California State University, Sacramento
Department of Communication Sciences and Disorders
Master of Science Degree
SYLLABUS & COURSE OUTLINE

Semester/Year: Spring 2025	Course: CSAD 217: AAC and Assistive Technologies	Section: 1
Meeting Days: Mondays & Wednesday	Meeting Times: 12:00 PM-1:00 PM	Location: Folsom 2604
Instructor: Marcella Mojibi, M.S., CCC-SLP	Email: Marcella.mojibi@csus.edu	
Office Hours: MW 1pm-2pm and by appointment	Location: TBA	

Catalogue Course Description:

CSAD 217 AAC and Assistive Technologies.

2 Units

Biological, acoustic, psychological, development, linguistic, and cultural bases for motor speech disorders, focusing on augmentative and alternative communication an assistive technologies as well as their assessment and treatment techniques.

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
Intercultural/Global Perspectives: *Demonstrate relevant knowledge and application of intercultural and/or global perspectives.*	Y

Expected Learning Outcomes (ELO)

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 217 SPECIFIC STUDENT LEARNING OUTCOMES:

1. Describe the principals and functions of augmentative and alternative communication as well as identify potential AAC users.

2. Discuss and explain evidenced-based assessment and selection processes of augmentative and alternate communication.

3. Interpret assessment data and determine evidenced-based treatment strategies for augmentative and alternative communication intervention.

4. Discuss funding and troubleshooting processes of augmentative and alternative communication systems.

5. Identify characteristics and needs of differing populations and how they might benefit from augmentative and alternative communication.

6. Identify and discuss potential clinical implications of cultural diversity as it relates to the selection and use of AAC devices and systems.

7. Describe and apply knowledge about ethical considerations and professional issues and their impact on assessment and treatment of individual with augmentative and alternative communication needs.

Course Learning Outcome	Components Indicating Competence	Grades Received
1	final case study, assignments	
2	final case study, assignments	
3	final case study, assignments	
4	final case study, assignments	
5	final case study, assignments, novel review	
6	final case study, assignments, novel review	
7	final case study, assignments, novel review	

CSUS CSAD MS Program Learning Outcomes

The course must provide Competency Enriched Activities (e.g., content and opportunities) for students to learn so that each student can **demonstrate professional attributes and abilities.** To that end, identifying and articulating the ASHA Professional Competencies and Foundational Knowledge, and/or clinical skills that you acquire in this course and during your time at Sac State are critical to becoming career ready and your success both as a student and post-graduation. In this syllabus, assignments, readings, in-class activities, and exams are all opportunities where you can enhance and gain the professional and foundational competencies and skills that employers are seeking and the field requires. This will occur throughout this course including class conversations and will contribute to your ability to identify and articulate these competencies and skills when applying for leadership roles, internships, employment, doctoral programs, fellowships, and more. Note: Failure to meet professional competencies may result in an Academic Performance Improvement Plan (A-PIP) or Clinical Performance Improvement Plan (C-PIP.)

CSUS CSAD MS Program Learning Outcomes		
Competency Area:	**Examples of Skills to be Demonstrated:**	**Competency Enriched Activity (CEA)**
Accountability:		
•Adhere to the professional codes of ethics, the speech-language pathology scope of practice documents, professional fiduciary responsibility for each client/patient/student served, and federal state, and institutional regulations and policies related to the profession of speech-language pathology and its services, including compliance with confidentiality issues related to the Health Insurance Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA).	• Comply with all HIPAA and FERPA requirements. • Comply with all of ASHA's code of ethics.	**This Course:** • Lectures • In-class activities • Guest Speakers • Assignments **The Program:** • Clinic Orientation • Internship Orientation • Professional Development Series • Interprofessional Education (IPE) Learning Experiences • All CSU Compliance Trainings, completed by the end of the first week of the semester
• Differentiate service delivery models based on practice sites (e.g., hospital, school, private practice).	• Demonstrate understanding of SLP service differences between employment settings. • Demonstrate understanding of differences between levels of care in medical SLP services.	**This Course:** • Lectures • In-class activities • Guest Speakers • Assignments **The Program:** • Clinic Orientation • Internship Orientation • Professional Development Series • Interprofessional Education (IPE) Learning Experiences

