

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

SLP 661 Seminar in Cognitive-Communication Disorders after Acquired Brain Injury
 Spring 2021 (3 Units)

Instructor: Lei Sun, Ph.D., CCC-SLP

Office: LAB 215

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Hours: Tuesday 9:30am-12:15pm

Room: Virtual classroom via Zoom (Zoom link on BeachBoard)

Office Hours:

Thursday 1:00pm-2:00pm via Zoom or by appointment. Please sign up via google doc first to avoid wait times. Zoom link and google doc can be found on BeachBoard under instructor contact info.

Course Description

- Prerequisites: SLP 696, SLP 663, SLP 665, and SLP 667. Graduate students in Speech-Language Pathology only.
- Catalog description: This course is designed to provide the knowledge base for acquired brain injury and other related neurological disorders associated with acquired neurogenic cognitive-communication disorders. This course also covers the neuropathological variables and assessment and rehabilitation management of cognitive-communication disorders. Letter grade only (A-F).
- SLP 661 will cover etiologies that cause cognitive communication disorders (CCD), cognitive and linguistic symptoms of CCD, mechanisms of traumatic brain injury (TBI), variables associated with recovery after TBI, clinical models of attention, memory, executive functions, and clinical management of cognitive impairments and cognitive communication disorders (CCD) across the lifespan.

Course Learning Outcomes

Upon successful completion of SLP 661, the student will be able to

1. Identify etiologies and pathophysiologic classifications associated with TBI and describe prognostic indicators associated with TBI across the lifespan.
2. Compare and contrast the pathophysiology, prognosis, and symptoms of TBI with other neurogenic cognitive-communication disorders, such as right hemisphere dysfunction (RHD) and dementia.
3. Discuss the implications of both standardized and non-standardized assessment of cognitive-communication disorders in individuals with TBI with sensitivity to individual differences.
4. Describe historical and current rehabilitation and treatment perspectives employed with individuals with TBI, including current evidence-based practice models.
5. Discuss the role of social networks and the community in rehabilitation of individuals with TBI across the lifespan.
6. Discuss how cultural and linguistic variables may influence the clinical decision-making processes in rehabilitation and management for cognitive-communication disorders in individuals with TBI.
7. Describe traditional and current research on transition to productive life activities in individuals with TBI across the lifespan.
8. Discuss current assistive technologies employed in rehabilitation for individuals with TBI across the lifespan.

Speech-Language Pathology Competencies and Standards addressed in SLP 661

CLO	ASHA CAA Competencies	ASHA CCC Standards	CCTC Standards	Learning Activities	Evaluation Method
CLO 1	3.1.2B	Standard IV-B Standard IV-C	SLP Standard 1,3	Lectures, readings	Assignment grading rubrics, exams
CLO 2	3.1.2B	Standard IV-C	SLP Standard 3	Lectures, readings, case studies	Assignment grading rubrics, exams

CLO 3	3.1.4B	Standard IV-D	SLP Standard 4	Lectures, readings, case studies	Assignment grading rubrics, exams
CLO 4	3.1.5B	Standard IV-D	SLP Standard 5	Lectures, readings, case studies	Assignment grading rubrics, exams
CLO 5	3.1.5B	Standard IV-C Standard IV-D	SLP Standard 5	Lectures, readings, case studies	Assignment grading rubrics, exams
CLO 6	3.1.3B	Standard IV-D	SLP Standard 4, 5	Lectures, readings	Assignment grading rubrics, exams
CLO 7	3.1.1B	Standard IV-F	SLP Standard 4,5	Lectures, discussion, intervention project	Assignment grading rubrics, exams
CLO 8	3.1.5B	Standard IV-D	SLP Standard 5	Lectures, readings, case studies	Assignment grading rubrics, exams

[ASHA CCC/CFCC standards](#) / [ASHA CAA competencies](#) / [CCTC SLP standards](#)

Methods of Instruction

SLP 661 in Spring 2021 will be taught virtually and delivered synchronously via Zoom. Please make sure that you attend the class on time and participate fully. The class meeting will not be recorded. Please make every effort to take notes and ask for clarification if you have any questions. You should take responsibility for your own learning as well as your peers' by completing readings and posting a meaningful, course-related discussion. Monitor and access your own learning and progress. Students are also expected to interact with one another in online discussions, and therefore you will need to stay current with all readings and assignments. The Instructor's job is to facilitate students' critical thinking, clinical reasoning, information integration, clarification, and knowledge expansion.

