



California State University, Long Beach
College of Health and Human Services
Department of Speech-Language Pathology

**Speech-Language Pathology 669A
Child-Adolescent Speech and Language Clinic
2021 Spring Semester**

I. General Information

Meeting Day & Times	Tuesday, Thursday – Clinic 669A 2:00-5:00pm
Instructor	Belinda (Williams) Daugherty, Ph.D., CCC-SLP
Class Location	LAB-134
Office Location	LAB-129
Office Hours	Tues/Thur 1-2pm & 5:30-6pm (Also available by appointment at a <i>mutually</i> convenient time.) <i>*Office hours are available via Zoom.</i> https://csulb.zoom.us/my/belindadaugherty
E-mail/Phone	Belinda.Daugherty@csulb.edu (562) 985-8415 Email is the best way to contact me. <i>*NOTE: All email communication must be with an official CSULB email account.</i> Please include the following: <ul style="list-style-type: none">➤ Your name➤ A useful subject line (include SLP 669A)

II. CSULB Catalog Course Description: Designed to bridge the gap between theory and practice through hands-on experience.

CD 669A is for students to gain hands-on experience while working with children and adolescents with developmental speech-language and/or cognitive-communication. Practicum includes assessment, treatment planning, report writing, record keeping, maintenance of clinical records, client and family education, and application of research findings to clinical process. Letter grade only (A-F). Course fee may be required.

Required Reading: Relevant articles and appropriate assessment and management material may be assigned or provided by the instructor. Each student is also responsible for researching supporting materials for planning their weekly therapy sessions. Students are also responsible for knowing and adhering to all information in the clinic handbook. Handouts will be used in this clinic and will be available on Beachboard in addition to the following **suggested** reading:

Assessment in Speech Language Pathology: A Resource Manual by Kenneth G. Shipley and Julie G. McAfee

Treatment Resource Manual for Speech-Language Pathology 3rd Edition by Froma P. Roth and Colleen K. Worthington.

Student Learning Outcomes (SLO)

Upon successful completion of this clinic, the student will:

1. conduct pre-evaluation process through interview, observation, report review, and questionnaire.
2. select and administer appropriate evaluation procedures and modify assessment and treatment procedures accordingly.
3. differentiate normal and abnormal speech, language, and communication development in children
4. interpret, integrate, and synthesize clinic information to develop diagnoses and make appropriate recommendations and referrals.
5. generate measurable and achievable goals and objectives (therapy plan) that meet client's needs.
6. implement intervention plans by using appropriate materials and instrumentation for intervention.

7. systematically measure treatment outcomes and document client's progress using quantitative and qualitative data.
8. create appropriate home programs as well as discuss outside services available in related fields and agencies for families to consider as appropriate.
9. apply current research-based/theoretically-sound principles and techniques to assessment and intervention.
10. recognize the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others and modify assessment and intervention accordingly.
11. use appropriate oral and written language or other forms of communication with client, relevant others, and other professionals.
12. exhibit professional conduct including integrity, accountability, diligence, and respect when working with clients/patients, family, caregivers, supervisors, and colleagues.

American Speech-Language-Hearing Association (ASHA) CAA competencies, CFCC standards and California Commission on Teacher Credentialing (CCTC) Standards addressed in CD 669A

SLO	ASHA CAA Competencies	ASHA CFCC Standards	CCTC Standards	Learning Activities	Evaluation Method
SLO 1	3.1.1B 3.1.4B	Standard IV-D	General Standard 5 SLP Standard 3, 4	didactic	Quality of response, participation, CALIPSO
SLO 2	3.1.4B	Standard IV-D	General Standard 5 SLP Standard 3, 4	didactic	Quality of response, participation, CALIPSO
SLO 3	3.1.2B 3.1.3B	Standard IV-B Standard IV-C	General Standard 5 SLP Standard 3, 4	didactic, SOAP-R, diagnostic report	Quality of response, grading rubric, CALIPSO
SLO 4	3.1.4B	Standard IV-D	General Standard 5 SLP Standard 3, 4	didactic, SOAP-R, diagnostic report, therapy plan	Quality of response, grading rubric, CALIPSO
SLO 5	3.1.5B	Standard IV-D	General Standard 5 SLP Standard 3, 4, 5	didactic, therapy plan	Quality of response, grading rubric, CALIPSO
SLO 6	3.1.5B	Standard IV-D	General Standard 4 SLP Standard 4, 5	didactic, article review, treatment activity assignment	Quality of response, Quality of assignment, CALIPSO
SLO 7	3.1.5B	Standard IV-D	General Standard 3 SLP Standard 4, 5	SOPA-R, progress report	Quality of response, grading rubric, Quality of assignment, CALIPSO
SLO 8	3.1.5B 3.1.6B	Standard IV-D	General Standard 2 SLP Standard 4, 5	diagnostic report, progress report	Quality of response, grading rubric, CALIPSO
SLO 9	3.1.1B	Standard IV-F	General Standard 2 SLP Standard 4, 5	SOAP-R, article review, treatment activity assignment	Quality of response, grading rubric, Quality of assignment
SLO 10	3.1.1B 3.1.6B	Standard IV-F Standard IV-E	General Standard 3, 4 SLP Standard 4, 5	didactic	Quality of response, participation
SLO 11	3.1.1B 3.1.6B	Standard IV-F Standard IV-E	General Standard 4, 6	SOAP-R, diagnostic report, progress report	CALIPSO
SLO 12	3.1.1B	Standard IV-F	General Standard 4	didactic	Participation

