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

| Semester/Year: Spring 2025 | Course: CSAD 229a | | Section: 1 |
|---|---|---|---|
| Meeting Days: Tuesday/ Thursday | Meeting Times: | | Location: Folsom Hall |
| Instructor: As assigned | | Email: Contact CI for contact information | |
| Office Hours: Contact CI for more information | | Location: Contact CI for location | |

## Catalogue Course Description:

**CSAD 229A Practice: Speech Disorders I.**

**2 Units**

**Prerequisite(s): Instructor permission**

**Corequisite(s): CSAD 228A**

Supervised clinical practice emphasizing articulation and phonological disorders, and phonological difficulties associated with English as a second language (ESL). Clients may include both children and adults.

## 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 |
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| | |

# Expected Learning Outcomes (ELO)

## CSAD 229A Practice: Speech Disorders I.

### Expected Learning Outcomes (ELO) 1

Upon completion of this course, students will demonstrate clinical competency in evaluation when working with clients exhibiting speech sound disorders (including residual speech sound errors, phonological disorders, childhood apraxia of speech, compensatory speech errors secondary to cleft palate, etc.) and when working with clients seeking elective accent modification services.

### Expected Learning Outcomes (ELO)2

Upon completion of this course, students will demonstrate clinical competency in intervention when working with clients exhibiting speech sound disorders (including residual speech sound errors, phonological disorders, childhood apraxia of speech, compensatory speech errors secondary to cleft palate, etc.) and when working with clients seeking elective accent modification services.

### Expected Learning Outcomes (ELO) 3

Upon completion of this course, students will demonstrate clinical competency in writing when working with clients exhibiting speech sound disorders (including residual speech sound errors, phonological disorders, childhood apraxia of speech, compensatory speech errors secondary to cleft palate, etc.) and when working with clients seeking elective accent modification services.

### Expected Learning Outcomes (ELO)4

Upon completion of this course, students will demonstrate clinical competency in interaction and personal qualities (professional behavior) when working with clients exhibiting speech sound disorders (including residual speech sound errors, phonological disorders, childhood apraxia of speech, compensatory speech errors secondary to cleft palate, etc.) and when working with clients seeking elective accent modification services.

# 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.<br>• Comply with all of ASHA's code of ethics. | <u>**This Course:**</u><br>• Clinic practicum<br>• Clinical Instructor Meetings<br><br><br><u>**The Program:**</u><br>• Clinic Orientation<br>• Internship Orientation<br>• Professional Development Series<br>• Interprofessional Education (IPE) Learning Experiences<br>• 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.<br>• Demonstrate understanding of differences between levels of care in medical SLP services. | <u>**This Course:**</u><br>• Clinic practicum<br>• Clinical Instructor Meetings<br><br><u>**The Program**</u>:<br>• Clinic Orientation<br>• Internship Orientation<br>• Professional Development Series<br>• 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. | <u>**This Course:**</u><br>• Clinic practicum<br>• Clinical Instructor Meetings<br><br><u>**The Program**</u>:<br>• Clinic Orientation<br>• Internship Orientation<br>• Professional Development Series<br>• 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 | <u>**This Course:**</u><br>• Clinic practicum<br>• Clinical Instructor Meetings |

| | clients/loved ones across the lifespan. | |
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| | • Educate and facilitate client/family self-advocacy knowledge and skills. | **The Program:**<br>• Clinic Orientation<br>• Internship Orientation<br>• Professional Development Series<br>• 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.<br>• Respond to others in a timely, thoughtful, considerate, reflective, and respectful manner. | **This Course:**<br>• Clinic practicum<br>• Clinical Instructor Meetings<br><br>**The Program:**<br>• Clinic Orientation<br>• Internship Orientation<br>• Professional Development Series<br>• 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:**<br>• Clinic practicum<br>• Clinical Instructor Meetings<br><br>**The Program:**<br>• Clinic Orientation<br>• Internship Orientation<br>• Professional Development Series<br>• 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<br>• 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:**<br>• Clinic practicum<br>• Clinical Instructor Meetings<br><br>**The Program:**<br>• Clinic Orientation<br>• Internship Orientation<br>• Professional Development Series<br>• Interprofessional Education (IPE) Learning Experiences |
| • Demonstrate knowledge of the roles and importance of | • Identify the four domain areas of IPE (CERT). | **This Course:**<br>• Clinic practicum |

