

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

**SLP 669J • Clinical Practice • Adult Speech and Language Clinic (2 units)**

Fall 2019

**I. General Information:**

Meeting times:	Monday & Wednesday, 12:00 – 3:00 p.m.
Supervisor:	Charlene Linnan Rau, M.A., CCC-SLP, BCAC
Office Hours:	Monday and Wednesday, 11:30 a.m. – 12 noon ( <i>Individual Grad Clinician meetings OR Open Meeting Time</i> ) • <i>Office Hour X: Occasional Monday and/or Wednesday, 3 – 4 p.m.</i>
	• <i>Also available to meet by appointment at mutually convenient time. Best contact means is through E-mail: <a href="mailto:Charlene.Rau@csulb.edu">Charlene.Rau@csulb.edu</a>; <a href="mailto:charrau@mac.com">charrau@mac.com</a> Usually, responses occur within 24-48 hours. <b>Should you not receive a response, please call or text.</b></i>
Class Presentations:	Monday and/or Wednesday, 11:00 am –12:00 pm (or 3:00-4:00 pm) <i>See Schedule</i>
Individual Meetings:	Please note schedule whereby two graduate student clinicians will meet individually with supervisor re: client reports, therapy progress, etc., during M/W office hour (11:30 am – 12:00 pm/11:20 – 11:50 am).
Email:	<a href="mailto:Charlene.Rau@csulb.edu">Charlene.Rau@csulb.edu</a> ; <a href="mailto:charrau@mac.com">charrau@mac.com</a>
Telephone:	Cell: 562.900.7106; Res: 562.865.7442. <i>Texts accepted, too.</i>
Office:	LAB - 113

**II. Class/Catalog Description:**

**SLP 669J: Multicultural Clinical Practice: Adult Acquired Neurogenic Speech and Language Clinic (2)**

- Prerequisites: SLP 489, SLP 696, SLP 665
- SLP 669J is an on-campus clinical practice. Students work with individuals with acquired speech-language and/or cognitive-communication disorders resulting from various neurological disorders. Students conduct assessments, implement treatment and employ best practices for clients from culturally and linguistically diverse backgrounds.
- Letter grade only (A – F). Course fee may be required.

**III. Student Learning Outcomes:**

**UPON SUCCESSFUL COMPLETION OF THE COURSE, THE STUDENT WILL:**

- A. Demonstrate knowledge of the characteristics, behavior, and performance of adults with acquired speech-language and/or cognitive-communication disorders resulting from various neurogenic disorders.
- B. Demonstrate the ability to select appropriate assessment tools, administer standardized and non-standardized assessments, interpret assessment results, and develop assessment reports.
- C. Evaluate current available treatment approaches and research evidence; demonstrate appropriate choices related to the management of programs for adults with neurological language disorders while adjusting to each client's cultural and linguistic background.
- D. Apply current research-based/theoretically-sound principles and techniques for the assessment and intervention of clients.

- E. Use behavioral, performance-based, measurable criteria to evaluate each client's progress in therapy, as well as accurate data recording during therapy sessions and maintain consecutive records of treatment.
- F. Develop professional quality assessment reports, comprehensive therapy plans, and progress reports.
- G. Conduct thorough and concise parent/caregiver interviews, medical history/background review, and demonstrate appropriate counseling techniques
- H. Participate effectively with other student clinicians who are providing services for clients
- I. Create appropriate home programs as well as discuss outside services available in related fields and agencies for families to consider (as appropriate).

#### **IV. Methods of Presentation:**

- A. Didactic
- B. Supervised experience with clients in the CSULB Speech and Hearing Clinic
- C. Consultations during office hours
- D. Written feedback between supervisor and graduate student.
- E. Communication emails between supervisor and student re: SOAP-R notes with comments as necessary. **Email updated information/SOAP-Rs to supervisor** by 9:00 p.m. Saturday for Monday Clinic and by 7:00 p.m. Tuesday evening for Wednesday Clinic.
- F. Student presentation & review to class of one pertinent article regarding client's case, and/or topic of interest re: SLP 669J clinic, or communication disorder. Copy of article & review should be shared/emailed to all class participants.

**Communication /Reflection Log:** Students are expected to read and respond to questions posed by the supervisor re: clinic session. Email the updated document to the supervisor prior to the start of the next clinic session. Supervisor may request **no** response to a particular Log comment.

#### **V. Methods of Evaluation/Course Grade Assignment:**

- Clinical performance
- Diagnostic Report with caregiver interview summary
- Semester Therapy Plan (goals and objectives)
- SOAP-R Notes (session-by-session; to be turned in before each session)
- Semester case management progress report with home program activities
- Presentation of articles, cases, materials (if and when assigned)
- Participation in individual and class sessions/discussions

Each student will be evaluated based upon his/her demonstration of specific Oral Language, Written Language, Evaluation, Intervention and Interpersonal Qualities skills as specified by requirements for 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 Evaluations**. 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 also will be given feedback about his/her clinical strengths and several potential areas for improvement. The ratings will be noted on CALIPSO.