ASHA CFCC standards: <https://www.asha.org/certification/2014-speech-language-pathology->

[certification-standards/](#)

ASHA CAA competencies: <https://caa.asha.org/wp-content/uploads/Accreditation-Standards-Documentation-Guidance.pdf>

CCTC SLP standards: http://www.sjsu.edu/gup/docs/assess_report/CCTC-ASHACrosswalk.pdf

III. Methods of Presentation

- Didactic
- Assigned readings as deemed necessary/appropriate
- Group/Individual consultations during office hours
- Supervised clinical experience with clients in the CSULB Speech and Hearing Clinic

IV. Methods of Evaluation/Course Grade Assignment:

Each student will be evaluated based on his/her demonstration of specific Oral Language, Written Language, Evaluation, Intervention and Interpersonal & Social Qualities skills as outlined above and as specified by requirements for the ASHA CCC: *Standards IV-B and IV-G*.

Students will be given feedback verbally and in writing throughout the semester, including written feedback specific to clinic reports and individual clinic sessions.

In addition, each student's performance will be evaluated in more detail during a Mid-Term and Final Clinic Evaluation. The student's clinical competency level to date across each skill will be rated on a 4.0 scale. A cumulative average will be obtained. The student will also be given feedback about his/her clinical strengths and several potential areas for improvement. The Skills Outcome portion of the CSULB SMAKS form will be utilized for this purpose (see attached). **Please note that behaviors such as coming to clinic unprepared, failure to follow clinic or course policies/requirements or inappropriate or unprofessional conduct will significantly impact clinical skills evaluation.** The following is a description of the behavioral correlates as they apply to the 4.0 rating scale utilized during assessment.

Independent: equivalent to 4.0 – 3.6 points

Skill demonstration meets standards and student is independent in performance of a desired skill. Student demonstrates clear and consistent knowledge and demonstration of a desired skill. Minimal-to-no assistance from the instructor is required. Interactions with the instructor relative to this skill are collaborative only, without direct instructor assistance/guidance required.

Adequate with Support: equivalent to 3.5 - 3.2 points

Skill demonstration approaches standard and is adequate with instructor support. Student evidences knowledge of and *consistent* demonstration of a desired skills, but independence without instructor assistance/guidance is not evident. Intermittent assistance/guidance from the instructor is required.

Emerging: equivalent to 3.1 – 2.8 points

Skill development is emerging. Student evidences *some* knowledge of and *intermittent* ability to demonstrate a desired skill; however, consistent demonstration and clear knowledge is not evident. Additional instruction/guidance from the instructor is required. 1:1 demonstration from the instructor is not required.

Minimal/Not Begun: equivalent to 2.7 - 2.4 points

Skill development is minimal or not begun. Student performs stated requirement(s), but demonstrates minimal knowledge of –or- ability to demonstrate a desired skill. Student requires consistent instructor assistance/guidance AND 1:1 demonstration from the

instructor in skill development.

Non-Compliant: equivalent to 2.3 - 0 points

Student did not comply with stated requirement(s) –or- failed to participate such that skill demonstration could not be evaluated.

Methods of Evaluation - Guidelines

Each student’s final course grade will be based on the following areas:

Methods of Evaluation	Percentage	Points <i>* subject to change</i>
Diagnostic report	15%	40
Semester therapy plan	10%	20
Clinical skills (CALIPSO) <i>*at final evaluation</i>	25%	696
SOAP-Rs	10%	<i>1 point each</i>
Semester progress report	15%	10
Oral communication, interpersonal skills, professional conduct, attendance - Participation during didactic/office hours (<i>STRONGLY ENCOURAGED</i>)	10%	12
Clinic assignment- Ethics essay <i>*due at 1st session after Spring Break</i>	5%	10
Clinic assignment- Article review 1 <i>* due at didactic post initial assessment</i>	5%	10
Clinic assignment- Article review 2 <i>* due at midterm didactic</i>	5%	10
TOTAL	100%	

Clinic Assignment: 2 article reviews **rubric provided*

Students share an article (in oral and written form) to the group and discuss why the research relates to their client(s).

