



California State University, Sacramento

Department of Communication Sciences and Disorders

GRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Fall 2024	Course: CSAD 219 Counseling Techniques for Speech Pathologists and Audiologists	Section Information: Section #01 Course ID #164891 Class Number #83172
Meeting Days: Tuesday/Thursday	Meeting Times: 8:30 – 9:45 a.m.	Location: VIRTUAL
Instructor: Dr. Darla K. Hagge, CCC-SLP	Email: hagge@csus.edu	Phone: 916/278-6695 – office 714/749-2799 – cell
Office Location: VIRTUAL Folsom Hall Department Office Door # 2316 Hagge Office #2405	Office Hours/Appointments via Zoom and Phone: Tuesday, 1:00 p.m. – 4:00 p.m. Students should schedule their own advisement appointment with me using: https://calendly.com/hagge/15minuteofficehourappts [If desired, students may also contact me directly to schedule an appointment outside of the above-listed office hours.]	
<p><i>"My humanity is bound up in yours, for we can only be human together."</i> ~Desmond Tutu</p> <p><i>"Caring for myself is not self-indulgence, it is self-preservation, and that is an act of political warfare."</i> ~Audre Lorde</p> <p><i>"The most beautiful people we have known are those who have known defeat, known suffering, known struggle, known loss, and have found their way out of the depths. These persons have an appreciation, a sensitivity, and an understanding of life that fills them with compassion, gentleness, and a deep loving concern. Beautiful people do not just happen."</i> ~Elisabeth Kübler-Ross</p> <p><i>"Racism isn't a binary. It's a spectrum that we all exist on. When we spend energy defending ourselves, it robs us of the capacity to listen with openness to POC voices, examine our biases, and think critically about the systems we are part of."</i> ~@lindsaybraman</p> <p>Date of last syllabus revision: 8/17/2024</p>		

Catalogue Course Description:

CSAD 219. Counseling Techniques for Speech Pathologists and Audiologists.

3 Units

Term Typically Offered: Fall only

Development of strategies for counseling and interviewing clients with communication disorders and their families. Development of specific skills such as effective listening, dealing constructively with emotions, working with families, and leading support groups. Students will learn to deal effectively with the affective side of communication disorders to help clients benefit maximally from assessment and treatment.

Place of Course in Program

Second year of graduate program for all CSAD MS graduate students.

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

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

CSAD 219 SPECIFIC STUDENT LEARNING OUTCOMES:

1. Discuss specific strategies for effectively counseling and interviewing persons with a wide range of communication disorders such as (but not limited to) autism, child language and articulatory-phonological disorders, neurological impairment secondary to stroke and TBI in adults, and others.
2. Describe specific strategies for developing effective professional relationships with clients, caregivers, and other professionals.
3. Identify professional communication skills that facilitate effective relationships with clients, caregivers, and other professionals.
4. List and describe skills necessary for interacting effectively as members of teams (e.g., teams in public schools, medical facilities) that work with clients and their families who need counseling services.

5. Demonstrate awareness of, sensitivity to, and specific strategies for interviewing and counseling clients from multicultural backgrounds.
6. Demonstrate knowledge of gender differences in communication, how these differences impact interviewing and counseling in communicative disorders, and specific strategies for effective cross-gender communication.
7. Increase their knowledge about and specific strategies for counseling with specific populations, including but not limited to geriatric patients, patients with neurological disorders, children from backgrounds of abuse/violence, families of children with special needs, and others.
8. Discuss and analyze significant current research literature in interviewing and counseling, critically evaluating this literature and its application to specific counseling and interviewing situations with a variety of clients.
9. Be exposed to a variety of points of view and approaches to interviewing and counseling. This will occur through a combination of exposure to the textbooks, the instructor's personal clinical experiences, and exposure to a variety of guest speakers from similar and different fields who work with various populations.
10. Recognize the need for participation in professional activities that promote lifelong learning of strategies for successful counseling and interviewing with a wide variety of individuals with communication disorders and their families.

Learning Outcomes	Assessment Measures	Grade Received
3	Resume	
1-6, 9	Examination #1	
6 - 10	Examination #2	
1, 2, 3, 5, 6, 7, 9, 10	Group Project	
1-10	Final Examination	

Textbooks and Materials: See online schedule for required textbooks (n=2)

Required Materials:

- Laptop, netbook, iPad, or other device with internet capability during every class meeting
- Paper (3-hole punched for binder), pens, pencils, for those individuals who prefer hard copy over virtual
- Download, print, and bring relevant documents, as instructed from Canvas or save to your own device

Recommended Materials:

- 3-ring binder, with dividers, for those individuals who prefer hard copy over virtual

Electronic requirements:

- Internet connection (DSL, LAN, or cable connection desirable)
- Flashdrive or other way to save documents/resources electronically, rather than via hard copy
- Access to Canvas Web site
- Access to a computer and printer, if desired

Online Resources: See CANVAS

Course Requirements/Components:

COURSE STRUCTURE: This course will incorporate a variety of in-class learning experiences including direction instruction/lecture, interprofessional guest presentations, active learning activities, small/whole group discussions, case studies, role-play scenarios, and multimedia viewing. Due to the depth of the course content, students may be assigned weekly readings to be completed before the class meeting. All assignments and activities are carefully administered for the purpose of enhancing student learning and clinical application.

