

CALIFORNIA STATE UNIVERSITY, LONG BEACH
College of Health and Human Services
Department of Speech-Language Pathology

**CD 670 Clinical Internship in Speech- Language Pathology (5 units)
Spring 2021**

Section 01 – Class #7958

Instructor: Bryanne Ngo, M.A., CCC-SLP

Classroom: Meeting ID: 915 4153 5198

Password: SLP670

Office Hours: Thursdays 9-10 am & Fridays 5-6 p.m.

* Sign-up sheet for scheduled hours are in my email signature as well as on our Beachboard page.

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Catalog Description

Prerequisites: Complete with a grade of "B" or higher all graduate seminars for the Master's degree in CD and all graduate clinics applicable to specific field placement (as determined by Instructor and Department consent).

Advanced clinical supervised practice with individuals with speech and language disorders in either a hospital, rehabilitation agency or speech and language center.

Letter grade only (A-F).

Student Learning Objectives (SLOs)

This course is designed to provide graduate students in speech-language pathology with advanced clinical practice involving diagnostic, treatment, and counseling services to individuals who present with a wide variety of communication and swallow disorders across the lifespan. This course provides students the opportunity to experience various approaches of professional practice in the field of speech-language pathology and facilitate transition to practical environment.

Upon successful completion of this course, students will be able to:

- A. Conduct screening and prevention procedures and collect case history information & integrate information from all sources
- B. Select and administer appropriate evaluation procedures, e.g. behavioral observations, non-standardized tests, and instrumental procedures, and modify assessment and treatment procedures accordingly. Adapt evaluation procedures to meet client/patient needs
- C. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations.

- D. Develop setting-appropriate intervention plans with measurable and achievable goals that meet needs of clients.
- E. Implement intervention plans by selecting or developing appropriate materials and instrumentation for intervention.
- F. Systematically measure and evaluate treatment outcomes and document client's progress using quantitative and qualitative data.
- G. Modify intervention plans strategies, materials, or instrumentation as appropriate to meet the needs of clients
- H. Apply current research-based/theoretically-sound principles and techniques to assessment and intervention.
- I. 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.
- J. Use appropriate oral and written language or other forms of communication with client, relevant others, and other professionals.
- K. Collaborate with other professionals in case management
- L. Provide counseling regarding communication and swallowing disorders to clients, family, caregivers and relevant others
- M. Exhibit professional conduct including integrity, accountability, diligence, and respect when working with clients/patients, family, caregivers, supervisors, and colleagues.

Course Policy

- Students are expected to abide by the ASHA Code of Ethics. Violations of the Code of Ethics may result in permanent dismissal from clinical internship and may be subject to the dismissal from the academic program.
- Students are expected to strictly adhere to the guidelines of the Health Insurance Portability and Accountability Act (HIPAA) <http://www.hhs.gov/policies/index.html>. All students are expected to protect the confidentiality of clients/patients served in the off-campus internship facilities and to maintain professional attire and demeanor. Any conduct compromises the quality of services to clients may result in dismissal from clinical internship and from the academic program.
- Internship Hour Requirement

This off-campus internship requires **full-time participation (4-5 days) for 13-15 weeks and a minimum of 150 direct contact clock hours.**

 - Meeting the standard of excellence from the training program is required. In order to ensure the quality of clinical learning and skill development, field supervisors can adjust student interns' schedule and caseload to ensure good quality of learning experience. Thus, students may gain more clock hours than the minimum hour requirement listed above.
 - Only direct contact with the client or the client's family in assessment, intervention, and/or counseling can be counted toward practicum.
- Health Status and Other Training Requirements

- Most facilities require documented proof of health and training in order to participate in clinical activities. Please check with your individual site manager or supervisor for their requirements.
- The following items *may be required* before you start the internship
 - Documentation of various immunizations, e.g. measles, mumps, rubella
 - Documentation of exposure screens, such as tuberculosis (TB)
 - Hepatitis B vaccination or signed declination
 - Proof of negative drug screen
 - Training on universal precautions and infection control, e.g. blood borne pathogen and TB prevention
 - Current cardiopulmonary resuscitation (CPR) certification
 - Completion of HIPAA training
 - Fingerprint clearance
 - Documentation of health insurance and liability insurance
- It is the student's responsibility to send the required items directly to the off-campus internship supervisor (or other designated personnel at that facility). The off-campus supervisor has the right to terminate a student's clinical internship if these requirements listed above are not met.
- A copy of the required items should also be submitted to the instructor for the department record.