A one-page handout is distributed to the instructor in the didactic session. (n/a for AMI)

The handout will be emailed the instructor to post on Beachboard for class review.

Course Assignment: Ethics Essay

Essay Topic: "Cultural Competence in Service Provision: Ethical Considerations"

Consider the cultural background, experiences, and/or possible biases of clinicians and their clients related to cultural and linguistic diversity.

In your essay, present a potential ethical challenge or dilemma related to these differing perspectives that may be faced by a clinician when providing services to clients and their families. Then, using ethics resources and the ASHA *Code of Ethics* (2016), identify one or more Principles and the corresponding Rule(s) that you believe have been violated, and provide a rationale for your choice(s). Finally, discuss what action(s) could have been taken to acknowledge and respond to the challenge or dilemma in order to prevent a violation of the Code of Ethics.

Essay Format

- 1,200 words or less, excluding title and any references
- Format: title, introduction, body, and summary/conclusion
- Microsoft Word, 12-point font, double-spaced
- All sources cited as appropriate (even Code of Ethics)

Careful detail should be paid to both the form and content of all written material as these account for a large portion of your final grade. Examples of report format will be provided and discussed in class. Please take

Careful notes during these discussions and ask questions when you are unclear about written report format or content.

Final Grade Distribution as follows:

- A = 90% and above - Performance of the student has been at the highest level, showing sustained excellence in meeting all course requirements and exhibiting an unusual degree of intellectual initiative.
- B = 80-89% - Performance of the student has been at a high level, showing consistent and effective achievement in meeting course requirements.
- C = 70-79% - Performance of the student has been at an adequate level, meeting the basic requirements of the course.
- D = 60-69% - Performance of the student has been less than adequate, meeting only the minimum course requirements.
- F = Below 60% - Performance of the student has been such that minimal course requirements have not been met.

V. Expected Outcomes:

This course is designed to provide instruction and supervised clinical experience in the evaluation and rehabilitation of adults with speech, cognitive, or linguistic disorders. Clinical experience/instruction will encompass clinical assessment, therapy planning, goal setting, implementation of intervention goals (including an emphasis on behavior modification), report writing, record keeping, maintenance of clinical records and client and family education.

ASHA/CAA Student Learning Outcome Assessment Matrix

This course addresses the following ASHA/CAA competencies, measured using the assessments indicated below.

3.1.1 B – Professional Practice Competencies		Assessments				
<i>Accountability:</i> The student will...		Assessment Report	Treatment Plan	Progress Report	SOAP/Sessions	Didactic & Consults
A	Practice in a manner that is consistent with the professional code of ethics and the scope of practice documents for the profession of speech-language pathology.	x	x	x	x	x
B	Adhere to federal, state, and institutional regulations and policies that are related to services provided by speech-language pathologists.	x	x	x	x	x
E	Evaluate the effects of his or her actions and makes changes accordingly.			x	x	x
G	Describe how to work on interprofessional teams to maintain a climate of mutual respect and shared values.				x	x
<i>Integrity:</i> The student will...		Assessment Report	Treatment Plan	Progress Report	SOAP/Sessions	Didactic & Consults
A	Use the highest level of clinical integrity with each individual served, family members, caregivers, other service providers, students, other consumers, and payers; and	x	x	x	x	x

B	Use best professional practices related to maintenance of confidentiality for all individuals in accordance with HIPAA and FERPA requirements.	x	X	X	X	x
Effective Communication Skills: The student will...		Assessment Report	Treatment Plan	Progress Report	SOAP/ Sessions	Didactic & Consults
A	Use all forms of expressive communication—including written, spoken, and nonverbal communication—with individuals served, family members, caregivers, and any others involved in the interaction to ensure the highest quality of care that is delivered in a culturally competent manner.	x	x	x	x	
B	Communicate—with patients, families, communities, and interprofessional team colleagues and other professionals caring for individuals in a responsive and responsible manner that supports a team approach to maximize care outcomes.				x	x
Clinical Reasoning: The student will...		Assessment Report	Treatment Plan	Progress Report	SOAP/ Sessions	Didactic & Consults
A	Use valid scientific and clinical evidence in decision-making regarding assessment and intervention.	x	x		x	x
B	Apply current knowledge, theory, and sound professional judgment in approaches to intervention and management of individuals served.		x		x	x
C	Use clinical judgment and self-reflection to enhance clinical reasoning.				x	x
Evidence-Based Practice: The student will...		Assessment Report	Treatment Plan	Progress Report	SOAP/ Sessions	Didactic & Consults
A	Access sources of information to support clinical decisions regarding assessment and intervention/management,				x	x
B	Critically evaluate information sources and applies that information to appropriate population		x		x	x
C	Integrate evidence in provision of speech-language pathology services.		x		x	x
Concern for Individuals Served: The student will...		Assessment Report	Treatment Plan	Progress Report	SOAP/ Sessions	Didactic & Consults
A	Show evidence of care, compassion, and appropriate empathy during interactions with each individual served, family members, caregivers, and any				x	