EXPECTATIONS: Cell phones and Pagers. Cell phones are to be turned off throughout the class period. Electronic devices will be used to access posted CANVAS resources or documents. Checking email and other non-course online activities are not acceptable.

Behavior. Students who have trouble keeping up with the assignments or other aspects of the course, should communicate these challenges to the instructor as soon as possible. Building rapport and effective relationships are key to becoming an effective professional. To that end, student should be proactive and inform the instructor when any difficulties arise during the semester so possible solutions can be identified. The syllabus, outlines of class topics, and other info will be posted on CANVAS in Course Content. Some readings, materials, and other posted information will be removed no earlier than 2 weeks after original posting, but may be available on-line indefinitely. Students are encouraged to read and/or copy the material when it is posted. In addition, it is recommended that students:

1. Retrieve the outline/readings from CANVAS when it is posted.
2. Read the text ahead of class to correlate readings with information that will be presented in lecture to reinforce learning.
3. Take notes in class and later rewrite and organize them using the outline as a guide or rewrite and reorganize them as personally needed for understanding.
4. Create and participate in study groups throughout the semester.

Note: The content and discussion in this course will necessarily engage with sensitive topics and issues every week. Much of it will be emotionally and intellectually challenging to engage with. I acknowledge that each of you comes to the CSUS CSAD graduate program with your own unique life experiences. This contributes to the way you perceive various types of information. In CSAD 219, all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include trauma,

racism, life-altering events such as stroke, traumatic brain injury, and more. If you encounter a topic that is challenging for you, it can manifest in feelings of discomfort and being upset. In response, I encourage you to come talk to me or your friends or family about it. Remember that there are services at The Well that are available to you too. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of infusing a counseling approach to all those that we serve as speech-language pathologists. We will support our individual and collective learning throughout this course. To that end, we will create and maintain a space where we can engage bravely, empathetically, and thoughtfully with often-difficult content every week.

Graded Course Activities. According to the Department of Communication Sciences and Disorders Graduate Admissions Policy, Procedures and Practices, students failing to maintain a GPA of 3.00 are automatically placed on academic probation. Because graduate students need a grade of “B” to pass graduate coursework other than clinics, they should seek advising for grades equal to or less than “B.” Students should, therefore, should track their progress towards meeting each learning outcome by listing their grades on the table listed above over the course of the semester. The instructor will use a variety of activities and strategies to ensure maximizing students’ opportunities to learn and to integrate information presented in this course. Assessment data from these activities will used to evaluate students’ mastery of each learning outcome and the assignment of an earned grade.

Assignments. All assignments must be completed and turned in during class, on time, and in the correct form. Late assignments, those in an incorrect form, or e-mailed assignments will receive no credit accepted without a serious and compelling reason and/or doctor’s note **and** instructor approval. Special circumstances will be allowed for rescheduling or make-ups given the following: (a) a compelling and/or documented medical issue **and** (b) instructor approval. Late or missing assignments will negatively affect the student’s grade.

Attendance/Participation. This course involves verbal interaction/discussion among the students, the instructor, and possible guest presenters. You cannot really “get” what was covered in class via classmates’ notes. Class attendance is required and roll may be taken in the first 10 minutes of each class session. In-class activities will require submission through CANVAS to receive attendance/participation points. You cannot really “get” what was covered in class via classmates’ notes. Students should report absences or late arrivals (due to emergency and/or medical issues only) to the instructor in person or via voice mail or email *prior to class meeting* (not via text messages). **TWO (2) unexcused absences may result in your final grade dropping one letter grade.** Successful completion of a graduate internship or working as a speech-language pathologist requires being present, arriving on time, and being prepared. Practicing those skills now will prepare you for the expectations of this career. 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.