Supervision Policy

- In the **first week** of the off-campus internship, students must complete the *Internship Information form* (*link provided on Beachboard*). This form provides important information regarding the student's placement, including scheduled work hours, duration of placement, and contact information of relevant personnel.
- Supervision is to be provided in accordance with ASHA requirements:
 - Off-campus internship supervisors must hold a current Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) from ASHA. Supervision cannot be provided by individuals with a clinical fellowship (CF).
 - Direct supervision must be in real time. A supervisor must be available for consultation before or after any clinical service is provided by the student.
 - Supervision of clinical practicum is intended to provide guidance and feedback and to facilitate the student's acquisition of essential clinical skills.
 - The amount of direct supervision must be commensurate with the student's knowledge, skills, and experience, **must be more than 25% of the student's total contact with each client/patient**, and must take place periodically throughout the practicum.
 - Major clinical decisions (e.g., discharge, diet change, eligibility for service) must be made **only after consultation with supervisor**.
 - Client contact hours must be accurately recorded by the student and are counted solely for the time the student is in **direct contact** with the client/patient. **You cannot round up to 60 minutes.**
 - Periodic verbal and written evaluations of student performance have to be given at the field supervisor's discretion and at appropriate time intervals. **Supervision must be sufficient to ensure the welfare of the client/patient.**

- Formal and comprehensive evaluations must be completed by the off-campus internship supervisor at the mid-semester and at the end of the semester via *Clinical Assessment of Learning Inventory of Performance Streamlined Office Operations (CALIPSO)*.
- Throughout the semester, the course instructor will be in contact with the off-campus internship supervisor to monitor the student’s clinical performance and professional conduct. This will be completed via phone call, email exchange, virtual meeting platforms, and/or site visits.
- The frequency of the site visits varies depending on the type of setting, the progress of the student, and the desires of the supervisor or student.
- Off-campus internship supervisors and students should feel free to contact the course instructor if any concerns or questions arise.
- If the student’s clinical internship is not progressing effectively, the off-campus internship supervisor and course instructor may terminate the internship. Every effort should first be made to identify and resolve any problems and concerns in an attempt to prevent this outcome.

Course Outline/Schedule

**This course schedule/outline is tentative. The instructor reserves the right to change/modify it at anytime*

Class	Date	Topic(s)	Assignments (Group 1)	Assignments (Group 2)
1	1/12/2021	● Introduction & Course Syllabus	● Review previous course work	
		● General internship requirements	● Commonly Used Terms Handout	
		● Infection control and prevention	● CDC Guide	
		● Standard precaution	● Book Chapter 6 Health and Safety, p. 171-179 (Hung)	
2	2/9/2021	● Outcome measure systems	● Dijkers, Murphy, & Krellman (2012)	
		● Evidence-based practice and ethical considerations	● Self-Reflection Assignment – Part 1	n/a
3	3/9/2021	● US health insurance systems	● Self-Reflection Assignment – Part 2	n/a
		● Healthcare coding systems	● Documentation in Health Care	
4	4/13/2021	● Case Presentations	● Documentation Assignment (if observation was not possible)	● Self-Reflection Assignment – Part 1
5	5/11/2021	● Case Presentations		● Self-Reflection Assignment – Part 2
				● Documentation Assignment (if observation was not possible)

Certification Standards

Satisfactory completion of this course is intended to assist students in meeting the following knowledge and skill sections of the American Speech-Language-Hearing Association (ASHA) Standards for the Certificate of Clinical Competence in Speech-Language Pathology, effective January 1, 2020: Standard V-A to Standard V-E. The clinical training component of the graduate program has been designed such that, upon completion, students will meet all of the clinical requirements for ASHA

certification as a speech-language pathologist and the requirements for California SLP State License and Teaching Credential.