	others involved in care; and					
B	Encourage active involvement of the individual served in his or her own care.		x	x	x	
<i>Cultural Competence: The student will...</i>		Assessment Report	Treatment Plan	Progress Report	SOAP/ Sessions	Didactic & Consults
A	Evaluate the impact of his or her own set of cultural and linguistic variables on delivery of effective care. These include, but are not limited to, variables such as age, ethnicity, linguistic background, national origin, race, religion, gender, and sexual orientation.					x
B	Identify the impact of the cultural and linguistic variables of the individuals served on delivery of care. These include but are not limited to variables such as age, ethnicity, linguistic background, national origin, race, religion, gender, and sexual orientation.	x	x			x
C	Analyze the interaction of cultural and linguistic variables between the caregivers and the individuals served in order to maximize service delivery.	x			x	x
D	Identify the characteristics of the individuals served (e.g., age, demographics, cultural and linguistic diversity, educational history and status, medical history and status, cognitive status, and physical and sensory abilities) and how these characteristics relate to clinical services.	x			x	x
<i>Professional Duty: The student will...</i>		Assessment Report	Treatment Plan	Progress Report	SOAP/ Sessions	Didactic & Consults
A	Engage in self-assessment to improve his or her effectiveness in the delivery of services.				x	x
C	Discuss the role of clinical teaching and clinical modeling as well as supervision of students and other support personnel.				x	x
D	Summarize 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.				x	x
E	Restate and practice the principles of universal precautions to prevent the				x	x

	spread of infectious and contagious diseases.					
F	Identify and use the knowledge of one's own role and those of other professions to appropriately assess and address the needs of the individuals and populations served.	x	x		x	x
<i>Collaborative Practice:</i> The student will...		Assessment Report	Treatment Plan	Progress Report	SOAP/Sessions	Didactic & Consults
A	Apply values and principles of interprofessional team dynamics.				x	x
B	Perform effectively in different interprofessional team roles to plan and deliver care centered on the individual served that is safe, timely, efficient, effective, and equitable.				x	x
<u>3.1.3 B Identification and Prevention of Speech, Language, and Swallowing Disorders and Differences</u>		Assessment Report	Treatment Plan	Progress Report	SOAP/Sessions	Didactic & Consults
A	Design, implement, and self-evaluate identification and prevention of communication and swallowing differences with individuals across the lifespan.	x		x		x
<u>3.1.4 B Evaluation of Speech, Language, and Swallowing Disorders and Differences</u>		Assessment Report	Treatment Plan	Progress Report	SOAP/Sessions	Didactic & Consults
A	Design, implement, and self-evaluate assessment for communication and swallowing differences with individuals across the lifespan	x		x		x
<u>3.1.5 B Intervention to Minimize the Effects of Changes in the Speech, Language, and Swallowing Mechanisms</u>		Assessment Report	Treatment Plan	Progress Report	SOAP/Sessions	Didactic & Consults
A	Design, implement, and self-evaluate intervention for communication and swallowing differences with individuals across the lifespan		x		x	x
<u>3.1.6 B General Knowledge and Skills Applicable to Professional Practice</u>		Assessment Report	Treatment Plan	Progress Report	SOAP/Sessions	Didactic & Consults
A	Demonstrate ethical conduct in the provision of clinical services for communication and swallowing differences with individuals across the lifespan				x	
B	Demonstrate professionalism and professional behavior in the provision of clinical services for communication and swallowing differences, including counseling and collaboration				x	x

VI. Course Policies/Requirements:

Clinic Regulations

Students are responsible for reading the **Clinic Handbook and adhering to all University and Departmental Clinic Instructions/Protocols**. This includes but is not limited to obtaining a signed video or research release, generating and maintaining client files throughout the course of the semester and maintaining client confidentiality.

Clinic Files

The client's clinic folder is to be kept up to date at all times. It is the student's responsibility to ensure that all documentation relative to that semester's clinical activities be recorded and immediately filed in the client's clinic folder (located in the File Room). If the client does not have an active clinic folder, please request of the Clinic Secretary that one be made for the client as soon as possible. Graded reports (once signed by the instructor) are to be immediately filed in the client's clinic folder and stored in the File Room.

