

CALIFORNIA STATE UNIVERSITY, LONG BEACH
College of Health and Human Services
Department of Speech-Language Pathology
FALL 2020

SLP: Multicultural Clinical Practice: Adult Acquired Neurogenic Clinic (2 units)
669J Sec 2 9610
Tues/Thurs 5-8pm LAB room 128

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Office: *LAB room 134*
Office Hours: Monday 4-5 pm/Thursday 4-5pm and 8-9pm

I. Catalog Description

On-campus clinical practice. Students work with individuals with acquired speech-language and/or cognitive-communicative disorders resulting from various neurological disorders. Students conduct assessments, implement treatment, and employ best practices for clients from culturally and linguistically diverse backgrounds. (Prerequisites: SLP 696, SLP 665)

- A. * Fall semester will be conducted via tele-health and zoom modality. Didactics will be conducted in person for the first four weeks of the semester on campus following appropriate clearance from campus and departmental approval. All other class meetings, one on one and office hours will be conducted on line via zoom meetings.

II. Student Learning Outcomes

Upon successful completion of the course the student will be able to:

1. Students will demonstrate the ability to synthesize information acquired from prior clinical reports and to plan appropriate objectives.
2. Students will demonstrate the ability to effectively utilize information from related fields classes/instruction when providing services for individuals with speech and language disorders.
3. Students will demonstrate the ability to implement individualized objectives for adults with speech, language and cognitive disorders by utilizing appropriate strategies, procedures, and materials.
4. Students will demonstrate skill in evaluating assessment and remediation procedures in attaining stated objectives.
5. Students will demonstrate skill in evaluating the results of objectives implemented in therapeutic sessions as criteria for planning future sessions.
6. Students will demonstrate skill in keeping complete and accurate records of client performance and reporting this information to clients.
7. Students will demonstrate the ability to write clear evaluation reports which are specific and useful to other professionals.

III. Speech-Language Pathology Competencies and Standards

For all “undergrad” courses, please include ONLY ASHA CFCC standards.

For all “graduate” courses, please include ASHA CFCC standards, American Speech-Language-Hearing Association (ASHA) CAA competencies and California *Commission on Teacher*

Credentialing (CCTC) Standards.

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

IV. Course Modality

1. Each clinician will be assigned two clients who will be seen two times a week for 50 minute sessions.
2. If you must cancel a therapy session, call the client first then the office and then me.
3. Never leave your clients unattended. If there is a problem, then take the client with you.
4. Take the time to talk with your client's family to discuss progress or concerns about therapy.

Assignments and Procedures for Student Assessment:

Initial Status Report:

1. Each student will prepare an initial status report for each client (Further information will be provided at weekly meetings)
2. Due date: Specific dates will be determined based off individual client needs and use of tele-health modality.

Therapy Lesson Plans:

1. Lesson plans can be submitted via email or drop box
2. Lesson plans are to be written for each therapy session for each client.
3. For Tuesday sessions, lesson plans are due on Monday by 12pm; for Thursday sessions, lesson plans are due on Wednesday at 5pm.
4. Lesson plans will be emailed back to you with comments prior to your session. Lesson plans DO NOT need to be re-written. However, future lesson plans should reflect feedback/comments.
5. After you have reviewed my comments, keep a copy in your client's temporary file.
6. Lesson plans should be formatted in the following way:

SOAP Note style: The idea of a SOAP note is to be brief, informative, focus on what others need to know.

S: Describe your impressions of the client in the subjective section. Include your impressions about the client's level of awareness, motivation, mood, willingness to participate. You may also list here anything the client and/or family may say to you during a session.

O: Write measurable information in the objective section. Your data goes here. Include any test scores, percentages for any goals/objectives worked on, and any quantitative information.

A: Describe your analysis of the session in the assessment section. This is the interpretation section.

P: Outline the course of treatment in the plan section. Any change to objectives, activities, re-enforcement schedule should be included in this section.

Sessions Evaluations:

1. Fill out for each client until told otherwise (Questions to be given)
2. Session evaluations are to be written for every week and are due to me every Saturday by

8pm.

3. Please be sure to include data and analyze YOUR performance during the sessions. How well did the client respond/not respond as well as YOUR behaviors.
4. Session evaluations will be returned to you with comments that, like your lessons plans, should be reflected in future sessions and lesson plans. Keep a copy in your client's temporary file.