**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. **The ratings will be given based on four factors: accuracy, consistency, independence, and level of supervisory guidance.**

**Independent: 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: 3.5 - 3.0 points**

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

**Emerging: 2.9 - 2.0 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. A 1:1 demonstration from the instructor is not required.

**Minimal: 1.9 - 1.5 points**

Skill development is minimal. Student **attempts** 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; **student successfully duplicates supervisor’s demonstrated skills in clinical sessions.**

**Not Begun: 1.5 points - 1 point**

Skill development has not begun. Student attempts stated requirements(s), but student demonstrates significant gaps in knowledge of -or- significant difficulty demonstrating a desired skill. Student requires consistent instructor assistance/guidance AND 1:1 demonstration from the instructor in skill development; student does not duplicate supervisor’s demonstrated skills in clinical sessions.

- Each student’s **final course grade** will be based on the following 7 areas, with a total of 100% points possible:

<b>Targeted Skill</b>	<b>Assignment</b>	<b>Weight</b>
<b>Writing Skills</b>	Assessment Reports (20%)	<b>40%</b>
	Therapy Plans (5%)	
	Progress Reports (10%)	
	SOAPRs (5%)	
<b>Evaluation Skills</b>	CALIPSO sub score	<b>10%</b>
<b>Intervention Skills</b>	CALIPSO sub score	<b>25%</b>
<b>Professional Practice, Interaction, and Personal Qualities</b>	CALIPSO sub score	<b>5%</b>
<b>Clinical Regulations</b>	Password protecting documents HIPAA (2.5%)	<b>5%</b>

Clinical Regs, cont.	Sanitizing room and supplies (2.5%)	
Clinic Assignments	Article Presentation (10%)	15%
	Participation in didactic/office hours (5%)	

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. **Grades for written assignments (Assessment reports, therapy plans, progress reports) will be given based on the first report submitted. Grades may be adjusted depending on the quality of the second report. Grades for SOAPRs will be given at the end of the semester. The grade will be assigned based on the student’s responsiveness to comments and/or edits and the quality of clinical writing demonstrated throughout the entire semester. Refer to the rubrics for further detail.**

Grades are assigned based on a straight point scale, given the following percentages:

- A = 100 - 90%
- B = 89.9 - 80%
- C = 79.9 - 70%
- D = 69.9 - 60%
- F = below 59.9%

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.

**VI. 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.

**Through Graduate Clinician’s Case Studies**, each Student will make **presentation** of the (1) Assessment and (2) Treatment Program used with each Client while also researching and noting the Resources, (e.g., Annotated Bibliography) while demonstrating the use of sources to corroborate clinical decisions regarding the assessment and case management.

**Also, each Student will prepare one presentation to the class on one subject of interest within our field** (e.g., research article and report of said article re: client’s particular condition, programs through the CA State Dept. of Rehabilitation, training and work centers, role of caregivers, new AAC measures, etc.) with minimum of **one** article and 1-2 page report on said article emailed to each class member (i.e., fellow grad students, SLP assistant intern, I/T, supervisor).

**ASHA/CAA Student Learning Outcome Assessment Matrix**

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

<b>3.1.1 B – Professional Practice Competencies</b>		<b>Assessments</b>				
		<b>Assessment Report</b>	<b>Treatment Plan</b>	<b>Progress Report</b>	<b>SOAPRs / Sessions</b>	<b>Didactic &amp; Log</b>
<i>Accountability: The student will...</i>						
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: The student will...</i>		<b>Assessment Report</b>	<b>Treatment Plan</b>	<b>Progress Report</b>	<b>SOAPRs / Sessions</b>	<b>Didactic &amp; Log</b>
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
<i>Effective Communication Skills: The student will...</i>		<b>Assessment Report</b>	<b>Treatment Plan</b>	<b>Progress Report</b>	<b>SOAPRs / Sessions</b>	<b>Didactic &amp; Log</b>
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
<i>Clinical Reasoning: The student will...</i>		<b>Assessment Report</b>	<b>Treatment Plan</b>	<b>Progress Report</b>	<b>SOAPRs / Sessions</b>	<b>Didactic &amp; Log</b>
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

<i>Evidence-Based Practice: The student will...</i>		Assessment Report	Treatment Plan	Progress Report	SOAPRs / Sessions	Didactic & Log
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
<i>Concern for Individuals Served: The student will...</i>		Assessment Report	Treatment Plan	Progress Report	SOAPRs / Sessions	Didactic & Log
A	Show evidence of care, compassion, and appropriate empathy during interactions with each individual served, family members, caregivers, and any others involved in care; and				x	
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	SOAPRs / Sessions	Didactic & Log
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	SOAPRs / Sessions	Didactic & Log
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				X	X