SLO	ASHA CCC Standards	CAA Competencies	CCTC Standards	Evaluation Method
SLO A	Standard V-A to F	3.1.1B 3.1.4B	General Standard 5 SLP Standard 3, 4	CALIPSO evaluations, clinical documentation
SLO B	Standard V-A to F	3.1.4B	General Standard 5 SLP Standard 3, 4	CALIPSO evaluations, clinical documentation
SLO C	Standard V-A to F	3.1.2B 3.1.3B	General Standard 5 SLP Standard 3, 4	CALIPSO evaluations, clinical documentation
SLO D	Standard V-A to F	3.1.4B	General Standard 5 SLP Standard 3, 4	CALIPSO evaluations, clinical documentation, site visit rating
SLO E	Standard V-A to F	3.1.5B	General Standard 5 SLP Standard 3, 4, 5	CALIPSO evaluations, clinical documentation, site visit rating
SLO F	Standard V-A to F	3.1.5B	General Standard 4 SLP Standard 4, 5	CALIPSO evaluations, clinical documentation, site visit rating
SLO G	Standard V-A to F	3.1.5B	General Standard 3 SLP Standard 4, 5	CALIPSO evaluations, clinical documentation, site visit rating
SLO H	Standard V-A to F	3.1.5B 3.1.6B	General Standard 2 SLP Standard 4, 5	CALIPSO evaluations, clinical documentation, site visit rating, case presentation
SLO I	Standard V-A	3.1.1B	General Standard 2 SLP Standard 4, 5	CALIPSO evaluations, clinical documentation, site visit rating, case presentation
SLO J	Standard V-A	3.1.1B 3.1.6B	General Standard 3, 4 SLP Standard 4, 5	CALIPSO evaluations, clinical documentation, site visit rating, case presentation
SLO K	Standard V-A	3.1.1B 3.1.6B	General Standard 4, 6	CALIPSO evaluations, clinical documentation, site visit rating
SLO L	Standard V-A	3.1.1B	General Standard 4	CALIPSO evaluations, clinical documentation, site visit rating
SLO M	Standard V-A	3.1.1B	General Standard 4	CALIPSO evaluations, clinical documentation, site visit rating Attendance and participation

For detailed information, please visit

- ASHA 2020 Standards for the Certificate of Clinical Competence in Speech-Language Pathology: <https://www.asha.org/Certification/2020-SLP-Certification-Standards/>
- CAA 2017 Standards for Accreditation: <https://caa.asha.org/wp-content/uploads/Accreditation-Standards-Documentation-Guidance.pdf>
- California Commission on Teacher Credentialing: <https://www.ctc.ca.gov>

Methods of Evaluation

- Attendance and participation in the filed internship experience and monthly mandatory meetings
- Clinical performance and the development of clinical skills
 - For the clinical skill and performance evaluations, the field supervisor will use the *Clinical Assessment of Learning Inventory of Performance Streamlined Office Operations (CALIPSO)* to evaluate the student's clinical skills, competencies, and overall performance.
 - The evaluations will be completed at the mid-semester and the end of semester by the student's field supervisor(s).
 - Major areas included in the evaluations are:
 - Clinical Skills: Skills of conducting assessment and implementing treatment intervention, such as the clinician's ability to select, administer, score, and interpret assessment and the ability to plan, implement, and document therapy outcomes. This section may not be applicable until the student clinician is in a position to complete diagnostic evaluations or implement treatment interventions.
 - Interpersonal Skills: Skills in this area reflect a student clinician's ability to interact, communicate, and build relationships with clients/patients, family members, caregivers, supervisors, and other professionals.
 - Professional Management: Essential skills for a student clinician to function as a responsible professional in the work setting.
- Clinical Documentation
 - Including but not limited to diagnostic/evaluation reports, therapy plans, daily/progress notes, and discharge reports
 - *Clinical Hours*
The student clinician is responsible for keeping track of the number of practicum hours. The documentation of clock hours is managed via the *Clinical Assessment of Learning Inventory of Performance Streamlined Office Operations (CALIPSO)*. The student is advised to submit clock hours for approval on a weekly basis. **Clinical clock hours cannot be rounded up.**
 - *Session Documentation*
The student clinician should be required to complete the paperwork used by professionals at the work setting. In addition, session plans may be required to help the student clinician better develop the structure of the sessions.
 - *Clinical Notes/Reports*
It is highly recommended that supervisors require the student to submit reports and/or notes on each client seen. It is suggested that these notes and/or reports be submitted in draft before the material is included in a patient chart or client file.
- Observation of Clinic Session
 - This is to evaluate the student's clinical skill development, clinical competencies, and overall performance
 - The frequency of the site visits will vary depending on the type of setting, the progress of the student, and the desires of the supervisor or student.
- Self-Evaluation Assignment
 - This is to evaluate the student's self-reflection and growth in clinical competencies and clinical skills.