The best way to perform up to your expectations in this course is to keep current on your readings and assignments, use time-management techniques to set aside enough time to write papers, do revisions, study for exams, ask questions to clarify the material, and come to my office hours to discuss strategies to improve your performance during the semester. No "individual" extra credit opportunities will be offered.

Communication Methods & Online Netiquette

Please activate and check your CSULB email account regularly. The University and your instructor use CSULB email account to send you information. Also, I do not respond to e-mails from students from their personal e-mail accounts due to security risks. Please email me using your university email account. I typically respond to questions and e-mails between 48-72 hours from Monday to Friday between 8am to 5pm.

There are generally accepted methods of behavior for online communication. To minimize unacceptable behavior, it is a good practice for you to read and to acknowledge that you understand the expectations of [online netiquette](#). Please visit the following sections on BeachBoard (BB) for updates, clarification, and questions:

- **Announcements** on the Course Homepage. Any updates and clarification will be posted here.
- **Student Lounge under "content"** is a virtual space for you to post questions that need clarification, resources to share and concerns about the course. It is a space for you to support each other virtually.
- **Discussion Forums** in the Discussions section.

Extent and Nature of Technology Use

To fully participate in the class meeting and access materials on BB. You should have the following minimum hardware and software. You will also need speakers and a headset, plus headphones and a microphone.

- Windows users: Windows 10, Windows 8, Windows 7
- Mac users: Mac OS 10.10, Mac OS 10.9, Mac OS 10.8

Students need to take the course via Zoom using Zoom meeting ID and password posted by the Instructor. Video and audio presentations will also be used throughout the course to bridge the gap between theory and clinical practice. Students will also require to access BB to obtain supplemental materials for the class, review/submit assignments and grading rubrics, access lecture slides after class, and receive course-related announcements. The online discussion will also be available for resource sharing among peers and information clarification. Calendar

function will also be activated to remind you the due date of each assignment. Every assignment you turn in will be checked by Turnitin for the originality of your work. If you experience any technical issues, please contact technology help desk (Tel: 562-985-4959; Email: helpdesk@csulb.edu).

Textbook and Other Required Materials

Required Textbook

Kimbarow, M. (2019). *Cognitive Communication Disorders* (3rd ed.). Plural publishing.

Optional Textbook

Hux, K. (2011). *Assisting survivors of traumatic brain injury: The role of speech-Language pathologists* (2nd ed.). Pro-Ed, Inc.

Supplemental Reading

Please see schedule and articles listed on BeachBoard. All content within the reading sources is the responsibility of the student. Students are expected to demonstrate mastery of all sources and expand knowledge through individual research. All assigned reading will be posted on BeachBoard. Please thoroughly read all weekly assigned articles before coming to class.

