective after they have completed their undergraduate degree in communication sciences and disorders when they wish to pursue Speech-Language Pathology Assistant (SLPA) licensure. This course follows the completion of *CSAD 145: Supervised Field Observations* in which the student completes a minimum of 25 guided observation hours as a prerequisite.

| 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:

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 students establish competence and knowledge in these areas.

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

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

1. 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. Critically discuss and answer questions about the scope of practice for SLPs versus SLPA.
3. Identify, in writing and verbally, the differing requirements made by the CA State Licensing Board between the SLP and the SLPA, including the responsibilities not to be performed by the SLPA.
4. State or write and discuss the tenets of Universal Precautions.
5. Discuss HIPAA regulations to clinical practice verbally and in writing.
6. Demonstrate (in writing and verbally) the ability to set up a treatment session based on the client objectives established by the SLP, including appropriate teaching methods, and reinforcement.
7. Collect and report treatment data in a standardized manner as required by the SLP Master Clinician.
8. Identify, in writing, the difference between a complete client assessment and a screening.
9. Describe, in writing and verbally, the non-treatment duties of a SLPA.
10. Discuss, in writing, the supervision requirements for a SLPA, as well as the CEUs in supervision required for the SLP Master Clinician.
11. Describe the requirements and processes for registering as a SLPA.

| Course Learning Outcome | Components Indicating Competence | Grades Received |
|--------------------------------|---|------------------------|
| 1 | Reflection activities, midterm & final exam | |
| 2 | Reflection activities, midterm & final exam | |
| 3 | Reflection activities, midterm & final exam | |
| 4 | Completion of Universal Precautions Assignment. | |
| 5 | Completion of Patient Confidentiality Assignment. | |
| 6 | Reflection activities, midterm & final exam | |
| 7 | Reflection activities, midterm & final exam | |
| 8 | Reflection activities, midterm & final exam | |
| 9 | Reflection activities, midterm & final exam | |
| 10 | Reflection activities, midterm & final exam | |
| 11 | Reflection activities, midterm & final exam | |

Textbooks and Materials:

1. Ostergren, Jennifer A. (2020). *Speech-Language Pathology Assistants: A Resource Manual*, 2nd edition. San Diego, CA: Plural Publishing.
2. Additional readings as posted to Canvas.

Online Resources:

Internet connection; computer with camera and microphone; Canvas, Microsoft Teams.

Grading Policy:

| Source | Points |
|---------------------------------|-----------------------|
| REFLECTIONS | 6 x 100 points each |
| WEEKLY QUIZZES | 6 x 10 points each |
| HANDOUT/PRESENTATION | 100 |
| TOTAL | 760 |
| ATTENDANCE/PARTICIPATION | See attendance policy |

Letter grades are assigned according to the following scores:

| % | Letter |
|--------|--------|
| 95-100 | A |
| 90-94% | A- |
| 87-89% | B+ |
| 83-86% | B |
| 80-82% | B- |
| 77-79% | C+ |
| 73-76% | C |
| 70-72% | C- |
| 67-69% | D+ |
| 60-66% | D |
| ≤59% | F |

Course Policies/Procedures:

Attendance

Due to the workshop nature of the course (8am-3:30pm on six days), attendance is required for all class sections. Unexcused absences will result in a zero grade on reflection assignments, and it is unlikely that students will be able to make up those points. Absences will be excused only with documentation (e.g., doctor's note, funeral notice); however, students are still required to make up the course objectives. Any absences will likely result in an incomplete until the student is able to make up the course objectives.

Professional Behavior

You will be graded on professional behavior throughout the class. This includes behavior such as how you talk about your placements/clients, describe behavior of others/colleagues, how you handle problems and your ability to complete and submit required paperwork for your placement in a timely manner and according to the established deadlines. Failure to meet professional behavior standards will result in a decrease of a half letter grade (from A to A-) for each incident. Students will be notified by email to meet with the instructor in any such incident (no surprises at the end of the semester).

