



# California State University, Sacramento

## Department of Communication Sciences and Disorders

### GRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Spring 2025	Course: CSAD 250 Speech/Language Internships Seminar	Section: 01
Meeting Days: Tuesday	Meeting Times: 6:00-7:50 PM	Location: Web Online
Instructor: Lisa D'Angelo, Ph.D., CCC-SLP	Email: dangelo@csus.edu	Phone: 530-400-1970 text best
Office Location: Folsom Hall	Office Hours/Appointments: Please contact me by e-mail to schedule an office hour appointment around your schedule	

#### Catalogue Course Description:

**CSAD 250. Speech/Language Internships Seminar.**

**2 Units**

**Prerequisite(s):** [CSAD 228A](#), [CSAD 228B](#), [CSAD 228C](#), [CSAD 229A](#), [CSAD 229B](#), [CSAD 229C](#), [CSAD 241S](#), [CSAD 242A](#), [CSAD 242B](#), [CSAD 242C](#), [CSAD 243A](#), [CSAD 243B](#), [CSAD 243C](#), [CSAD 244](#), [CSAD 245](#).

**Corequisite(s):** [CSAD 295I](#), or [CSAD 295M](#), or [CSAD 295P](#), or [CSAD 295S](#).

**Term Typically Offered:** Fall, Spring

Assessment, scheduling and conducting language speech and hearing programs in schools. Related issues including scope of practice, managed care, interagency cooperation and transdisciplinary approaches.

#### Place of Course in Program

The course objectives have been designed to be in direct support of the American Speech-Language Hearing Association (ASHA) Knowledge and Skills Acquisition listed at the end of the syllabus; the following California Commission on Teacher Credentialing (CTC) Education Teacher Credentials Program Design Standards: Standards 1, 2, 3, 4, 5, 6, 7, and 8; The following Speech-Language Pathology Services Credential Program Design Standards: SLP Standard 4, 5 6, 7, and 8; And the Special Class Authorization Standards 1, 2, 3, 4, and 5.

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

## 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 250 SPECIFIC STUDENT LEARNING OUTCOMES:**

#### **The student:**

1. will become aware of the history of education.
2. will identify and discuss legal issues involved in treatment of clients in the school setting.
3. will review and discuss the types of clients and associated treatment models in the school setting (articulation, fluency, voice & resonance, receptive and expressive language, hearing impaired, etc.) (pull-out, push-in, consultative, collaborative, etc.)
4. will review and discuss the relationship between language and speech disorders and academics (oral and written communication).
5. will identify and discuss professional, legal, and ethical practices related to practice in the schools, including state and federal mandates, legal requirements for assessment, Individualized Family Service Program (IFSP), Individualized Education Program (IEP) development and monitoring, services, and instruction of students with disabilities, transition and transitional planning, etc.
6. will identify and discuss academic assessment procedures (literacy, written language arts, and quantitative concepts) appropriate for the school age client with and without severe disorders of language.
7. will review and discuss different service delivery models including Response to Intervention.
8. will review and discuss different communication modalities for public school settings (oral, manual, AAC).
9. will review and discuss service delivery to culturally and linguistically diverse clients.
10. will review and discuss California state standards and statewide testing and curriculum approaches in the areas of reading/language arts/writing/math.
11. will review curriculum-relevant assessment (standardized and non-standardized) and the writing of curriculum-relevant goals.
12. will review and discuss providing access to the curriculum commonly taught in public schools by adapting and relating curriculum to students' backgrounds, interests, and abilities.
13. will review and discuss methods for initial and ongoing speech and language assessment that provides data to drive selection and modification of instructional strategies, activities, and materials that appeal to and challenge the diverse abilities and interests of students.
14. will review and discuss common curriculum adoptions in the language arts, writing, and mathematics and their delivery to students with speech and language impairments.
15. will review service to health impaired clients in the schools, including service to medicated clients.
16. will identify and discuss methodology related to the use of speech assistants in school settings.
17. will identify and discuss different approaches for helping clients maintain their behavior.
18. will review and discuss pedagogical approaches for curricular instruction (literacy, written language arts, and quantitative concepts) in both general education and special day classroom settings.
19. will review and discuss processes used in research and the integration of research principles into evidence-based clinical practice.
20. will review and discuss cognitive and social aspects of communication and various communication modalities in school settings.
21. will review and discuss standards of ethical conduct, contemporary professional issues, and certification, licensure, and credentials.
22. will review and discuss strategies for effective interaction with students, families, patients, and related