	care effectively with other disciplines and community resources.					
E	Restate and practice the principles of universal precautions to prevent the spread of infectious and contagious diseases.				X	X
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: The student will...</i>		<b>Assessment Report</b>	<b>Treatment Plan</b>	<b>Progress Report</b>	<b>SOAPRs / Sessions</b>	<b>Didactic &amp; Log</b>
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
<b><u>3.1.3 B Identification and Prevention of Speech, Language, and Swallowing Disorders and Differences</u></b>		<b>Assessment Report</b>	<b>Treatment Plan</b>	<b>Progress Report</b>	<b>SOAPRs / Sessions</b>	<b>Didactic &amp; Log</b>
A	Design, implement, and self-evaluate <u>identification and prevention</u> of communication and swallowing differences with individuals across the lifespan.	X		X		X
<b><u>3.1.4 B Evaluation of Speech, Language, and Swallowing Disorders and Differences</u></b>		<b>Assessment Report</b>	<b>Treatment Plan</b>	<b>Progress Report</b>	<b>SOAPRs / Sessions</b>	<b>Didactic &amp; Log</b>
A	Design, implement, and self-evaluate <u>assessment</u> for communication and swallowing differences with individuals across the lifespan	X		X		X
<b><u>3.1.5 B Intervention to Minimize the Effects of Changes in the Speech, Language, and Swallowing Mechanisms</u></b>		<b>Assessment Report</b>	<b>Treatment Plan</b>	<b>Progress Report</b>	<b>SOAPRs / Sessions</b>	<b>Didactic &amp; Log</b>
A	Design, implement, and self-evaluate <u>intervention</u> for communication and swallowing differences with individuals across the lifespan		X		X	X
<b><u>3.1.6 B General Knowledge and Skills Applicable to Professional Practice</u></b>		<b>Assessment Report</b>	<b>Treatment Plan</b>	<b>Progress Report</b>	<b>SOAPRs / Sessions</b>	<b>Didactic &amp; Log</b>
A	Demonstrate <b>ethical conduct</b> in the provision of clinical services for communication and swallowing differences with individuals across the lifespan				X	
B	Demonstrate <b>professionalism and professional behavior</b> in the provision of clinical services for communication and swallowing differences, including counseling and collaboration				X	X

## VII. Course Assignment

Presentations of Client's Case Study (Specific information will be discussed.)

- Present assessment results, treatment plans, and summary of collected therapy data for each CD669J client
- Include at least two peer-reviewed research articles that relate to your client's case: Focus on the evidence that is guiding your decision-making process related to intervention.
- Brief 20-minute presentation during which visual support (e.g., power point) may be used, but is not required
- There will be a 5-minute discussion period afterwards
  - 1- to 2-page hand-out with references (citations and references must follow recent APA guidelines) emailed or given to all class members including SLPA Intern, SLPA Intern and clinical supervisor,

### ***VIII. Required Reading:***

Assigned/Chosen readings will be determined and distributed throughout the semester. Please review the textbook and readings assigned in **CD665**. Readings will cover many basic and critical components related to the assessment and management in general. Students are expected to demonstrate the ability to independently research relevant scholarly articles and to evaluate the best current available research evidence regarding assessment and intervention based on the client's disability and needs. Students will be required to review journal articles that relate to the case and use research evidence to support clinical decisions. ONE presentation (i.e., article and 1-2 page commentary on article) emailed to fellow grad students, SLP Assistant Intern, Cultural Ambassadors (Interpreters/Translators) and Clinical Supervisor will be required during the semester: Presentation will center upon information valuable to our field of communication disorders (e.g., research pertaining to a particular client – i.e., his/her specific areas of disability, interactions with care givers, etc. – or information involving language and speech disorders within adult populations).

### ***IX. Midterm and Final Evaluation Forms:***

Through the **CALIPSO** form, accessed and maintained on computer, Midterm and Final Evaluation sessions will be completed by the supervisor with each student. A **Self-Evaluation Form** also will be given the student clinician and will be discussed during the individual evaluation meeting. The student clinician continuously should be seeking the assistance and guidance of the clinic supervisor(s) and graduate advisor in working towards obtaining performance at the minimum level related to the competencies expected. **Clinic hours should be noted on the CALIPSO form following each session.**

### ***X. 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. **Please refer to CSULB Handbook for more details.**

#### ***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.

***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*.

***TB tests:*** Student clinicians are required to have documentation of their TB test results on file with the department. Please check with the clinic secretary to verify your clearance.

## ***XI. University Policies***

### ***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 students and upon request provide the format needed for the student. Instructors can access best practices at the following link. [http://www.csulb.edu/divisions/aa/academic technology/its/course materials/accessibility/](http://www.csulb.edu/divisions/aa/academic%20technology/its/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 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.”

***Attendance Policy:***

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 given 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.

***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.

#### **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.

*Thanks to Bryanne Ngo, Katie Kolstad, Cristian Paredes, Stephan Charlton, Michelle Powers, Dr. Jennifer Ostergren, Dr. Elaine Ocampo, Angela Mandas and Elisabeth Ward for input re: Syllabus for SLP 669J.*

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*Please see CLASS SCHEDULE for SLP 669J • Fall 2019, M & W*