Topics to be Covered / Course Outline

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

Date	Topic(s)	Required Reading	Assignment due/Exam
1/25	<ul style="list-style-type: none"> • Introduction • Course overview • Acceleration-deceleration dependent injuries 	<ul style="list-style-type: none"> • Hux Ch 2 • Kimbarow Ch 8 	
2/1	<ul style="list-style-type: none"> • Mechanisms of TBI • Variables associated with recovery 	<ul style="list-style-type: none"> • Hux Ch 4 • Kimbarow Ch 8 	
2/8	<ul style="list-style-type: none"> • Clinical models of attention • Attention deficits in TBI, aphasia and dementia • Assessment of attention disorders 	<ul style="list-style-type: none"> • Kimbarow Ch 1 	
2/15	<ul style="list-style-type: none"> • Treatment of attention disorders • Memory models 	<ul style="list-style-type: none"> • Kimbarow Ch 2 • Week 4 readings 	
2/22	<ul style="list-style-type: none"> • Assessment and treatment of memory disorders 	<ul style="list-style-type: none"> • Kimbarow Ch 2 • Week 5 readings 	Exam I (90 minutes)
3/1	<ul style="list-style-type: none"> • Clinical model of executive functions • Assessment of executive functions 	<ul style="list-style-type: none"> • Kimbarow Ch 3 	
3/8	<ul style="list-style-type: none"> • Treatment of dysexecutive syndrome 	<ul style="list-style-type: none"> • Week 7 readings 	Case study I (Simucase)
3/15	<ul style="list-style-type: none"> • Cognitive deficits associated with TBI: a review • Cognitive communication deficits 	<ul style="list-style-type: none"> • Hux Ch 6 • Week 8 readings 	
3/22	<ul style="list-style-type: none"> • Cognitive communication deficits cont'd • Assessment and treatment for CCD 	<ul style="list-style-type: none"> • Hux Ch 6 • Week 9 readings 	
3/29	Spring Break-No Class		
4/5	<ul style="list-style-type: none"> • Assessment and treatment for CCD cont'd • Mild TBI and Post-concussive syndrome 	<ul style="list-style-type: none"> • Kimbarow Ch 7 	Case study II
4/12	<ul style="list-style-type: none"> • CCD following right hemisphere damage • Dementia 	<ul style="list-style-type: none"> • Kimbarow Ch 4 & 6 	
4/19	Exam II		
4/26	<ul style="list-style-type: none"> • Dementia cont'd • Childhood TBI 	<ul style="list-style-type: none"> • Kimbarow Ch 6 	
5/3	<ul style="list-style-type: none"> • Assessment and treatment of CCD in childhood TBI 		
5/10	<ul style="list-style-type: none"> • Intervention presentation 		

Requirements

1. Exam
 - Exam I: 40 points. Exam II: 70 points
 - The exam covers materials presented up to the time of the exam
 - The exam tests how the student integrates information from different sources, organizes content in a logical and professional manner, and applies theories and clinical principles to hypothetical scenarios.
 - Possible formats: fill in the blank, short answer, essay questions

2. Case study
 - Each case is worth 40 points.
 - Individual assignment
 - SLO: To bridge the gap between theory and clinical practice and implement EBP. Students must demonstrate the ability to 1) analyze informal assessment results, 2) correctly interpret assessment results, 3) generate goals and objectives, and 4) plan intervention.
 - Instructions and grading guidelines will be posted on BeachBoard.

3. Intervention presentation
 - 25 points
 - A group of 3 for a 10-15 minutes presentation.
 - SLO: A review of efficacy of specific treatment
 - Topics, instructions and grading guidelines will be posted on BeachBoard.

Methods of Evaluation for Grading

Assessment Description	Student Learning Outcome (SLO)	Points	% of Course Grade
Exam I	SLO 1-4	40	18.18 %
Exam II	SLO 1-4	70	31.81 %
Case study I	SLO 1-8	40	18.18 %
Case study II	SLO 1-8	40	18.18 %
Intervention presentation	SLO 4, 5, 7, 8	25	15.38 %
Attendance/Class Participation		5	1.54 %

Course grades may be based on a descriptive scale such as the following (total points for this course is 220 points)

90-100% (198.00 – 220 points)	=	A performance at the highest level showing sustained excellence.
80-89% (176.00 – 197.99 points)	=	B performance at a high level showing consistent and effective achievement.
70-79% (154.00 - 175.99 points)	=	C performance at an adequate level, meeting basic requirements.
60-69% (132.00 – 153.99 points)	=	D performance is less than adequate meeting minimum course requirements.
Below 60% (below 131.99 points)	=	F performance in which minimal course requirements have not been met.

The Instructor reserves the right to adjust the above percentages (either up or down) or to utilize a curve distribution for grade assignment, in order to most accurately reflect student performance, consistent with the University's definitions for grade assignment, as discussed in University Course Catalog, under General Regulations and Procedures: Grades and Grading Procedures.