- professionals in school, medical, and private practice settings.
23. will identify and discuss methods to self-evaluate the effectiveness of his/her practice.
  24. will review and discuss state and district data maintained in student's files (California English Language Development Test-CELDT, California statewide standards testing, etc.) and the implications of such data on student's speech and language and learning profile.
  25. will develop an understanding of the role of the speech-language pathologist within the setting (i.e. acute care, rehabilitation, extended care, adult-focused private practice settings, schools)
  26. will define and describe basic speech, language, cognitive-communication, swallowing assessment with adults and/or children with acquired speech, language, cognitive-communication, voice, swallowing, and/or fluency disorders.
  27. will discuss planning and implementing treatment with adults and/or children in medical or private practice settings
  28. will understand the roles and means of collaborating and communicating with of the all team members in the medical or private practice settings
  29. Will demonstrate developing skills in documentation and report writing
  30. Will continue to acquire self-evaluation skills

<b>Course Learning Outcomes</b>	<b>Components Indicating Competency</b>	<b>Grades Received</b>
1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14	<b>PPT Presentation Assignments, Class Research Discussion Assignments, IFSP &amp; Transition Planning Assignments</b>	
12, 14, 17, 18	<b>PPT Presentation Assignments, Class Research Discussion Assignments, Language Arts &amp; Math Observation Assignment</b>	
15, 16, 19, 20 , 21	<b>PPT Presentation Assignments, Class Research Discussion Assignments</b>	
22, 24	<b>PPT Presentation Assignments, Class Research Discussion Assignments, Psychologist Interview &amp; Language Arts, Math Observation Assignments</b>	
23, 24, 25, 26, 27, 28, 29, 30	<b>PPT Presentation Assignments, Class Research Discussion Assignments, Effective Supervision &amp; Learning Reflection Assignment</b>	

## Textbooks and Materials:

### Required Texts:

1. Moore, B. & Montgomery, J. (2018). *Speech-Language Pathologists in Public Schools, Making a Difference for America's Children*. Third Edition. PRO-ED. **on CANVAS**.
2. Johnson, A. F., & Jacobson, B. H. (2017). *Medical speech-language pathology: a practitioner's guide*. Thieme. **(AVAILABLE FREE ONLINE @LIBRARY)**

### Online Resources:

Access to **CSUS CANVAS**

### Course Requirements/Components:

**Discussion Attendance/Participation: (50 points)**. Students can earn **up to 50 points** for active participation in classroom discussions. Because this class is a Seminar format, your discussion and contributions are a significant component. Regular and consistent attendance is also an important element. Students are expected to log on to class sessions on time and remain for entire class period. If you are unable to attend or you will be late to class, please contact instructor by cellphone text or e-mail prior to the beginning of class. **Everyone starts the semester with 50 points for Discussion/Participation Points. Students are able to miss Two (2) classes during the semester before any point loss for participation might occur. Point loss will not occur as a result of excused absences (e.g., illness, medical emergency, or family death) .**

Please have required items for discussion as assigned (such as goal sheets, screening examples, curriculum materials, etc.). Please complete research assignments ahead of time so that you are ready to discuss them during class.