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| interdisciplinary/ interprofessional assessment and intervention and be able to interact and coordinate care effectively with other disciplines and community resources. | • Recognize and model respect, teamwork, collaboration, and professionalism with other disciplines.<br>• Educate and advocate for the profession with other disciplines during all interactions. | • Clinical Instructor Meetings<br><br>**The Program:**<br>• Clinic Orientation<br>• Internship Orientation<br>• Professional Development Series<br>• 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<br>• Advocate at all levels for those that our profession serves. | **This Course:**<br>• Clinic practicum<br>• Clinical Instructor Meetings<br><br>**The Program:**<br>• Clinic Orientation<br>• Internship Orientation<br>• Professional Development Series<br>• 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.<br>• Model and perform professionalism when interacting with all clinic assistants and staff. | **This Course:**<br>• Clinic practicum<br>• Clinical Instructor Meetings<br><br>**The Program:**<br>• Clinic Orientation<br>• Internship Orientation<br>• Professional Development Series<br>• Interprofessional Education (IPE) Learning Experiences |

# Textbooks, Materials, and Online Resources:

Links to required readings and videos can be found in 228a Canvas and as assigned by Clinical Instructor

# Course Requirements/Components:

**Written Assignments:** All students are required to complete daily paperwork for each session, lesson plans/SOAP notes in accordance to individual CI due dates, the initial case report, and the final case report. In some circumstances, students will also be expected to prepare additional documents, such as providing session data in tables, or writing referrals to other providers. Beginning in the Fall 2020 semester, materials will be submitted online via Canvas. Microsoft teams will be used for clinic paperwork collaboration for the Fall 2022.

**In-Session Observation**: All students are supported at a minimum of a 1:4 instructor-to-student ratio. The CI will provide written feedback on every session, which the student is to read and respond to. In addition, the CI will

provide oral feedback before, during, and/or after sessions. The CI may enter clinical sessions in order to model a technique or to facilitate a discussion.

As per the Interim Syllabus Policy, this is a course that requires live webcam access for pedagogical reasons related to clinical service delivery. You and your client will need to be able to see and hear each other during all assessment and treatment sessions, as determined appropriate for each client by the clinical instructor.

**Midterm and Final Competencies:** Students will be provided with a current grade in the course twice during the semester. Midterm and final competency ratings cover the four areas of clinical practice and are completed in the CALIPSO software. Midterm competencies ratings are used to provide students with feedback using a graded standard. Your final competencies will be your semester grade, not an average of the two ratings.

**Meetings with Clinical Instructors:** Students are expected to attend all meetings with CI, arriving prepared and ready to discuss clients. It is inappropriate for students to be late, unprepared, to have failed to read assigned materials or turn in assigned activities or assignments late. Students have the right to request individual meetings or additional meetings with their CIs.

**Hours Log:** Students are expected to maintain their own log of hours, to be approved by the CI. The hours log is posted on Canvas. If you do not believe you are on track to complete the required hours for this clinic, please speak to both your clinical instructor and Clinic Coordinator.

# Grading Policy:

A passing grade for clinic performance is based on the Final Clinical Competency Form. You should review this form BEFORE clinic starts so that you aware of all items that will become part of your formative and summative assessment for this clinic. The Clinical Competency form will be completed by your clinical instructor at midterm and at final, but it is the **final** Clinical Competency Report on which your clinic grade is based. The Clinical Competency Form is separated into four (4) general competency categories: Writing, Assessment, Treatment, and Professional Behavior. Each general competency area consists of numerous individual line items.