• Demonstrate an understanding of the effects of their actions and make appropriate changes as needed.	• Demonstrate awareness, understanding, and ability to perform professional problem solving, communication repair, and resolution including on-time behaviors for clinic, notes, assignments, meetings, orientations, misunderstandings, etc.	**This Course:** • Lectures • In-class activities • Guest Speakers • Assignments **The Program**: • Clinic Orientation • Internship Orientation • Professional Development Series • Interprofessional Education (IPE) Learning Experiences
• Explain the health care and education landscapes and how to facilitate access to services in both sectors.	• Demonstrate understanding and ability to advocate for clients/loved ones across the lifespan. • Educate and facilitate client/family self-advocacy knowledge and skills.	**This Course:** • Lectures • In-class activities • Guest Speakers • Assignments **The Program:** • Clinic Orientation • Internship Orientation • Professional Development Series • Interprofessional Education (IPE)Learning Experiences
Effective Communication Skills		
• Demonstrate the ability to communicate in a responsive and responsible manner with clients/patients/students, communities, and interprofessional team colleagues and other professionals.	• Demonstrate active listening skills, respect, and understanding of multiple perspectives in all written and/or oral communications. • Respond to others in a timely, thoughtful, considerate, reflective, and respectful manner.	**This Course:** • Lectures • In-class activities • Guest Speakers • Assignments **The Program:** • Clinic Orientation • Internship Orientation • Professional Development Series • Interprofessional Education (IPE) Learning Experiences
Evidence-Based Practice		
• Access and critically evaluate information sources, apply information to appropriate populations, and integrate evidence in provision of speech-language pathology services.	• Identify, discuss, use, and integrate EBP into all aspects of clinical work and plan of care including assessments, therapeutic approaches, goals, education, counseling, etc..	**This Course:** • Lectures • In-class activities • Guest Speakers • Assignments **The Program:** • Clinic Orientation

		- Internship Orientation - Professional Development Series - Interprofessional Education (IPE) Learning Experiences
Professional Duty		
• Demonstrate knowledge of one's own role and those of other professions to appropriately assess and address the needs of the individuals and populations served.	- Understand the role that an SLP performs in all clinical services - Demonstrate understanding and ability to provide the highest level of care in meeting the needs of clients including the provision of education, resources, home exercise programs, counseling, etc.	**This Course:** - Lectures - In-class activities - Guest Speakers - Assignments **The Program:** - Clinic Orientation - Internship Orientation - Professional Development Series - Interprofessional Education (IPE) Learning Experiences
• Demonstrate knowledge of the roles and importance of interdisciplinary/ interprofessional assessment and intervention and be able to interact and coordinate care effectively with other disciplines and community resources.	- Identify the four domain areas of IPE (CERT). - Recognize and model respect, teamwork, collaboration, and professionalism with other disciplines. - Educate and advocate for the profession with other disciplines during all interactions.	**This Course:** - Lectures - In-class activities - Guest Speakers - Assignments **The Program:** - Clinic Orientation - Internship Orientation - Professional Development Series - Interprofessional Education (IPE) Learning Experiences
• Demonstrate knowledge of the roles and importance of individual and collective (e.g., local, national organizations) advocacy for clients/patients/students' right to care.	- Understand and perform the role of an advocate - Advocate at all levels for those that our profession serves.	**This Course:** - Lectures - In-class activities - Guest Speakers - Assignments **The Program:** - Clinic Orientation - Internship Orientation - Professional Development Series - Interprofessional Education (IPE) Learning Experiences
• Demonstrate knowledge of the role of clinical teaching and clinical modeling as well as supervision of students and other support personnel.	- Understand, acknowledge, respect, and learn from clinical instructors and supervisors. - Model and perform professionalism when	**This Course:** - Lectures - In-class activities - Guest Speakers - Assignments **The Program:**

	interacting with all clinic assistants and staff.	- Clinic Orientation - Internship Orientation - Professional Development Series - Interprofessional Education (IPE) Learning Experiences