**Classroom Presentations: (100 points)**. Each Intern Student will be required to present a Power Point on certain assigned topics as covered in chapters or parts of chapters from the texts: *Making a Difference for America's Children and/or School Programs in Speech-Language Pathology and Medical Speech-Language Pathology: A Practitioner's Guide* . Your presentation must be in power point format. It must cover all of the important points regarding the topic in the chapter, but should not be a laundry list of facts OR a chapter outline. You must teach your peers what they need to know about the important legal and procedural information in an interesting and useful way. **You should also research a specific topic outlined in the chapter to ensure that statistics and/or information as indicated in the text are current and if necessary incorporate researched up to date information in your presentation.** Power Points should be e-mailed to instructor the day before the presentation so it can be posted on CANVAS. The complete power point series should provide each student a handbook for beginning practice as an SLP in the public school setting and the medical setting. The presentation should be around 20-25 min each person in the team for a total of 45 minutes.

**TEN WRITTEN ASSIGNMENTS: Total of (200 points)**

**#1) Written Observation of Master Clinician or Written Interview of Master Clinician Describing Caseload, duties and responsibilities of their assignment: (20 points)**

Written Observation or Interview of Master Clinician- **one to two pages**. Discuss the caseload, the setting, the schedule, the team members, materials, etc..

**#2) Psychologist and SLP Assessments (20 points)**: In collaboration with Clinical Instructor select a student who has had or is going through a full team assessment. Review the file with Clinical Instructor and/or School Psychologist, discuss and compare speech/language and psychologist reports on a student that is being assessed or has previously been tested for a full team evaluation. Ask School Psychologist and/or Master Clinician to share their thoughts about the relationship between the psychological assessment and speech and language testing in the IEP process. For student in question, what were the commonalities or differences in the psych and speech/language assessment findings? What were the placement outcomes? Any other insights that you might have discovered? **Write up at least a one to two page document with your findings.**

**#3) IFSP (Individual Family Service Plan and Secondary IEP Transition (20 points)**: Participate in an IFSP or IEP transition meeting or discuss with your Master Clinician the IFSP to IEP transition planning meeting process for students in their district focusing on the aspects of this process and write a **one to two page document** regarding the IFSP or IEP transition planning process.

**#4) Classroom Modification/Accommodation Suggestions for Language Arts and Math Lesson (20 points)**:

Select a student from your caseload, preferably a language client.

Having provided therapy to this student and knowing their strengths and weaknesses, what modification or accommodation strategies would you suggest to the student's teacher to assist in promoting success for this student in the classroom in the academic areas of language arts and math instruction. Write up a **one to two page document**.

**#5) Multicultural IEP Assignment (20 pts)**. Discuss with your Master Clinician the process and aspects involved in conducting an IEP where a multilingual interpreter is utilized. If possible participate in an IEP where an interpreter is utilized. What are suggestions that would promote a successful IEP when using an interpreter? Write up a **one to two page document** concerning your discussion and/or participation experience in this type of IEP.

**#6) Your Medical or Private Practice Internship: (20 points)**:

Please write a **one page overview** focusing on **your setting, your expected population/caseload, your goals for learning, and other team members you will be collaborating with and what you will be collaborating on together.** Please describe the areas that you feel most prepared for and areas you have not had any hands-on experience in. What experiences in clinic or volunteer work inform you in preparation for this internship? What are you most excited about? Most concerned about?

**#7) Chart Reviews; (20 points)**.

Please complete a deidentified chart review at your setting. Write up the information you gathered as a 1 page history for this patient/client.

**#8) Write up the Assessment Plan for a Patient/Client in your setting (20 points)**.

Describe in a 1 page paper all aspects of one of your patient/client evaluations. Discuss in detail from the moment of receiving the order/referral to the report write up. What tools did you use? What observations?

**#9) SOAP Note; (20 points).**

Please write up a deidentified SOAP note for **two** of your patients/clients.