A passing grade for each clinic is a B- or higher. A passing grade is obtained by achieving a rating of 4.0 or better on the average combined score of the 4 general competency categories, provided that the student achieves; (a) an average rating of 4.0 or better for **each** of the 4 general competency categories **and** (b) a minimum score of 3.0 on **all** individual competency line items. **Therefore, any student receiving (a) a rating of 2.99 or less on any one (or more) specific line item _or_ (b) a rating of 3.99 or less for a competency category** *will not pass the clinic, even if their average combined score of the 4 general competency categories is a B- or higher. In such cases, a grade of C+ will be given for the clinic.*

Letter grades will be based upon the following:

| SCORE | GRADE | DESCRIPTION |
|---|---|---|
| 4.65 - 5.00 | A | **Exceeds Performance Expectations** <br> (Minimum assistance required) <br> • Clinical skill/behavior well-developed, consistently demonstrated, and effectively implemented <br> • Demonstrates creative problem solving <br> • Clinical Instructor consults and provides guidance on ideas initiated by student |
| 4.50 - 4.64 | A- | |
| 4.35 – 4.49 | B+ | **Meets Performance Expectations** |
| 4.15 – 4.34 | B | (Minimum to moderate assistance required) <br> • Clinical skill/behavior is developed/implemented most of the time, but needs continued refinement or consistency |

| SCORE | GRADE | DESCRIPTION |
|---|---|---|
| | | • Student can problem solve and self-evaluate adequately in-session<br>• Clinical Instructor acts as a collaborator to plan and suggest possible alternatives |
| 4.00 – 4.14 | B- | |
| 3.85 – 3.99 | C+ | **Needs Improvement in Performance**<br>(Moderate assistance required)<br>• Inconsistently demonstrates clinical skill/behavior<br>• Student's efforts to modify performance result in varying degrees of success<br>• Moderate and ongoing direction and/or support from Clinical Instructor required to perform effectively |
| 3.65 – 3.84 | C | |
| 3.50 – 3.64 | C- | |
| 3.35 – 3.49 | D+ | **Needs Significant Improvement in Performance**<br>(Maximum assistance required)<br>• Clinical skill/behavior is beginning to emerge, but is inconsistent or inadequate<br>• Student is aware of need to modify behavior, but is unsure of how to do so<br>• Maximum amount of direction and support from clinical Supervisor required to perform effectively. |
| 3.15 – 3.34 | D | |
| 3.00 – 3.14 | D- | |
| 1.00 – 2.99 | F | **Unacceptable Performance**<br>(Maximum assistance is not effective)<br>• Clinical skill/behavior is not evident most of the time<br>• Student is unaware of need to modify behavior and requires ongoing direct instruction from Clinical Instructor to do so<br>• Specific direction from Clinical Instructor does not alter unsatisfactory performance |

**CSUS Grading Policy**

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

# Attendance Policy

Prompt attendance at clinic treatment sessions is required at all times. Any missed assessment or treatment sessions must be made up during the week between the end of clinic and finals week and with the approval of your clinical instructor. A clinical instructor must be supervising your sessions at all times.

# Course Policies/Procedures:

1. Paperwork: Submission of the Initial Case Report, revised Initial Case Report, and Final Case Report are required. Failure to submit case reports in a timely fashion will result in failure of the Writing and/or Professional Behavior competencies. In addition, graduate clinicians are expected to submit weekly lesson plans, SOAP notes, and/or reflective journaling as indicated by the Clinic Coordinator and Clinical Instructors. A final group summary report is required for the Spring 2022 semester which will require you to collaborate with your peers in order to complete this objective. Please see you CI for more information.

2. Clinical Instructors: Your clinical instructor and your therapy times have been assigned to you by the scheduling office. No change to your schedule may be made without the approval of the Clinic Coordinator. Your Clinical Instructors are required to meet with you on a weekly basis. Those meetings may be individual or group conferences to discuss clients and assessment/treatment plans. Attendance at these conferences is mandatory. If you have concerns that your clinical development is not being adequately addressed, you should first talk with your clinical instructor. If you remain concerned, speak with the Clinic Coordinator.

**General Clinic Policies:**

1. Clinic Handbook: A Clinic Handbook will be provided to you at the start of the semester. You are responsible for following the policies and procedures described in the Clinic Handbook. You are expected to have read the clinic handbook prior to the first day of clinic.