Clinical Materials

Students are responsible for coming to each clinical appointment prepared to perform all required diagnostic and/or therapeutic procedures. Materials are available in the Equipment Room and it is recommended that you review the tools available prior treatment planning. In many cases the items located within the Equipment Room can be adequately modified to meet your client's individual needs. However, it may be necessary for students to design –or- individually create treatment or assessment materials throughout the semester. Remember though that elaborate and/or expensive toys or tools are not required –or- expected. Often times, simple solutions and tools will suffice and can be utilized again with other clients.

Appropriate Attire/Professional Conduct

Students are expected to dress in professional attire and conduct themselves in a professional manner during all clinical appointments. Standards for appropriate attire and professional conduct will be discussed during initial didactic sessions.

Absences

All scheduled absences must be approved by the instructor. You are responsible for notifying your client and making appropriate arrangements in the case of a serious illness. Make-up sessions must be completed within clinic hours and pre-arranged with the instructor to ensure that adequate supervision is available. ***It is our responsibility to our clients to make every effort to have excellent attendance and to not be unduly absent from clinic sessions. As such, each clinician will be allowed only one non-University "excused" absence per semester. Absences in excess of one non-University excused absence per semester will negatively impact your course grade, 5% per additional absence.*** In the event of a client absence, students will be expected to be present at the clinic to do one of the following: be available to assist with another clinician's therapy session if necessary, plan/prepare for the next session, observe other clients (please discuss options with the instructor).

For a list of excused absences, refer to Section VIII – University Policies.

Confidentiality

Students are responsible for maintaining client confidentiality **at all times**. This includes ensuring that all clinic records and any material with personal information on it remain **within** the clinic setting. Students are further expected to maintain confidentiality in conversations outside of the clinical setting.

Late Assignments/Paperwork

Reports and supporting materials are due on the dates discussed in didactic (unless otherwise specified by the instructor). If clinicians require more time for an assessment report given the status of your clients, students are expected to obtain approval from the instructor if more time is needed. **Any report turned in after the established due date, without approval from the instructor, will be graded down 10% of its original score (no exceptions).**

Coming to Clinic Unprepared

It is the student's responsibility to come to clinic prepared for both didactic discussion and clinical sessions. If the student is not prepared for either of these forums, this will be reflected in mid-term and final evaluation scores. If reading is assigned for an office hour appointment or a didactic session, it is expected that students will come to the meeting having read the material with questions/comments in mind for discussion.

VII. Justification:

This course is required for a Master of Arts Degree in Communicative Disorders-Speech Language Pathology and the ASHA Certificate of Clinical Competence. This course requires demonstration and evaluation of ASHA CCC, *Standards IV-B and IV-G*.

Withdrawal Policy

Regulations governing the refund of student fees in the California State University system are prescribed by the CSU Board of Trustees; see California Code of Regulations, Title 5, Education, Section 41802.

Please refer to the current *University Bulletin* for the official withdrawal policy.

Medical Withdrawal:

CSULB may allow a student to withdraw without academic penalty from classes if the following criteria are met:

- A completed Medical Withdrawal Form, including any required documentation, is submitted to Enrollment Services before the end of the semester, and
- The student presents evidence to demonstrate that a severe medical or debilitating psychological condition prevented the student from attending and/or doing the required work of the courses to the extent that it was impossible to complete the courses.

Attendance Policy: Excused Absences

Attendance at all didactic and clinic sessions is required. However, students may have a valid reason to miss a class. When any of the following reasons directly conflict with class meeting times, students are responsible for informing faculty members of the reason for the absence and for arranging to make up missed assignments, tests, quizzes, and class work insofar as this is possible. Excused absences include, but are not limited to:

- A. Illness or injury to the student
- B. Death, injury, or serious illness of an immediate family member or the like
- C. Religious reasons (California Education Code section 89320)
- D. Jury duty or government obligation
- E. University sanctioned or approved activities (examples include: artistic performances, forensics presentations, participation in research conferences, intercollegiate athletic activities, student government, required class field trips, etc.)

Students who realize after enrollment that they will have extended or multiple absences should consult with the instructor to see whether it will be possible to complete the course requirements.

Course Outline: *NOTE: Students ARE STRONGLY ENCOURAGED meet at least once weekly for 15 minutes during office hours. Students must sign up for a weekly appointment in the first week of class. Additionally, the group is strongly encouraged to meet for 30 minutes weekly following clinic on Tuesday from 5:00-5:30pm.