**#10) Cultural and Linguistic Differences; (20 points).**

Write up a 1 page description of how patients/clients of different cultures and languages than yourself are assessed in your setting. What tools do you use? Services? Approaches? Describe how you are developing cultural humility and understanding. What are the similarities and differences to your school-based experience?

**OTHER ASSIGNMENTS:**

**COMPLETION OF:**

Master Clinician Thank You Letters.

**COMPLETION OF:**

Supervisor Feedback Form and Student Evaluation of Off-Campus Placement Form

You must complete all assignments to pass this class, complete your internships, and graduate.

## Grading Policy:

### CSUS Grading Policy

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

### **GRADING INFORMATION based on Maximum total of 350 POINTS:**

The course final grade will be computed as total points earned out of the maximum total of **350 points**. Letter grades will be assigned as follows:

<b>Points</b>	<b>Grade</b>	<b>Points</b>	<b>Grade</b>
350-331	A	266-257	C
330-314	A-	256-243	C-
313-303	B+	242-233	D+
302-292	B	232-222	D
291-278	B-	221-208	D-
277-267	C+	208- 0	F

# TENTATIVE Course Schedule/Outline:

(\*\*NOTE: Subject to change; May have guest speakers)

**Jan 21**

**Discussion:** Review class syllabus and discuss chapters for reading and outline assignments. Determine presentation dates.

Review Fourth Semester Clinical Competencies sheet. Share details about your placement

**Reading Assignment Due:** None

HOMEWORK:

**Please complete the schedule form posted on CANVAS outlining your Schools Internship schedules/locations/contact information etc....submit in the CSAD 250 CANVAS ASSIGNMENTS**

**Discuss the goal sheet provided to you in your internship packet and develop initial goals for your internship together with your Master Clinician.**

**Jan 28**

**Discussion:** Placement updates/experiences to share/questions. Bring in and share your district's criteria for placement in the speech and language program. What exit criteria, if any, exist?

**Reading Assignment Due:** Read: Moore & Montgomery Chapter 1 & Chapter 2; Assigned Power Point Presentations

**Research Assignment Due:** Obtain information about district's placement and exit criteria for speech and language qualification criteria.

**Feb 4**

**Discussion:** Placement updates/experiences to share/questions. Assessment and placement IEP forms from your respective districts.

**Reading Assignment Due:** Read Moore & Montgomery, Chapter 3 and Appendix B. Assigned Power Point presentations.

**Research Assignment Due:** Be prepared to discuss IEP forms that your district uses in the assessment and placement process including **procedures/forms/tools for SCREENING if utilized by district.**

**Feb 11**

**Discussion:** Placement updates/experiences to share/questions. Grouping strategies. Articulation methods.

**Reading Assignment Due:** Read Moore & Montgomery, Chapter 4. Assigned Power Point Presentations

**Research Assignment Due:** Ask your Master Clinician about techniques for articulation therapy they utilize and ask them how they choose which students are in which groups. Be prepared to discuss.

**Feb 18**

**Discussion:** Placement updates/experiences to share/questions. Grouping strategies. Articulation methods.

**Reading Assignment Due:** Read Moore & Montgomery, Chapter 5

**Discussion:** Behavior Management

**Research Assignment Due:** Bring in behavior management system that you and/or your Master Clinician have in place. Focus both on the positive things that are done to reinforce behavior and on the consequences of inappropriate behavior. How does this system fit into the school-wide behavior management process if any? Be ready to share and discuss.

**Feb 25**

**Discussion:** Placement updates/experiences to share/questions. Service delivery models.

**Reading Assignment Due:** Read Moore & Montgomery, Chapter 6 Assigned Power Point Presentations.

**Research Assignment Due:** Ask your Master Clinician about service delivery models they have used and which they find useful at your site. Ask them how goals are written in the district (goal banks, etc.) and how they make them curriculum-relevant. Bring in any supporting materials if any. Is RTI being used for SPT? How? Be prepared to discuss.