Note: Students should treat Zoom sessions like in-person classes and participate actively. This includes attending all sessions, being on a live camera feed, and participating in all discussions and group activities. Participation in Zoom class meetings will require you to have:

- A private, quiet place to take an exam from which you are comfortable sharing a video feed,
- Access to a computer or other device that includes a functioning webcam, microphone
- A functioning copy of Zoom software or a web browser capable of joining Zoom meetings,
- Access to a reliable internet connection

Examinations. Two examinations and one final will be administered. The culminating experience for this course is the group project and presentation. The format of each exam will be announced in class. ***You are responsible for contacting the professor to take any makeup exam.*** On each exam, you will be asked about any **guest speaker**, lectures, videos, or other additional content that we have been exposed to in class. As stated earlier, you are strongly encouraged to read each day’s assignments BEFORE class and ask questions about any material you do not understand. Embedded a counseling approach to all of our clinical responsibilities and work-related interactions is imperative for success! To that end, possible SLP and interprofessional guest speakers for this semester may include but are not limited to Sarah Reed (Social

Work/Trauma Informed Care), Tasha Ketphanh (SLP/cultural competence), Kathleen Abendroth (SLP/Supporting families with teens), Kamelia R. Slankard (SLP), and Nikki Fivecoat (SLP).

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Grading Policy:

METHODS OF EVALUATION:		
ASSIGNMENT	POINT VALUE	DATE SCHEDULED or DUE DATE
ATTENDANCE & PARTICIPATION 30 class meetings x 5 points=150 <i>If any class meetings fall on a holiday, the 5 points will be automatically assigned to each student.</i>	150	In-class assignments may be assigned and will be required for submission to Canvas by the end of a class meeting, per instructor's discretion.
RESUME	100	9/29/2024, 11:59 p.m. Submit your "ready-for-an-interview" resume to CANVAS (internship and employment) <i>[See CANVAS for resume-building suggestions and resources]</i>
EXAM #1	100	10/6/2024, 11:59 p.m. Format: CANVAS
EXAM #2	100	11/20/2024, 11:59 p.m. Format: CANVAS
Group Project & Presentations	200	See calendar for dates and Canvas for student assignments
Final Examination	150 Part of the final examination score includes each student's submission of completed reflections for all of the group presentations.	Week of December 9, 2024 Format: CANVAS Day/time: Per official university final examination schedule
Total Possible Points	800	

Please review attendance policy including tardiness and absences. Letter grades are assigned according to the following scores. Grades will be calculated mathematically (maximum of 800 points). The exact following criteria will be used:

94.5-100	A
89.5-94.499	A-
86.5-89.499	B+
83.5-86.499	B
79.5-83.499	B-
76.5-79.499	C+
73.5-76.499	C
69.5-73.499	C-
66.5-69.499	D+
63.5-66.499	D
59.5-63.499	D-

TENTATIVE Course Schedule/Outline:

TOPICS, READINGS, DATES

The information below is at the discretion of the individual course instructor, and may be changed at any time with or without prior notice to students in the course.

Aug 27 & 29
Week #1

Course Introduction

Syllabus review

Laying a Solid Foundation for Interviewing & Counseling in Communicative Disorders

ASHA Scope of Practice

The relevance of counseling in the field of communication disorders

Self-Efficacy Measurement Tool for Counseling in Speech-Language Pathology
(see self-assessment tool and article)

Article: On Teaching Counseling: Getting Beyond Informational Counseling

Models of Disability

In-Class Activity: Cohort Contract/Agreement

Imposter Syndrome

Receiving/Giving Feedback

Education/Training in SLP Services

ASHA's Scope of Practice

Diagnosis

Good Brain Health

Stroke/TBI Prevention

Aural Rehabilitation – Common strategies

Parent Training – Hanen approach

Communication Partner Training (CPT)

Sept 3 & 5
Week #2

Cultural & Emotional Factors that Affect Communication

Loneliness and Communication: Role of SLP
Cultural Competence; cultural humility
Impact of Life Changes for Patients/Clients
Serious Illness: Communicating with patients/clients
Case Studies, #1 and #2

***Guest Presentation: Ellen Bernstein-Ellis M.S., CCC-SLP (5th)**

Sept 10 & 12
Week #3

Clinician Self-Awareness & “Soft Skills”

Philosophy of Positive Intent
Personal Styles Inventory, PPP lecture & group Activities
Counseling Skills, PPP
Resiliency Training

****Guest Presentation: Jennifer Ratcliff M.S., CCC-SLP (10th)**

Sept 17 & 19
Week #4

Trauma Informed Care (TIC)

TIC PPP and lecture
What is TIC?
Applying TIC to pediatric populations
Applying TIC to adult populations

****Guest Presentation: Dr. Sarah Reed, Social Work (17th)**

Sept 24 & 26
Week #5

Theories of Counseling

PPP and lecture
BioPsychoSocial Model
Stages of Grief / What is Grief?
“Holding Space” for your clients

**RESUME
DUE:
9/29/2024 at
11:59 p.m.**

Oct 1 & 3
Week #6

Healthcare Disparity

Linguistically Diverse Clients
Social Determinants of Health
Healthcare Disparity/Inequity/Disequity
Client Values and Clinician Assumptions
Healthy People 2030
IPE & Racism – Healthcare Disparity
Anti-Ableism

EXAM I DUE:
10/6/2024, 11:59 P.M.