2. Video Recordings: Video Recordings of clients MUST remain in the clinic. They may be downloaded to the "Speech 1" flashdrive ONLY for the purpose of class presentations. These recordings may not be taken home. A violation of this policy will result in the student receiving a failing grade in the clinic. Only the CORS system may be used for video recording. (See 2 Clinic Handbook sections titled "Digital Recordings of Clients"). Updates to this policy have been provided in the Clinic Handbook for the teletherapy provided in the Fall 2020 semester.

3. Audio Recordings: Audio Recordings of clients are allowed on personal devices with client permission and as long as they do not contain client protected health information (PHI), including names. Do not record entire sessions. Students may NOT record conferences with their clinical instructors without express permission. (See 2 Clinic Handbook sections titled "Digital Recordings of Clients"). Updates to this policy have been provided in the Clinic Handbook for the teletherapy provided in the Fall 2020 semester.

ASHA Code of Ethics Statement: As a future clinician, it is expected that you will 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.

# Course Schedule/Outline:

**TENTATIVE CLINIC SCHEDULE AND EXPECTATIONS**
**(VERIFY SPECIFIC DATES WITH YOUR CLINICAL INSTRUCTOR)**
(*For additional information, please see the*

(a) Student Clinic Handbook or the

(b) Student Clinic Handbook, Clinical Instructor edition)

| Date | Expectations | |
|---|---|---|
| Week | Student Will: | Clinical Instructor Will: |
| Weeks #1 & #2 | Clients assigned. Please read client file. Make appointment with clinic Clinical Instructor to plan first sessions and develop assessment plan.<br><br>Set up weekly meetings. These may be conducted in group format at the discretion of the Clinical Instructor, but you, or your Clinical Instructor, may request an individual meeting at any time.<br><br>Begin writing your initial case report following the provided template. | Meet with each student individually.<br><br>Set up weekly meetings. These may be conducted in group format at the discretion of the Clinical Instructor, but you, or the Clinical Instructor, may request an individual meeting at any time.<br><br>Confirm Assessment Plan with student clinician. |
| Week #3 (first week of clinic) | Submit Lesson Plans based on template provided.<br><br>First week of clinic. Conduct parent/caregiver interview. Have the parent/caregiver (or client, in the case of accent modification clients) sign all required forms.<br><br>Conduct assessments as appropriate.<br><br>Prepare for and meet with Clinical Instructor. | Introduce paperwork (lesson plans, SOAP notes, etc).<br><br>Provide supervision and written feedback.<br><br>Instruct/model techniques as necessary.<br><br>Meet with student clinician |
| Week #4 | Submit Lesson Plans and/or SOAP Notes as indicated by clinical instructor.<br><br>Conduct assessments as appropriate.<br><br>Develop semester goals and objectives.<br><br>Chart baseline behaviors as appropriate.<br><br>Prepare for and meet with Clinical Instructor | Provide supervision and written feedback.<br><br>Instruct/model techniques as necessary.<br><br>Meet with student clinician. |
| Week #5 | Submit Lesson Plans and/or SOAP Notes as indicated by clinical instructor.<br><br>Develop treatment plan with Clinical Instructor.<br><br>Continue work on Initial Case Report.<br><br>Prepare for and meet with Clinical Instructor. | Provide supervision and written feedback.<br><br>Instruct/model techniques as necessary.<br><br>Meet with student clinician.<br><br>Confirm expectations for Initial Case Report. |
| Week #6 | Submit Lesson Plans and/or SOAP Notes as indicated by clinical instructor.<br><br>Develop treatment plan and begin therapy. Prepare for and meet with Clinical Instructor.<br><br>Provide supervision and written feedback.<br>Instruct/model techniques as necessary.<br><br>Meet with student clinician.<br><br>Have a peer review your ICRs prior to submitting draft to your Clinical Instructor. | |

**TENTATIVE CLINIC SCHEDULE AND EXPECTATIONS**
**(VERIFY SPECIFIC DATES WITH YOUR CLINICAL INSTRUCTOR)**
(*For additional information, please see the*