Course 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, CSULB Foundation-220, <http://www.csulb.edu/depts/oed/>

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

Title IX prohibits gender discrimination, including sexual harassment and sexual misconduct. If you have experienced sexual harassment, sexual assault, rape, dating/domestic violence, or stalking, the campus confidential Victim's Advocate is available to help. Jaqueline Urtez (e: advocate@csulb.edu, p: (562) 985-2668) can provide **free** and **confidential** support, accommodations, and referrals for victims without having to report the assault to campus authorities. While students are welcome to discuss assaults with faculty, both faculty and teaching assistants are mandatory reporters who are required to report all incidents of sexual harassment/misconduct to the Title IX office for follow-up and possible investigation. Students who do wish to report the assault for possible investigation may contact the confidential victim's advocate, who can help them through the reporting process, or they can report the assault directly to the Title IX Office by completing an online reporting form at <https://www.csulb.edu/equity-diversity/title-ix> or contacting the Office of Equity & Diversity at OED@csulb.edu.

Statement of Accessibility

Accessible Instructional Materials and Course Material Requisitions: Faculty must adhere to CSULB policy 08-11 *Accessibility and Faculty Responsibility for the Selection of Instructional Materials* in all modes of instruction. Training and support for converting instructional materials to accessible formats will be provided by the University. 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

- A. 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).
- B. 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.
- C. Students who require additional time or other accommodation for assignments must secure verification/assistance from the CSULB Bob Murphy Access Center (BMAC) office located at the Student Success Center. The telephone number is (562) 985-5401.
- D. Accommodation is a process in which the student, BMAC, and Instructor each play an important role. Students contact BMAC so that their eligibility and need for accommodation can be determined. BMAC 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 BMAC 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 BMAC office.) The Instructor welcomes the opportunity to implement the accommodations determined by BMAC. Please ask the Instructor if you have any questions.

Cheating and Plagiarism (PS 08-02) (CSULB Catalog, AY 2019-2020)

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

A. 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.

B. 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.

C. 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.

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 Student Conduct and Ethical Development for possible probation, suspension, or expulsion.

Attendance Policy

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

ATTENDANCE IS MANDATORY. The Instructor may withdraw students who fail to attend class during the first week of the semester. The attendance policy for this course is listed as follows:

- A. ***The Instructor will take attendance from randomly selected classes.*** You can not earn a participation point if you are absent from class, and you can only earn half of the participation point if you are tardy or leave early.

- B. A make-up exam may be arranged with proper official documents submitted to the Instructor for approval *before* the arrangement. If a student misses an exam for a legitimate emergency or illness, the student will be given a make-up exam ***within two days of the original exam date.***
- C. Late papers may be accepted with official documents only (e.g., a doctor's note; a jury summons, etc.). ***Assignment grades will decrease 5% per day for every day that the assignment is late.***
- D. If you miss a class activity, you will receive a "0" for that class activity.

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.)

Accommodations for Religious Holidays & Military Service

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. For those established religious observances, the Instructor should be notified during the first week of instruction.

Withdrawal Policy (PS 12-03) (<http://catalog.csulb.edu/content.php?catoid=3&navoid=147#cancellation-of-registration-or-withdrawal-from-csulb>)

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.

- A. Withdrawal during the first two weeks of instruction:
Students may withdraw during this period and the course will not appear on their permanent records.
- B. 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.
- C. 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.
- D. 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:
 1. Withdrawals prior to the end of the second week of a semester (13%) of instruction at CSULB,

2. Withdrawals in terms prior to fall 2009 at CSULB,
 3. Withdrawals at institutions other than CSULB, and
 4. 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).
- E. Medical Withdrawal: CSULB may allow a student to withdraw without academic penalty from classes if the following criteria are met:
1. A completed Medical Withdrawal Form, including any required documentation, is submitted to Enrollment Services before the end of the semester, and
 2. 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

A. 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. 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. (CSULB Catalog, AY 2019-2020).

B. 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

C. 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.

D. 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 you 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.

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/guidance/privacy-practices-for-protected-health-information/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.

Basic Needs Program

If you are having trouble affording enough food to eat, don't have a safe and reliable place to sleep, and/or experiencing an emergency or crisis we are here to help. We are the Basic Needs Program and we have emergency services and resources to assist you. To learn more about our programs and services you can visit our website at csulb.edu/basicneeds. To apply for our emergency services such as the meal assistance program, emergency grant, or emergency housing you can fill out our application at this link:

https://cm.maxient.com/reportingform.php?CSULongBeach&layout_id=2 We know that not having your basic needs met can affect your performance in the classroom and we want to be here to support you and help ensure you get to your graduation day. We look forward to being of service to you.