Late Assignments

Late assignments are accepted with a 10% penalty per day late up to 5 days late (=50% of the assignment). Late assignments will not be accepted after 5 days.

Electronic Devices

Electronic devices may be used to access course materials during each class session. Cell phones should be on silent. If you need to be reached during the class for an emergency, please inform the instructor prior to the start of class.

You may not record during discussions or group work.

Office Hours Policies

Office hours are available in person or on Zoom; please email the professor to request a time and modality.

ASHA Code of Ethics Statement

As a future clinician, I expect you to follow the Sacramento State Commitment to Integrity (see [Additional Information](#)) as well as the American Speech Language Hearing Association (ASHA) Code of Ethics.

The four Principles of Ethics form the underlying philosophical basis for the Code of Ethics and are reflected in the following areas:

- (I) *responsibility to persons served professionally and to research participants, both human and animal;*
- (II) *responsibility for one's professional competence;*
- (III) *responsibility to the public; and*
- (IV) *responsibility for professional relationships.¹*

Commitment to a Safe Learning Environment

I am committed to each student's success in learning within a caring, responsive, and safe environment that is free of discrimination, violence, and bullying. Our program works to ensure that all students have the opportunity and support to develop to their fullest potential and share a personal and meaningful bond with peers and faculty within the program. Please don't be a bystander to acts of harassment, discrimination, or hatred.

Inclusion and Access

As we transition to virtual teaching, you may find ways in which this course does not meet your accessibility needs or you may identify ways in which course access can be improved for others. I encourage you to speak up when you see room for improvement. For formal accommodations, students should seek support through Services for Students with Disabilities (see [Additional Information](#) below).

¹ <https://www.asha.org/code-of-ethics/>

Campus Health and Safety

Campus health and safety protocols regarding COVID-19 will be updated to match county, state, or CSU system standards. Please comply with campus requirements/protocols for vaccine certification and testing, indoor masking, physical distancing, COVID-19 symptom screening, contact tracing, and other safety measures to minimize the spread of COVID-19.

If you are attending an in-person class:

- You must certify with the University that you are fully vaccinated or have an approved medical or religious exemption.
- Masks are required for everyone, including the instructor, until the indoor mask mandate ends. According to the university, refusal to wear a mask is disruptive to the learning environment, and the [Disruptive Student Behavior Policy](#) will apply.
- If you have any [COVID-19-related symptoms](#) or you are unvaccinated and have come into close contact with someone who has a confirmed positive COVID-19 test, please contact the Student Health Center or your medical provider. If you have symptoms, do not come to class until you have tested negative or have received clearance from the Student Health Center.
- Illness due to COVID-19 or exposure to a confirmed positive individual that requires quarantine or isolation is a qualifying emergency and late work, make-up assignments, and virtual attendance will be allowed in consultation with me.

If you wish to confer privately with me about your vaccination, exposure, or positive test status, you should first affirm that you are voluntarily disclosing your medical information. Any information you share with me will be treated securely and only be shared with the Student Health Center to follow established safety protocols.

Online Learning

For additional information, please review the [CSAD Handbooks](#) 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 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, shared Google drive) 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.

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.

Additional Information

Commitment to Integrity:

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

Sac State's Academic Honesty Policy & Procedures:

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

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

Equal Access:

California State University-Sacramento, Department of Communication Sciences and Disorders, seeks to provide equal access to its programs, services, and activities for people with disabilities. If you have a documented disability and verification from the Office of Services to Students with Disabilities (SSWD), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide

documentation of disability to SSWD and meet with a SSWD counselor to request special accommodation before classes start. **Sacramento State Services to Students with Disabilities (SSWD)** offers a wide range of support services and accommodations for students in order to ensure students with disabilities have equal access and opportunity to pursue their educational goals. Working collaboratively with students, faculty, staff and administrators, SSWD provides consultation and serves as the information resource on disability related issues to the campus community. SSWD is located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) or (916) 278-7239 (TDD only) or via email at sswd@csus.edu.