Textbooks, Materials, and Online Resources:

TEXT:

-Pistorious, Martin. (2013). Ghost Boy: The Miraculous Escape of a Misdiagnosed Boy Trapped in His Own Body. Harper Collins Publishing

ONLINE:

Canvas: Course materials will be provided via Canvas. The student MUST have an active Canvas account to access class notes, assignments and class email.

Course Requirements/Components:

Final Case Study: As a culminating project, there will be an analysis of a case study completed at-home. The case study will be posted and submitted on Canvas (see schedule below for post and due dates). The case study will look at analysis and application of learning objectives covered in lectures, discussions, guest speakers, readings, presentations, and assignments.

Assignments: Five assignments will be posted and submitted on Canvas. Do not submit a hard copy unless approved by the professor. Late assignments will be accepted with a point reduction of 5 points per week late with a minimum score of 1. All late assignments must be submitted by midnight on the day of the last instructional class session, (see schedule below) to receive any credit.

Novel review: each student will read Ghost Boy by Martin Pistorius and complete the assignment posted on Canvas. Do not submit a hard copy unless approved by the professor. Late assignments will be accepted with a point reduction of one point per week late with a minimum score of 1. All late assignments must be submitted by midnight on the day of the last instructional class period (see schedule below) to receive any credit.

Grading Policy:

CSUS Grading Policy

The CSUS Grading Policy (Policy# 11476953) can be found at:
https://sacramentostate.policystat.com/policy/11476953/latest

Source	Points	% of Grade
A1-A5	50 (10 pts each)	50
Novel Review	25	25
Case Study	25	25

Letter grades are assigned according to the following scores

Points	%	Letter
190-200	95-100%	A
180-189	90-94%	A-
174-179	87-89%	B+
166-173	83-86%	B
160-165	80-82%	B-
154-159	77-79%	C+
146-153	73-76%	C
140-145	70-72%	C-
134-139	67-69%	D+
128-133	64-66%	D
120-127	60-63%	D-
<119	Below 60%	F

Attendance Policy

1. Attendance: Professional attendance is expected.
2. You are responsible for all materials covered in your absence. This means that you must obtain any materials handed out during your missed session from a classmate or from Canvas when available online.

Course Policies/Procedures:

3. Class meetings and participation: It is expected that students will complete all readings and review focus questions prior to class. Teaching strategies will include lecture, discussion, observation, and functional assignments. Active listening and critical thinking are expected in this course.
4. Canvas: Course materials will be provided via Canvas and will be made available prior to class.
5. Cellphones/Recording/Electronic Devices: Please silence all cellphones and other communication devices prior to class. Please speak to the instructor about recording class sessions. If you require an accommodation and require additional support in note-taking, please see the instructor.

Course Schedule/Outline:

Date(s)	Topic/Class Content	Readings	Assignment/Activities	Notes

WK 1 1/22	-Review Syllabus -Intro to AAC & AT - AAC Competencies	Posted on Canvas	**A1** due- done together in class	
WK 2 1/27,2 9	-Message Management	Posted on Canvas		
WK 3 2/3, 5	-Symbols and Rate Enhancement	Posted on Canvas		
WK 4 2/10, 12	-Access: direct and alternative	Posted on Canvas	**A2** due midnight on canvas	
WK 5 2/17, 19	Principles of Assessment -Assessment of Specific Capabilities	Posted on Canvas		
WK 6 2/24, 26	Principles of Decision Making -device matching	Posted on Canvas		
WK 7 3/3, 4	Implementation: -Barrier Breakdowns -Communication Partner Training	Posted on Canvas	**A3** due midnight on canvas	
WK 8 3/10, 12	-Supporting Operational Comp -Supporting Linguistic Comp	Posted on Canvas		
WK 9 3/17, 19	-Supporting Social Comp -Supporting Strategic Comp			
WK 10 3/24, 26	-Ghost Boy Discussion and Ted Talk -FLEX DAY- Catch up	Posted on Canvas	-**Novel Review** due midnight on canvas	
WK 11 3/31, 4/2	NO CLASS: César Chavez/spring break			
WK 12 4/7, 9	-Literacy Intervention with AAC -AAC in school	Posted on Canvas	**A4 Due midnight on canvas**	
WK 13 4/14, 16	-AAC in medical settings -AAC insurance funding	Posted on Canvas		Final case study posted on canvas
WK 14 4/21, 23	-AAC in various populations	Posted on Canvas	**A5** due midnight on canvas	
WK 15 4/28, 30	-AT beyond AAC	Posted on Canvas		
WK 16 5/5, 7	--Wrap up	Posted on Canvas	**Final case study** due midnight on canvas	Last day to turn in late/missing assignments
WK 17 5/12, 14	FINAL WEEK		**No final exam**	

Hornet Honor Code

As proud members and representatives of the Sacramento State Hornet community, we commit ourselves to actively promoting honesty, integrity, respect, and care for every person, ensuring a welcoming campus environment, and striving to help every member of our Hornet family feel a strong sense of belonging.

As Hornets, we will:

- Promote an inclusive campus and community
- Listen and respect each other's thoughts, interests, and views Value diversity and learn from one another
- Engage daily with mutual trust, care, and integrity
- Support a culture of honor and adhere to campus policies for honesty, ethics, and conduct
- Be proud to be Sac State Hornets.

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://sacramentostate.policystat.com/policy/11300038/latest

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, 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 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. Prefer 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.

Equal Access

California State University-Sacramento, Department of Communication Sciences and Disorders, seeks to provide equal access to its programs, services, and activities for people with disabilities. If you have a documented disability and verification from the Disability Access Center (DAC), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to SSWD and meet with a SSWD counselor to request special accommodation before classes start**. Sacramento State Disability Access Center (DAC)** offers a wide range of support services and accommodations for students in order to ensure students with disabilities have equal access and opportunity to pursue their educational goals. Working collaboratively with students, faculty, staff and administrators, DAC provides consultation and serves as the information resource on disability related issues to the campus community.   DAC is located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) or (916) 278-7239 (TDD only) or via email at **dac@csus.edu** Additional information can be found on the DAC website: https://www.csus.edu/student-affairs/centers-programs/disability-access-center/

Crisis Assistance & Resource Education Support (CARES) Support

If you are experiencing challenges in the area of food and/or stable housing, help is just a click, email or phone call away! Sacramento State offers basic needs support for students who are experiencing challenges in these areas. Please visit our Crisis Assistance & Resource Education Support (CARES) website to learn more about your options and resources available. https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/

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: https: https://www.csus.edu/student-life/health-counseling/counseling/

Campus Confidential Advocate Email: weave@csus.edu

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

WEAVE 24/7 Hotline: 916-920-2952

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/testing/

Library: https://library.csus.edu/

Student Health and Counseling Services at The WELL: https://www.csus.edu/shcs/

Sacramento State Disability Access Center (DAC): https://www.csus.edu/student-affairs/centers-programs/disability-access-center/

Peer & Academic Resource Center: https://www.csus.edu/parc/

Student Academic Success and Education Equity Programs: https://www.csus.edu/saseep/

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

SMART Thinking (tutoring resource): https://www.csus.edu/student-affairs/centers-programs/degrees-project/_internal/_documents/smarthinking.pdf

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

ASHA Knowledge And Skills Acquisition (KASA) tracking for courses and clinics in the MS program can be found online in the student's CALIPSO account.