- During week 4 of the internship, student will answer a series of questions. During week 10 of the internship, student will submit responses to another series of questions.
- Case Presentation Assignment
 - 5-10-minute individual PowerPoint presentation
 - Detailed outline will be distributed separately
- Interpersonal skills and professional development

Grading Policy

Student clinicians will be evaluated through their performance clinically, through documentation, and by evaluation of personal, social and behavioral qualities. The student's clinical performance will be closely monitored by the off-campus internship supervisor and the instructor throughout the semester. Students will be given feedback about their performance, such as strengths and areas that need improvement during a mid-semester and final evaluations. Additionally, other related factors will be taken into consideration in order to reflect the overall performance, such as modifications based on the supervisor's feedback, collaboration, flexibility, and willingness to assist others. Student clinicians are expected to take an active role in developing their clinical and professional skills.

Grades will be assigned based on the field supervisor's rating, instructor's field observation/, competencies, work ethic (such as attendance, collaboration with other professionals), and interpersonal skills.

Assessment Description	Points	% of Course Grade	SLO	ASHA Competency
Attendance and participation	20	10%	SLO M	V-B
Observation or Clinic Documentation	20	10%	SLO A-M	V-A to V-F
Mid-semester evaluation	40	20%	SLO A-M	V-A to V-F
Final evaluation	40	20%	SLO A-M	V-A to V-F
Self-Reflection Assignments	30	20%	SLO D-J, M	V-A to V-F
Case presentation assignment	40	10%	SLO H-J	V-B, V-F
Oral language, interpersonal qualities	10	10%	SLO I-M	V-A
Total	200	100%		

The midterm evaluation, final evaluation and site visit observation will be graded based on the ASHA Competency Ratings:

Independent (I) = 4.0 points
Skill demonstration meets standards and the student is independent in performance of a desired skill. The student demonstrates clear and consistent knowledge demonstration clinically of the desired skill. Minimal-to-no assistance from the supervisor is required. Interactions with the supervisor relative to this skill are collaborative only, without direct instructor assistance or guidance required.

Adequate with Support (AS) = 3.0 points
Skill demonstration approaches standard and is adequate with instructor support. The student evidences knowledge of and consistent demonstration of a desired skill but independence without the supervisor's assistance or guidance is not evident. Intermittent assistance or guidance from the supervisor is required.

Emerging (E) = 2.0 points
Skill development is emerging. The student evidences some knowledge of and intermittent ability to demonstrate a desired skill. Consistent demonstration and clear knowledge is not evident. Additional instruction and guidance from the supervisor is required. One-to-one demonstrations from the supervisor is not required.
Minimal/Not Begun (MNB) = 1.0 point
Skill development is minimal or not begun. The student demonstrates minimal knowledge of or ability to demonstrate a desired skill with significant supervisor support. The student requires consistent supervisor assistant and guidance AND one-to-one demonstration of skill development.

Grades are distributed as follows (total points for this course is 200 points):

90-100% <i>(180 points and above)</i>	=	A	Performance at the highest level showing sustained excellence.
80-89% <i>(160-179.9 points)</i>	=	B	Performance at high level showing consistent and effective achievement.
70-79% <i>(140-159.9 points)</i>	=	C	Performance at an adequate level meeting basic requirements.
60-69% <i>(120-139.9 points)</i>	=	D	Performance is less than adequate meeting minimum course requirements.
Below 60% <i>(Less than 120 points)</i>	=	F	Performance in which minimal course requirements have not been met.