### Mar 4

**Discussion:** Placement updates/experiences to share/questions.

**Reading Assignments Due:** Read Moore & Montgomery Chapter 7. Assigned Power Point presentations.

**Research Assignment Due:** Ask your Master Clinician how suspected autistic spectrum disorders (ASD) referrals are handled and processed including assessment procedures. Discuss service delivery options/ models for ASD students in your assigned District.

### Mar 11

**Discussion:** Placement updates/experiences to share/questions and Interview Information

**Reading Assignment Due:** Read Moore & Montgomery Chapter 8. Assigned Power Point presentations.

### Mar 18

**Discussion:** Placement updates/experiences to share/questions.

**Reading Assignment Due:** Read Moore & Montgomery Chapter 15 Assigned Power Point Class Presentations. Be ready to discuss difficult IEPs, Conflicts, Mediations/Due Process.

Obtain information from Master Clinician regarding difficult IEPs, IEP conflicts, and Due Process (Mediations and/or Hearings) if any; What was done to help in these conflicts? What did or didn't work in these situations? Is there any informal resolution/problem solving process available to parents prior to filing for Due Process Mediation/ Hearing in your assigned District? If so, describe process. Be prepared to discuss above items in class

**Master Clinician Thank You Letters DUE: Thank You Letters** to your Master Clinicians, the Director of the Speech (if appropriate), the principals at your sites. Be sure to include a positive paragraph about your Clinical Supervisor's skills in the letters to the principals and directors.

**DUE: Supervisor Feedback Form and Student Evaluation of Off-Campus Placement Form** (Two Separate Forms- ON CALIPSO)

**Mar 25 Spring Break** Sorry...you have to do the internship still. Hopefully, you had a different break with the schools.

### April 1

**Discussion:** Placement updates/experiences to share/questions. In what area did you "grow" the most in your school placement? What are you hoping to learn in this next setting? What are you most nervous about? What questions do you have?

**Reading Assignment Due:** Read J & J Ch 16. Assigned Power Point presentations.

### April 8

**Discussion:** Placement updates/experiences to share/questions. Assigned Power Point Presentations. Describe your setting, your caseload, and your daily schedule to your classmates. What do you feel most prepared for? What do you feel least prepared for? What learning goals do you have?

**Reading Assignment Due:** J & J Ch 10

**Research Assignment Due:** Qualifying for services in Private Practice? Hospitals? SNFs? What are the similarities and differences?

### April 15

**Discussion:** ASHA Certification, Credentialing, and Licensing paperwork discussion

**Reading Assignment Due:** J & J Ch 4. And 7 Assigned Power Point presentations.

**Discussion:** Grand Rounds about your caseload: one challenging case, one win!

**Using interpreters**—how does this work in your setting? Placement updates/experiences to share/questions. Using interpreters in your setting: how does this work? How do you access this? What assessments are you using now? How do you document your results from assessments?



**April 22**

**Discussion:** Challenges in your medical or private practice setting; rounds on your caseload, amount of paperwork/documentation, billing?

**Reading:** J & J Ch----

**Research Assignment** Team members; Who are they? How do you work with each other? Support each other?

**April 29**

Possible Guest Speaker on career planning ☺; Grand Rounds about your medical/private practice/special day class