Videotaped Session Reviews:

1. Each student will watch a session for another client for personal growth as a clinician. This will not be graded and is on the honor system!
2. I will know though 😊
3. Completion date is by the end of the semester.
4. Help with technology issues may be acquired by contacting the Technology help Desk (562)985-4959 or helpdesk@csulb.edu

Final Case Summaries:

1. Each student will prepare a final case summary for each client near the end of the semester.
2. Final case summaries will undergo one or more revisions. Your grade is based off the first draft, however quality of revisions, including the number of revisions required will be taken into account.
3. First drafts should be double spaced, subsequent drafts single spaced.
4. Due date: TBD (pending last week of clinic)
5. Because Final case summaries become a permanent part of the client's file, they must be completed in an accurate professional manner. Evaluation of this report will be based on the following:
 - a. Organization of Information
 - b. Accuracy of Information
 - c. Appropriateness of content
 - d. Completeness of information
 - e. Format followed
 - f. Details/examples given
 - g. Style of reporting/writing
 - h. Appropriate use of professional terminology
 - i. Spelling, punctuation, and grammar

V. Methods of Evaluation for Grading

A. Course Assessments:

Assessment Description	Max points	% of Course Grade
Assessment Reports	20	25%
Therapy Plans/SOAP notes	30	25%
Evaluation Skills (Calipso)	10	10%
Intervention skills (Calipso)	25	25%
Professionalism (Calipso)	5	5%
Clinical Regulations (HIPPA)	5	5%

Clinical Regulations: Universal Precautions	5	5%
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B. Course grades will be based on the following descriptive scale:

- “A” - 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” - Performance of the student has been at a high level, showing consistent and effective achievement in meeting course requirements.
- “C” - Performance of the student has been at an adequate level, meeting the basic requirements of the course.
- “D” - Performance of the student has been less than adequate, meeting only the minimum course requirements.
- “F” - Performance of the student has been such that minimal course requirements have not been met.

VI. Course Policies

A. 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/>

B. Statement of Accessibility

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 need special consideration for class schedules due to military obligations must notify the instructor at least one week in advance. Students who need special consideration for established religious observances should be notify the instructor during the first week of instruction.

Students who require additional time or other accommodation for assignments must secure verification/assistance from the CSULB Bob Murphy Access Center (BMAC). BMAC offers a variety of support services such as retention services, case management, disability management, writing assistance and tutoring. You can make an appointment via the front desk at BMAC located at the **Student Success Center, #110**, or by phone at, **562-985-5401** or via our new e-mail address **BMAC@csulb.edu**. The student is responsible for

discussing his/her need with the instructor and for making appropriate arrangements. Please ask the instructor if you have any questions.

C. Cheating and Plagiarism

<http://catalog.csulb.edu/content.php?catoid=3&navoid=147&hl=Cheating+and+Plagiarism+&returnto=search#cheating-and-plagiarism>)

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. Acknowledgement 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 that 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; using "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 methods as are appropriate to the particular course.

Academic Action Options: 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.

1. Review – No action

2. An oral reprimand with emphasis on counseling toward prevention of further occurrences
3. A requirement that the work be repeated
4. Assignment of a score of zero (0) for the specific demonstration of competence, resulting in the proportional reduction of final course grade
5. Assignment of a failing final grade
6. Referral to the Office of Judicial Affairs for possible probation, suspension, or expulsion.

D. Attendance Policy

<http://catalog.csulb.edu/content.php?catoid=3&navoid=147#class-attendance>

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:

1. Illness, injury to the student, or medical conditions, including those related to pregnancy
2. 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.
3. Religious reasons (California Education Code section 89320)
4. Jury duty, military service, or other government obligation
5. 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.

E. 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.

(<http://catalog.csulb.edu/content.php?catoid=3&navoid=147#cancellation-of-registration-or-withdrawal-from-csulb>)

1. Withdrawal during the first two weeks of instruction: Students may withdraw during this period and the course will not appear on their permanent records.
2. 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 school director 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.
3. Withdrawal during the final three weeks of instruction: Withdrawal during the final three weeks of instruction is 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, school director (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.

4. **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:
 - a) Withdrawals prior to the end of the second week of a semester (13%) of instruction at CSULB,
 - b) Withdrawals in terms prior to fall 2009 at CSULB,
 - c) Withdrawals at institutions other than CSULB, and
 - d) 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).
5. **Medical Withdrawal:** CSULB may allow a student to withdraw without academic penalty from classes if the following criteria are met:
 - a) A completed Medical Withdrawal Form, including any required documentation, is submitted to Enrollment Services before the end of the semester, and
 - b) 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.

F. Campus Behavior

1. **CSULB Statement on Civility and acts of Violence:** "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"
To fulfill this policy, the University strives: 1) to prevent violence from occurring; and 2) to enforce local, state, and federal laws, as well as University regulations, regarding such conduct. The University also has established procedures for resolving and/or adjudicating circumstances involving violence, as well as threats of violence. A threat of violence is an expression of intention that implies impending physical injury, abuse, or damage to an individual or his/her belongings. All allegations of such incidents (i.e., acts and threats) will be aggressively investigated. Allegations that are sustained may result in disciplinary action

up to and including dismissal from employment, expulsion from the University, and/or civil and criminal prosecution.

Members of the campus community are encouraged to promptly report any acts of violence, threats of violence, or other behavior which by intent, act, or outcome harm themselves or others. (Approved October 1997) (CSULB Catalog).

2. 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 your instructor.
3. 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.
4. 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.