The student is required to obtain a grade of A or B in order to pass the internship. A grade of “C” or below will be considered to have not met the minimal competency requirement in ASHA Standards for the Certificate of Clinical Competence in Speech-Language Pathology. A grade of “C” or lower will be considered a fail. If the student earns a grade of C or lower, the following remediation will take effect:

- The student is required to repeat the internship.
- The student’s clinical hours will not be signed until the second rotation is completed and passed.
- Failure in the internship has the same consequences as failing an academic course. Administration Committee may recommend withdrawal from the academic program.

The instructor reserves the right to adjust the final grade (either up or down) in order to most accurately reflect the student’s performance, consistent with the University’s definitions for graduate grade assignment, as discussed in University Course Catalog, under General Regulations and Procedures: Grades and Grading Procedures.

Attendance Policy

Attending monthly class meetings is **Mandatory**. Fail to attend these meetings may affect your grade of this course.
 All scheduled absences must be **approved by both the off-campus internship supervisor** and the instructor. Excused absences will only be accepted with official documentation, such as a doctor’s note, jury summons, etc.

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, or medical condition, including those related to pregnancy
- B. Death, injury, or serious illness of an immediate family member. An immediate family member is defined as a close relative, or a person residing in the immediate household of the student
- C. Religious reasons (California Education Code section 89320)
- D. Jury duty, military service, or government obligation
- E. University sanctioned or approved activities (examples include but are not limited to: artistic performances, participation in scholarly conferences and presentations, intercollegiate athletic activities, student government, required class field trips, etc.)

Faculty members are not obligated to consider other absences as excused.

The earliest possible notification is preferred for all excused absences. Advance notification minimally one week in advance is required and verification may be requested for the following absences: Jury duty, military service, or other government obligation; religious reasons; university-sanctioned or approved activities.

Appropriate Attire/Professional Conduct

Student clinicians are expected to dress in professional attire and conduct themselves in a professional manner during all clinical appointments. Please check specific dress code policies specific to your placement sites.

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/](http://www.csulb.edu/divisions/aa/academic%20technology/itss/course%20materials/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 Bob Murphy Access Center (BMAC) office located at Student Success Center (SSC) Room 110. The telephone number is (562)985.7183.

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 2018-2019)

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 as defined and 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.”

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.

Withdrawal during the first two weeks of instruction

Students may withdraw during this period and the course will not appear on their permanent records.

Withdrawal after the second week of instruction and prior to the final three weeks of the regular semester (20% of a non-standard session) of instruction:

Withdrawals during this period are permissible only for serious and compelling reasons. The approval signatures of the instructor and department chair are required. The request and approvals shall state the reasons for the withdrawal. Students should be aware that the definition of "serious and compelling reasons" as applied by faculty and administrators may become narrower as the semester progresses. Copies of such approvals are kept on file by Enrollment Services.

Withdrawal during the final three weeks of instruction:

Withdrawal during the final three weeks of instruction are not permitted except in cases such as accident or serious illness where the circumstances causing the withdrawal are clearly beyond the student's control and the assignment of an Incomplete is not practical. Ordinarily, withdrawal in this category will involve total withdrawal from the campus except that a Credit/No Credit grade or an Incomplete may be assigned for other courses in which sufficient work has been completed to permit an evaluation to be made. Request for permission to withdraw under these circumstances must be made in writing on forms available from

Enrollment Services. The requests and approvals shall state the reasons for the withdrawal. These requests must be approved by the instructor of record, department chair (or designee), college dean (or designee), and the academic administrator appointed by the president to act in such matters. Copies of such approvals are kept on file by Enrollment Services.

Limits on Withdrawal:

No undergraduate student may withdraw from more than a total of 18 units. This restriction extends throughout the entire undergraduate enrollment of a student at CSULB for a single graduation, including special sessions, enrollment by extension, and re-enrolling after separation from the University for any reason. The following exceptions apply:

- Withdrawals prior to the end of the second week of a semester (13%) of instruction at CSULB,
- Withdrawals in terms prior to fall 2009 at CSULB,
- Withdrawals at institutions other than CSULB, and
- Withdrawals at CSULB for exceptional circumstances such as serious illness or accident (the permanent academic record will show these as a WE to indicate the basis for withdrawal).