Oct 8 & 10

Week #7

Healthcare Inequity & Clinical Tools

Variables that influence individuals from different cultures
Values and assumptions
Healthcare Inequity/Disequity
Interdisciplinary Bias & Dual Professional Identity PPP & Lecture
COVID-19 & Impact on Communities of Color
Active Listening, blocks to listening

****Guest Presenter: Dr. Nassrine Nouredine**

Oct 15 & 17

Week #8

Counseling – Tools & More

Self-Esteem, Feelings of Inadequacy
Self-image, Self-Esteem/Self-Worth, Ideal Self
Literature-based scales including QOL

****Guest Presentation, Dr. Heather Thompson (15th)**

Oct 22 & 24

Week #9

**Considerations in Working with Families
of Children with Disabilities**

Strategies for dealing with families effectively in
contentious situations
Issues of parents and families of children with
Disabilities
Larry P. – Clinical implications &
application for the SLP

****Guest Presentation, Dr. Toya Wyatt (22nd)**

****Guest Presentation, Dr. Katie Abendroth (24th)**

Oct 29 & 31

Week #10

**Considerations in Working with Families (cont'd):
Children with Disabilities and The Elderly/Seniors with
Acquired Disabilities**

Strategies for dealing with families effectively in contentious situations
Issues of parents and families of children with disabilities and more
Anti-Ableism
Families PPP & Lecture

****Guest Presentation, Dr. Kamelia Slankard (29th)**

****Guest Presentation, Dr. Jamie Hoffman (31st)**

Nov 5 & 7
Week #11

Gratitude, Loneliness, Social Desirability, and Happiness

Tools: Scales, Made-to-Connect Cards Decks

Positive psychology

Modifiable Factors for the Prevention of Depression

Guest Presenter: Joseph Arata M.S., CCC-SLP

EXAM II DUE: 11/10/2024 AT 11:59 P.M.

Nov 12 & 14
Week #12

Ethical Considerations & Applications

ASHA Code of Ethics

Court Forensics

Case Studies

****Guest Presentation: Dr. Susan Taylor, Social Work**

Nov 19 & 21
Week #13

Putting it All Together

Case Studies (see CANVAS)

Group presentations (n=22 students) – 15 minutes per dyad

Groups #1-4, Nov 21

Nov 26 & 28
Week #14

11/28, Holiday
Thanksgiving

Group presentations – 15 minutes per dyad

Groups #5-8, Nov 26

Thanksgiving, Nov 30

Dec 3 & 5

Week #15

Group presentations – 15 minutes per dyad

Groups #9-11, Dec 3

Group Presentations, if needed, vs case studies, Dec 5

[*ASHA Convention: December 5-7, 2024*]

December 9-13

Week #16

Finals Week

FINAL EXAMINATION, per university schedule

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.

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.

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.

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.

Sacramento State is committed to ensuring an accessible learning environment where course or instructional content are 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 Services for Students with Disabilities (SSWD) to discuss eligibility. A current accommodation letter from SSWD 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. SSWD is located on the first floor of Lassen Hall 1008. Phone is 916-278-6955 and e-mail is sswd@csus.edu. For a complete listing of services and current business hours visit <https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/>.

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:

<https://www.csus.edu/umannual/acad/umg05150.htm>

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
- Disability Access Center <https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/>
- 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 at The WELL: <https://www.csus.edu/student-life/health-counseling/>
- Student Academic Success & Educational Equity Programs: <https://www.csus.edu/student-affairs/retention-academic-success/>

- Crisis Assistance and 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. <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/>
- The Writing Program: <https://www.csus.edu/undergraduate-studies/writing-program/reading-writing-center.html>
- Peer & Academic Resource Center: <https://www.csus.edu/student-affairs/centers-programs/peer-academic-resource/>
- SMART Thinking (tutoring resource): <https://www.csus.edu/student-affairs/centers-programs/degrees-project/internal/documents/smarthinking.pdf>

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

CSAD 219 Counseling Techniques for Speech Pathologists and Audiologists

This course has been designed to be in direct support of the following American Speech-Language Hearing Association (ASHA) 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: swallowing disorders (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction,) including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, and executive functioning), including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: social aspects of communication (e.g., behavioral and social skills affecting communication), including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: communication modalities, including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.

Standard IV-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 swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction).
- 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 IV-F: Research

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: processes used in research and integration of research principles into evidence-based clinical practice.

Standard V-A: Oral and Written Communication

- The student will demonstrate skill in oral and written or other forms of communication sufficient for entry into professional practice.

Standard IV-B: Basic Human Communication Processes

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: psychological bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: cultural bases of human communication differences.