**May 6**

**Dinner in Sacramento!!!!** We will vote on where!

**May 13**

**\*\* (FINALS WEEK) no class! Congratulations!!!! Welcome to Speechie Land!!!**

## 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 A-PIP or C-PIP.

CSUS CSAD MS Program Learning Outcomes		
Competency Area:	Examples of Skills to be Demonstrated:	Competency Enriched Activity (CEA)
<b>Accountability:</b> • 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).	<ul style="list-style-type: none"> <li>Comply with all HIPAA and FERPA requirements.</li> <li>Comply with all of ASHA’s code of ethics.</li> </ul>	<b>This Course:</b> <ul style="list-style-type: none"> <li>Onsite, full-time internship</li> </ul> <b>The Program:</b> <ul style="list-style-type: none"> <li>Clinic Orientation</li> <li>Internship Orientation</li> <li>Professional Development Series</li> <li>Interprofessional Education (IPE) Learning Experiences</li> <li>All CSU Compliance Trainings, completed by the end of the first week of the semester</li> </ul>
• Differentiate service delivery models based on practice sites (e.g., hospital, school, private practice).	<ul style="list-style-type: none"> <li>Demonstrate understanding of SLP service differences between employment settings.</li> <li>Demonstrate understanding of differences between levels of care in medical SLP services.</li> </ul>	<b>This Course:</b> <ul style="list-style-type: none"> <li>Onsite, full-time internship</li> </ul> <b>The Program:</b> <ul style="list-style-type: none"> <li>Clinic Orientation</li> <li>Internship Orientation</li> <li>Professional Development Series</li> <li>Interprofessional Education (IPE) Learning Experiences</li> </ul>
• Demonstrate an understanding of the effects of their actions and make appropriate changes as needed.	<ul style="list-style-type: none"> <li>Demonstrate awareness, understanding, and ability to perform professional problem solving, communication repair, and resolution including on-time behaviors for clinic, notes, assignments, meetings,</li> </ul>	<b>This Course:</b> <ul style="list-style-type: none"> <li>Onsite, full-time internship</li> </ul> <b>The Program:</b> <ul style="list-style-type: none"> <li>Clinic Orientation</li> <li>Internship Orientation</li> </ul>

	orientations, misunderstandings, etc.	<ul style="list-style-type: none"> <li>Professional Development Series</li> <li>Interprofessional Education (IPE) Learning Experiences</li> </ul>
<ul style="list-style-type: none"> <li>Explain the health care and education landscapes and how to facilitate access to services in both sectors.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate understanding and ability to advocate for clients/loved ones across the lifespan.</li> <li>Educate and facilitate client/family self-advocacy knowledge and skills.</li> </ul>	<p><b><u>This Course:</u></b></p> <ul style="list-style-type: none"> <li>Onsite, full-time internship</li> </ul> <p><b><u>The Program:</u></b></p> <ul style="list-style-type: none"> <li>Clinic Orientation</li> <li>Internship Orientation</li> <li>Professional Development Series</li> <li>Interprofessional Education (IPE) Learning Experiences</li> </ul>
<b>Effective Communication Skills</b>		
<ul style="list-style-type: none"> <li>Demonstrate the ability to communicate in a responsive and responsible manner with clients/patients/students, communities, and interprofessional team colleagues and other professionals.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate active listening skills, respect, and understanding of multiple perspectives in all written and/or oral communications.</li> <li>Respond to others in a timely, thoughtful, considerate, reflective, and respectful manner.</li> </ul>	<p><b><u>This Course:</u></b></p> <ul style="list-style-type: none"> <li>Onsite, full-time internship</li> </ul> <p><b><u>The Program:</u></b></p> <ul style="list-style-type: none"> <li>Clinic Orientation</li> <li>Internship Orientation</li> <li>Professional Development Series</li> <li>Interprofessional Education (IPE) Learning Experiences</li> </ul>
<b>Evidence-Based Practice</b>		
<ul style="list-style-type: none"> <li>Access and critically evaluate information sources, apply information to appropriate populations, and integrate evidence in provision of speech-language pathology services.</li> </ul>	<ul style="list-style-type: none"> <li>Identify, discuss, use, and integrate EBP into all aspects of clinical work and plan of care including assessments, therapeutic approaches, goals, education, counseling, etc..</li> </ul>	<p><b><u>This Course:</u></b></p> <ul style="list-style-type: none"> <li>Onsite, full-time internship</li> </ul> <p><b><u>The Program:</u></b></p> <ul style="list-style-type: none"> <li>Clinic Orientation</li> <li>Internship Orientation</li> <li>Professional Development Series</li> <li>Interprofessional Education (IPE) Learning Experiences</li> </ul>
<b>Professional Duty</b>		
<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the role that an SLP performs in all clinical services</li> <li>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.</li> </ul>	<p><b><u>This Course:</u></b></p> <ul style="list-style-type: none"> <li>Onsite, full-time internship</li> </ul> <p><b><u>The Program:</u></b></p> <ul style="list-style-type: none"> <li>Clinic Orientation</li> <li>Internship Orientation</li> <li>Professional Development Series</li> <li>Interprofessional Education (IPE) Learning Experiences</li> </ul>
<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the four domain areas of IPE (CERT).</li> <li>Recognize and model respect, teamwork, collaboration, and professionalism with other disciplines.</li> <li>Educate and advocate for the profession with other disciplines during all interactions.</li> </ul>	<p><b><u>This Course:</u></b></p> <ul style="list-style-type: none"> <li>Onsite, full-time internship</li> </ul> <p><b><u>The Program:</u></b></p> <ul style="list-style-type: none"> <li>Clinic Orientation</li> <li>Internship Orientation</li> <li>Professional Development Series</li> <li>Interprofessional Education (IPE) Learning Experiences</li> </ul>
<ul style="list-style-type: none"> <li>Demonstrate knowledge of the roles and importance of individual and collective (e.g., local, national organizations) advocacy for clients/patients/students' right to care.</li> </ul>	<ul style="list-style-type: none"> <li>Understand and perform the role of an advocate</li> <li>Advocate at all levels for those that our profession serves.</li> </ul>	<p><b><u>This Course:</u></b></p> <ul style="list-style-type: none"> <li>Onsite, full-time internship</li> </ul> <p><b><u>The Program:</u></b></p> <ul style="list-style-type: none"> <li>Clinic Orientation</li> <li>Internship Orientation</li> </ul>