(a) Student Clinic Handbook or the

(b) Student Clinic Handbook, Clinical Instructor edition)

| | | |
|---|---|---|
| | Submit first draft(s) of initial case report(s) approximately this week. | |
| Week #7 | Submit Lesson Plans and/or SOAP Notes as indicated by clinical instructor. Continue therapy. Prepare for and meet with Clinical Instructor. | Provide feedback on ICRs to allow students to revise and resubmit. Provide supervision and written feedback. Instruct/model techniques as necessary. Meet with student clinician. |
| Week #8 | Submit Lesson Plans and/or SOAP Notes as indicated by clinical instructor. Continue therapy. Have a peer review your ICRs prior to submitting draft to your Clinical Instructor. Submit second draft(s) of initial case report(s) this week. Prepare for and meet with Clinical Instructor. MID-SEMESTER COMPETENCIES EVALUATION MEETING WITH CLINICAL INSTRUCTOR DUE THIS WEEK | Provide supervision and written feedback. Instruct/model techniques as necessary. Provide additional feedback on ICRs. Meet with student clinician to review mid-semester competencies |
| Week #9 | Submit Lesson Plans and/or SOAP Notes as indicated by clinical instructor. Continue therapy. Prepare for and meet with Clinical Instructor | Provide supervision and written feedback. Instruct/model techniques as necessary. Meet with student clinician |
| Week #10 | Submit Lesson Plans and/or SOAP Notes as indicated by clinical instructor. Continue therapy. Prepare for and meet with Clinical Instructor. Begin collecting outcome data and planning/writing your FINAL CASE REPORT | Provide supervision and written feedback. Instruct/model techniques as necessary. Meet with student clinician. |
| Week #11 | Submit Lesson Plans and/or SOAP Notes as indicated by clinical instructor. Continue therapy. Prepare for and meet with Clinical Instructor | Provide supervision and written feedback. Instruct/model techniques as necessary. Meet with student clinician. |
| Week #12 | Submit Lesson Plans and/or SOAP Notes as indicated by clinical instructor. Continue therapy. Prepare for and meet with Clinical Instructor. | Provide supervision and written feedback. Instruct/model techniques as necessary. Meet with student clinician. |
| Week #13 | Submit Lesson Plans and/or SOAP Notes as indicated by clinical instructor. Continue therapy. | Provide supervision and written feedback. Instruct/model techniques as necessary. Meet with student clinician. |

| | | |
|---|---|---|
| | Begin collecting outcome data for your Final Case Report.<br><br>Work on Final Case Report Draft. Have a peer review your final case report before submitting.<br><br>Submit first draft(s) of final case report(s) approximately this week.<br><br>Prepare for meeting and meet with Clinical Instructor | |
| Week #14 | Last week of clinic (not including make-ups)<br><br>Submit Lesson Plans and/or SOAP Notes as indicated by clinical instructor.<br><br>Conduct end of semester meeting with clients' parents/caretakers.<br><br>Submit forms to Clinical Instructor regarding continuation of therapy.<br><br>Prepare for and meet with Clinical Instructor: REGULAR CLINIC ENDS THIS WEEK. All make-ups must be completed by the end of Week 15.<br><br>All final reports AND required paperwork must be completed, signed, distributed to the client, and filed on the last scheduled therapy day for each of your clients.<br><br>Final evaluation conference MUST take place by the end of Week 15 unless otherwise scheduled. | Last week of clinic (not including make-ups)<br><br>Provide supervision and written feedback.<br><br>Instruct/model techniques as necessary.<br><br>Meet with student clinician.<br><br>Confirm any makeup sessions.<br><br>Schedule final evaluation conference. |
| Week #15 | Make–up therapy week.<br><br>Prepare for and meet with Clinical Instructor<br><br>All final reports AND required paperwork must be completed, signed, distributed to the client, and filed on the last scheduled therapy day for each of your clients.<br><br>Complete final evaluation conference. | Make-up therapy week.<br><br>Meet with student clinician.<br><br>Complete final evaluation conference.<br><br>Confirm that all paperwork is complete and signed, including in CALIPSO documentation. |
| Week #16 | Finals Week. | Submit grades for clinic. |

# Hornet Honor Code

https://www.csus.edu/student-affairs/_internal/_documents/hornet-honor-code.pdf

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.

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