Date	Focus	Assignments Due/Student Clinician Responsibility
1/19	✓ Introductions	• Review client files
1/21	✓ <u>Specify supervisory expectations</u>	• Conduct phone interview
WEEK 1	• <u>Cultural competence and working with CLD populations</u>	• Develop client background information/case history and assessment plan
	✓ Introduction to policies and clinical procedures – review syllabus	• Develop caregiver interview summary

DIDACTIC ONLY	<ul style="list-style-type: none"> ✓ Assignment of clients and rooms ✓ Review assessment materials, parent questionnaire methods, and procedures – <i>a hearing screening must be completed</i> ✓ Behavior management strategies ✓ Prep work for assessments/review of assessment plan ✓ Review report samples ✓ Questions regarding Assessment Plan and/or procedures • Gather assessment tools/supplements ✓ SOAP-R writing 	<ul style="list-style-type: none"> • Complete cultural competency checklist <p><u>Assigned Readings</u> New Code of Ethics Take Effect March 1. (2016). <i>The ASHA Leader</i>, 21(3), 60.</p> <p>Janet, B. & Bupp, H. (2016). Can I? Should I? <i>The ASHA Leader</i>, 21(7), 36-37.</p>
1/26 1/28 WEEK 2 Clients Begin	<p>Clients Begin – Assessment Plans due before clinic (hard copy)</p> <p><u>Informal Assessment</u></p> <ul style="list-style-type: none"> • Complete all clinic forms • Client/caregiver interview and build rapport with client • Clinical observation of client’s strengths and weaknesses • Assessment (e.g., collecting speech/language samples) • Record SOAP-R note • Begin standardized assessment 	<p>Present clinical observation data (client’s strengths and weaknesses)</p> <ul style="list-style-type: none"> • Initial impressions
2/2 2/4 WEEK 3	<ul style="list-style-type: none"> • Continue Assessments 	<ul style="list-style-type: none"> • Submit first SOAP-R notes (1 per client session) <p>Bring diagnostic report drafts to didactic to discuss on Tuesday 2/4 (informal)</p>
2/9 2/11 WEEK 4	<ul style="list-style-type: none"> • DIDACTIC (<u>NO CLIENTS on Tuesday</u>): group and individual meetings • Complete assessment, probe for goals 	<p>Report review at didactic with the following <u>completed</u> sections:</p> <ul style="list-style-type: none"> ✓ Background ✓ Language sample ✓ Play sample ✓ Hearing ✓ Voice ✓ Fluency ✓ Behavioral observations ✓ <i>At least 1 completed standardized assessment</i> <p>*Article Assignment 1 Due at didactic</p> <p>2 Diagnostic Reports Due - submit an electronic copy by following MONDAY AT 9AM</p>
2/16	<ul style="list-style-type: none"> • Present the diagnostic report and semester therapy plan (<u>goals only</u> presented to client) 	<p>*2 Edited assessment reports due - submit a hard copy</p>

2/18 WEEK 5	<ul style="list-style-type: none"> Initiate intervention Implement goals and objectives 	*2 Therapy plans due by Tuesday *Presentation of edited assessment reports to clients – place signed copy in client’s file
2/23 2/25 WEEK 6	Continue therapy <ul style="list-style-type: none"> Typed Self Reflection Due – hard copy Monitor progress: data collection (quantitative and qualitative) 	Collaborate with caregivers and other professionals as appropriate
3/2 3/4 WEEK 7	Continue therapy	
3/9 3/11 WEEK 8	Continue therapy	
3/16 3/18 WEEK 9	Continue therapy	
3/23 3/25 WEEK 10	Continue therapy MIDTERM REVIEW (NO CLIENTS – Didactic only); Individual student midterm review for CALIPSO <i>Students MUST complete self-evaluation in CALIPSO prior to midterm review</i>	<ul style="list-style-type: none"> Home program/caregiver education activities as appropriate to facilitate generalization *Article Assignment 2 DUE
WEEK 11	SPRING BREAK – NO CLIENTS	
4/6 4/8 WEEK 12	Continue therapy	*Ethics Essay Due uploaded to BeachBoard
4/13 4/15 WEEK 13	Continue therapy	
4/20 4/22 WEEK 14	Continue therapy Consider modifications for next semester (goals/intervention)	Semester Therapy Progress Reports due by the end of the week - submit a hard copy with a grading rubric
4/27 4/29 WEEK 15	Return summary reports Continue therapy Present progress reports	**Edited summary reports due** *Presentation of edited summary reports to clients – place signed copy in client’s file
5/4 5/6 WEEK 16	Last day with clients Individual student final review for CALIPSO (20 minutes per student) re: Client & clinician progress, strengths and weaknesses; review ethics essay assignment <i>Students MUST complete self-evaluation in CALIPSO prior to final review</i>	

Course Policies

Students may not record (audio or video) in this class except in accordance with ADA accommodations. Any recordings made in connection with a disability accommodation are for the student’s personal academic use

only and may not be distributed in any manner to any other individual.