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.

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. If you have any questions or concerns, please do not hesitate to contact me.

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.

Students **may not record (audio or video)** in this class except in accordance with ADA accommodations approved by the Bob Murphy Access Center (BMAC), which need to be submitted in writing to the instructor according to the BMAC guidelines. 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.

****Alternative Mode of Instruction (AMI) Considerations: Zoom Netiquette***

This term refers to etiquette with technology while using Zoom. A few things to keep in mind are:

- Dress appropriately as if you were sitting in a face-to-face class.
- While not required, **it is strongly suggested you keep your video on to maintain the strong interpersonal quality of a traditional face to face class.** If there are personal circumstances preventing you from keeping your video on, please reach out to me directly to discuss alternative ways of maintain active classroom engagement.
- Think about your background – remove items that may be distracting to others, including distracting virtual backgrounds. I suggest sitting in front of a blank wall if you can.
- Speak to the camera and not the screen.
- Raise your hand to speak and don't interrupt others while speaking.
- Keep microphone muted when you are not speaking—this will prevent inadvertent noises, such as coughs, rattling papers, or chair squeaks, from interrupting others
- Make use of Zoom's chat function.
- Use your full name to identify yourself in Zoom.
- Close any windows or programs open on your device that are unrelated to your meeting.

For further information, please see "Zoom Meetings Best Practices" from California State University, Long Beach at <https://www.csulb.edu/academic-technology-services/instructional-design/zoom-meetings-best-practices>

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.

Social Media Policy

Social media is an umbrella term that encompasses the various activities that integrate technology, social interaction, and content creation. Social media includes technology (computers, phones,

tablets) and is used in various forms (blogs, wikis, photo and video sharing, podcasts, social networking, mashups, virtual worlds, etc.). Means of accessing social media may include applications (Facebook, Instagram, Twitter, Skype, Snap Chat, YouTube, etc.). These devices and applications are subject to having content transmitted to others, with or without consent from the original author.

- A. All students are expected to follow the CSULB Social Media Guideline <http://www.csulb.edu/sites/default/files/groups/marketing-communications/accessibleversionfinalapril2018-jmp.pdf>
- B. Per the Health Insurance Portability and Accountability Act of 1996 (HIPAA) regulations <https://www.hhs.gov/hipaa/for-professionals/privacy/special-topics/de-identification/index.html>, no information, pictures, videos or descriptions of clients/families can be posted on social media sites. Please see the full HIPAA policy in the Clinical Practicum Handbook. Violation of HIPAA regulations may result in disciplinary action being taken by the University against the student. The SLP Department takes all violations of HIPAA regulations and the Social Media Policy seriously. Sanctions imposed on violators vary with the seriousness of the violation, ranging from a written reprimand, to dismissal from the graduate program.
- C. Students should use caution and good judgment when posting information to electronic communications and social networking sites, both personal and those that are related to the CSULB and/or the Department of Speech-Language Pathology.

Students should follow the criteria below:

- A. No posting, photos, or recordings are allowed during class or clinical experience except when approved by the faculty member or supervisor responsible for the learning experience. Under no circumstances will a client be photographed without a signed photo release from that individual. Students and faculty should obtain verbal permission from friends or colleagues before posting on social media.
- B. Using social media for sharing of class material with anyone who is not enrolled in the course and sharing of academic assessment material (e.g. tests) without express permission from the instructor is explicitly prohibited.
- C. Careful consideration should be given to any posting on social networks. Students create personal public images with these posts. However, they also represent the SLP Department, CSULB, and the field of speech-language pathology.
- D. Students should carefully consider the way they describe the program, clinical assignments, and professional experiences. Respectfulness and professionalism are expected. Use of social media that results or could result in individual or group harm, physical or emotional (e.g., damage to an individual's personal or public reputation or harassment resulting in personal or public humiliation of others), will not be tolerated.

Violations of these professional behavior standards will result in the following tiered consequences

- A. First occurrence: Student receives a verbal and written warning which is placed in the student's file. The student must meet with the graduate program coordinator.
- B. Second occurrence: Student will be reported to the College and University. Consequences of violations will be determined by the Department, College, and University after a full investigation.