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

Basic Needs Support

If you are experiencing challenges with food, housing, financial or other unique circumstances that are impacting your education, help is available. 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>

TENTATIVE COURSE SCHEDULE

| DATE | TOPIC | PREPARATION | IN CLASS ACTIVITIES |
|--------------------|---|--|---|
| Week 1: Block 1 | Course Overview and Requirements SLPA/SLP Role & Relationship Scope of Practice & ASHA Requirements | Ostergren (2022) Ch 1 ASHA Code of Ethics CA State Licensing Board Webpage | Background Check, Immunization, Site Visit Form Practicum, Placement and Risk Management Forms Due |
| Week 1: Block 2 | Supervision and Mentoring Email Etiquette Cultural Humility Tentative Guest Speaker | Ostergren Ch 2, 3, 4, 5 | Supervision Activities |
| Week 1: Block 3 | 1 hour in Ethical Conduct to meet ASHA's SLPA certification requirement | | Ethics Activities |
| Week 1: Block 4 | Quiz & Reflection Assignments | | Quiz & Reflection Assignments |
| Week 2: Block 1 | Developing Critical Thinking Skills: Observing Therapy Identifying Goals and Objectives | | Master Clinician Videos |
| Week 2: Block 2 | Deciphering Assessment Reports, Goals, & Treatment Objectives | Ostergren Ch 6, 7 ASHA Guidelines and Knowledge and Skills Standards | Goal writing activity from CSAD 125 Report analysis – 7-A (pg. 206), 7-B |
| Week 2: Block 3 | SLPA Role in Screening and Assessment | | Hearing Screenings & Speech/Language Screenings Practice |
| Week 2: Block 4 | Quiz & Reflection Assignments | | Quiz & Reflection Assignments |
| Week 3: Block 1 | Developing Lesson Plans Scaffolding & Hierarchies “Make it harder/easier” | Ostergren Ch 7 | Master Clinician Videos Lesson planning activities |

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|--------------------|---|--|--|
| Week 3: Block 2 | Developing Lesson Plans Matching Activities to Objectives and Objectives to Activities | | In class activities |
| Week 3: Block 2 | 1 hour in Universal Safety Precautions to meet ASHA's SLPA certification requirement | | |
| Week 3: Block 4 | Quiz & Reflection Assignments | | Quiz & Reflection Assignments |
| Week 4: Block 1 | Data Collection Strategies Tentative Guest Speaker | Ostergren 8 | Master Clinician Videos |
| Week 4: Block 2 | SOAP Notes on a Shared Caseload | Ostergren 9 | |
| Week 4: Block 3 | Role Play Activities: Lesson Planning, Implementation, Data Collection, and Note Writing | Ostergren 10 | In class Activities |
| Week 4: Block 4 | Quiz & Reflection Assignments | | Quiz & Reflection Assignments |
| Week 5: Block 1 | Licensure Requirements Application Process Job Searching Green Flags for Jobs Tentative Guest Speaker | Guidelines for the Training, Use and Supervision of SLPAs SLPA Application packet | Review Sample Job Description 1-F (pg. 62) and Competencies 1-G through 1-J |
| Week 5: Block 2 | Rapport and Reinforcement Strengths vs. Reinforcers/Preferences Behavior Management Strategies | Ostergren Ch 10, 11 | Developing Visual Schedules 11-A (pg. 331) Reinforcer Assessment; 11-D Behavior Intervention Plan |

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| Week 5: Block 3 | 1 hour in Patient Confidentiality to meet ASHA's SLPA certification requirement | ASHA Confidentiality | |
| Week 5: Block 4 | Quiz & Reflection Assignments | | Quiz & Reflection Assignments |
| Week 6: Block 1 | Treatment Presentations | Ostergren 13-19 | Treatment Presentations |
| Week 6: Block 2 | Treatment Presentations | Ostergren 13-19 | Treatment Presentations |
| Week 6: Block 3 | Current SLPA Panel (tentative; date may change) | | |
| Week 4: Block 4 | Quiz & Reflection Assignments | | Quiz & Reflection Assignments |