Statement of Non-discrimination

California State University, Long Beach is committed to maintaining an inclusive learning community that values diversity and fosters mutual respect. All students have the right to participate fully in university programs and activities free from discrimination, harassment, sexual violence, and retaliation. Students who believe they have been subjected to discrimination, harassment, sexual violence, or retaliation on the basis of a protected status such as age, disability, gender, gender identity/expression, sexual orientation, race, color, ethnicity, religion, national origin, veteran/veteran status or any other status protected by law, should contact the Office of Equity & Diversity at (562) 985-8256, University Student Union (USU) Suite 301, <http://www.csulb.edu/depts/oed/>.

Statement of Accessibility

All instructors shall be familiar with best practices in making their syllabus and course documents accessible to all students and upon request provide the format need for the student. Instructors can access best practices at the following link.

http://www.csulb.edu/divisions/aa/academic_technology/itss/course_materials/accessibility/

Accommodation

It is the student's responsibility to notify the instructor in advance of the need for accommodation of a university verified disability (PS 11-07, Course Syllabi and Standard Course Outlines). Students needing special consideration for class format and schedule due to religious observance or military obligations must notify the instructor in advance of those needs.

Students who require additional time or other accommodation for assignments must secure verification/assistance from the CSULB Disabled Student Services (DSS) office located at 270 Brotman Hall. The telephone number is (562)985.5401. Accommodation is a process in which the student, DSS, and instructor each play an important role. Students contact DSS so that their eligibility and need for accommodation can be determined. DSS identifies how much time is required for each exam. The student is responsible for discussing his/her need with the instructor and for making appropriate arrangements. Students who are eligible to receive accommodation should present an Accommodation Cover Letter and a DSS Student/Teacher Testing Agreement Form to the instructor as early in the semester as possible, but no later than a week before the first test. (It takes one week to schedule taking an exam at the DSS office.) The instructor welcomes the opportunity to implement the accommodations determined by DSS. Please ask the instructor if you have any questions.

Cheating and Plagiarism (CSULB Catalog, AY 2015-2016, pp. 49-51)

Definition of Plagiarism

Plagiarism is defined as the act of using the ideas or work of another person or persons as if they were one's own, without giving credit to the source. Such an act is not plagiarism if it is ascertained that the ideas were arrived at through independent reasoning or logic or where the thought or idea is common knowledge.

Acknowledge of an original author or source must be made through appropriate references, i.e., quotation marks, footnotes, or commentary. Examples of plagiarism include, but are not limited to, the following: the submission of a work, either in part or in whole, completed by another; failure to give credit for ideas, statements, facts or conclusions which rightfully belong to another; in written work, failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; or close and lengthy paraphrasing of another's writing or programming. A student who is in doubt about the extent of acceptable paraphrasing should consult the instructor. Students are cautioned that, in conducting their research, they should prepare their notes by (a) either quoting material exactly (using quotation marks) at the time they take notes from a source; or (b) departing completely from the language used in the source, putting the material into their own words. In this way, when the material is used in the paper or project, the student can avoid plagiarism resulting from verbatim use of notes. Both quoted and paraphrased materials must be given proper citations.

Definition of Cheating

Cheating is defined as the act of obtaining or attempting to obtain or aiding another to obtain academic credit for work by the use of any dishonest, deceptive or fraudulent means. Examples of cheating during an examination would include, but not be limited to the following: copying, either in part or in whole, from another test or examination; discussion of answers or ideas relating to the answers on an examination or test unless such discussion is specifically authorized by the instructor; giving or receiving copies of an exam without the permission of the instructor; using or displaying notes; "cheat sheets," or other information or devices inappropriate to the prescribed test conditions, as when the test of competence includes a test of unassisted recall of information, skill, or procedure; allowing someone other than the officially enrolled student to represent the same. Also included are plagiarism, which is defined as altering or interfering with the grading procedures. It is often appropriate for students to study together or to work in teams on projects. However, such students should be careful to avoid use of unauthorized assistance, and to avoid any implication of cheating, by such means as sitting apart from one another in examinations, presenting the work in a manner which clearly indicates the effort of each individual, or such other method as is appropriate to the particular course.

Academic Action

One or more of the following academic actions are available to the faculty member who finds a student has been cheating or plagiarizing. These options may be taken by the faculty member to the extent that the faculty member considers the cheating or plagiarism to manifest the student's lack of scholarship or to reflect on the student's lack of academic performance in the course. These actions may be taken without a request for or before the receipt of a Report from the Academic Integrity Committee.