		<ul style="list-style-type: none"> <li>Professional Development Series</li> <li>Interprofessional Education (IPE) Learning Experiences</li> </ul>
<ul style="list-style-type: none"> <li>Demonstrate knowledge of the role of clinical teaching and clinical modeling as well as supervision of students and other support personnel.</li> </ul>	<ul style="list-style-type: none"> <li>Understand, acknowledge, respect, and learn from clinical instructors and supervisors.</li> <li>Model and perform professionalism when interacting with all clinic assistants and staff.</li> </ul>	<p><b><u>This Course:</u></b></p> <ul style="list-style-type: none"> <li>Onsite, full-time internship</li> </ul> <p><b><u>The Program:</u></b></p> <ul style="list-style-type: none"> <li>Clinic Orientation</li> <li>Internship Orientation</li> <li>Professional Development Series</li> <li>Interprofessional Education (IPE) Learning Experiences</li> </ul>

## 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. 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.

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## 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](mailto:dac@csus.edu) Additional information can be found on the DAC website: <https://www.csus.edu/student-affairs/centers-programs/disability-access-center/>

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## 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/>

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## 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](mailto: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://www.csus.edu/student-life/health-counseling/counseling/>

Campus Confidential Advocate Email: [weave@csus.edu](mailto:weave@csus.edu)

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

WEAVE 24/7 Hotline: 916-920-2952

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## 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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**Accessibility/Equity:** The goal for all of our students is for access to all information and remove as many barriers as possible to learning. If you feel that you have difficulty accessing the information for WHATEVER reason, please talk to me. We have ways of lending technology (through IRT), helping with disabilities and gaining accommodations (SSWD), and emergency needs for housing, food, etc.. If it doesn't fall into those categories, please talk to me anyways: we can figure it out.

### Knowledge and Skills Acquisition (KASA) For Certification in Speech Language Pathology CSAD 250. Speech/Language Internships Seminar

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-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.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: certification, specialty recognition, licensure, and other relevant professional credentials.

#### 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.