- A. Review – no action.
- B. An oral reprimand with emphasis on counseling toward prevention of further occurrences;
- C. A requirement that the work be repeated;
- D. Assignment of a score of zero (0) for the specific demonstration of competence, resulting in the proportional reduction of final course grade;
- E. Assignment of a failing final grade;
- F. Referral to the Office of Judicial Affairs for possible probation, suspension, or expulsion.”

No make-up exams or other required class assignments or LATE assignments will be accepted. If a student misses a test/quiz/paper, he or she will receive “0” points for that exam/quiz paper.

Campus Behavior

Civility Statement

California State University, Long Beach, takes pride in its tradition of maintaining a civil and non-violent learning, working, and social environment. Civility and mutual respect toward all members of the University community are intrinsic to the establishment of excellence in teaching and learning. They also contribute to the maintenance of a safe and productive workplace and overall healthy campus climate. The University espouses and practices zero tolerance for violence against any member of the University community (i.e., students, faculty, staff, administrators, and visitors). Violence and threats of violence not only disrupt the campus environment, they also negatively impact the University’s ability to foster open dialogue and a free exchange of ideas among all campus constituencies (CSULB Catalog, AY 2015-2016, p. 855).

Preferred Gender Pronoun

This course affirms people of all gender expressions and gender identities. If you prefer to be called a different name than what is on the class roster, please let me know. Feel free to correct me on your preferred gender pronoun. You may also change your name for BeachBoard and MyCSULB without a legal name change. To submit a request, go to MyCSULB/Personal Information/Names.

Accommodations for Religious Holidays & Military Service

Students needing special consideration for class schedules due to religious observance or military obligations

must notify the instructor at least one week in advance, for those established religious observances the instructor should be notified during the first week of instruction.

Classroom Expectations

All students of the California State University system must adhere to the Student Conduct Code as stated in Section 41301 of the Title 5 of the California Code of Regulations as well as all campus rules, regulations, codes and policies. Students, as emerging professionals, are expected to maintain courtesy, respect for difference, and respect for the rights of others

Unprofessional and Disruptive Behavior

It is important to foster a climate of civility in the classroom where all are treated with dignity and respect. Therefore, students engaging in disruptive or disrespectful behavior in class will be counseled about this behavior. If the disruptive or disrespectful behavior continues, additional disciplinary actions may be taken.

FAMILY POLICY

Currently, the University does not have a formal policy on children in the classroom. The policy described here is a reflection of my personal beliefs and commitments to students, staff, and faculty parents.

1. All exclusively breastfeeding babies are welcome in class as often as necessary.
2. For older children and babies, I understand that unforeseen disruption in childcare often puts parents in the position of having to miss class to stay home with a child. While this is not intended to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is acceptable as an emergency option only.
3. I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.
4. In cases where babies and children must come to class due to unforeseen circumstances, I ask that you sit close to the door so that, if your child needs special attention and is disrupting learning for other students, you may step outside until their need has been met.
5. Finally, I understand that often the largest barrier to completing your coursework once you become a parent is the tiredness many parents feel in the evening once children have gone to sleep. While I maintain the same high expectations for all students in my classes regardless of parenting status, I am happy to problem-solve with you in a way that makes you feel supported as you strive for school-parenting balance.

The Use of Technology

The syllabus will be available through BeachBoard. You will need to have a CSULB e-mail account to use BeachBoard. Announcements and messages from me to the class may come by e-mail. If you do not check your CSULB account regularly, but use another account instead, please set up your CSULB account so that it will forward messages to your other account.

Technology Assistance

The CSULB Technology Help Desk is now available for students. The URL for the Help Desk is: <http://helpdesk.CSULB.edu>

If you experience problems accessing BeachBoard, email, or the Library (which you will need to access in order to download the journal article call the Technology Help Desk at (562) 985-4959.

Sexual Assault, Rape, Dating/Domestic Violence, & Stalking

Title IX prohibits gender discrimination, including sexual harassment and sexual misconduct. If you have experienced sexual harassment, sexual assault, rape, dating/domestic violence, or stalking, the campus confidential Victim's Advocate is available to help. Jaqueline Urtez (e: advocate@csulb.edu, p: (562) 985-2668) can provide **free** and **confidential** support, accommodations, and referrals for victims without having to report the assault to campus authorities. While students are welcome to discuss assaults with faculty, both faculty and teaching assistants are mandatory reporters who are required to report all incidents of sexual

harassment/misconduct to the Title IX office for follow-up and possible investigation. Students who do wish to report the assault for possible investigation may contact the confidential victim's advocate, who can help them through the reporting process, or they can report the assault directly to the Title IX Office by completing an online reporting form at <https://www.csulb.edu/equity-diversity/title-ix> or contacting the Office of Equity & Diversity at OED@csulb.edu.