

ORIGINATOR'S SECTION:		
1. College: <input type="checkbox"/> CHABSS <input type="checkbox"/> CoBA <input checked="" type="checkbox"/> CoEHHS <input type="checkbox"/> CSM	Desired Term and Year of Implementation (e.g., Fall 2008): Fall 2016	
2. Current Course abbreviation and Number: SLP 693		

TYPE OF CHANGE(S). Check \checkmark all that apply.

Course Number Change	<input type="checkbox"/>	Delete Prerequisite	<input type="checkbox"/>	Other Prerequisite Change	<input type="checkbox"/>
Course Title Change	<input type="checkbox"/>	Add Corequisite	<input type="checkbox"/>	Grading Method Change	<input type="checkbox"/>
Unit Value Change	<input checked="" type="checkbox"/>	Delete Corequisite	<input type="checkbox"/>	Mode of Instruction Change (C/S Number)	<input type="checkbox"/>
Description Change	<input type="checkbox"/>	Add Consent for Enrollment	<input type="checkbox"/>	Consider for G.E. If yes, also fill out appropriate GE form.	<input type="checkbox"/>
Add Prerequisite	<input type="checkbox"/>	Delete Consent for Enrollment	<input type="checkbox"/>	Cross-list	<input type="checkbox"/>

Information in this section– both current and new – is required only for items checked (\checkmark) above.

NEW INFORMATION:

CURRENT INFORMATION:

3. Title:	Course abbreviation and Number:
4. Abbreviated Title for Banner (no more than 25 characters):	Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)
5. Number of Units: 3	Abbreviated Title for PeopleSoft: (no more than 25 characters, including spaces)
6. Catalog Description:	Number of Units: 1
	Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does not count toward the 80-word limit.)

7. Mode of Instruction* (See pages 17-23 at <http://www.calstate.edu/cim/data-elem-dic/APDB-Transaction-DED-SectionV.pdf> for definitions of the Course Classification Numbers)

Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)	Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
Lecture	3	C2	Lecture	1	C2
Activity			Activity		
Lab			Lab		

8. Grading Method:*

- Normal (N) (Allows Letter Grade +/-, and Credit/No Credit)
- Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)
- Credit/No Credit Only (C)
- Credit/No Credit or Report-in-Progress Only (CP)

Grading Method:*

- Normal (N) (Allows Letter Grade +/-, and Credit/No Credit)
- Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)
- Credit/No Credit Only (C)
- Credit/No Credit or Report-in-Progress Only (CP)

9. If the NP or CP grading system was selected, please explain the need for this grade option.

10. Course Requires Consent for Enrollment?_

- Yes No
- Faculty Credential Analyst Dean
- Program/Department/Director/Chair

Course Requires Consent for Enrollment?_

- Yes No
- Faculty Credential Analyst Dean
- Program/Department/Director/Chair

*If Originator is uncertain of this entry, please consult with Program Director/Chair.

CURRENT INFORMATION:

NEW INFORMATION:

11. Course Can be Taken for Credit More than Once?
12. Is Course Cross Listed?
13. Prerequisite(s):
14. Corequisite(s):
15. Documentation attached:

PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:

(Mandatory information – all items in this section must be completed.)

16. Does this course fulfill a requirement for any major...
17. Does this course change impact other discipline(s)?

If yes, please specify: Master of Science in Speech-Language Pathology required course

17. Does this course change impact other discipline(s)? (If there is any uncertainty as to whether a particular discipline is affected, check “yes” and obtain signature.)

Discipline Signature Date Support Oppose

18. Reason(s) for changing this course:

The MS in SLP has engaged in annual self-study for program improvement which has resulted in changes to the curriculum...

SIGNATURES : (COLLEGE LEVEL) :

(UNIVERSITY LEVEL)

Suzanne Moineau 2/29/16
1. Originator (Please Print) Date
2. Program Director/Chair 4/15/16
3. College Curriculum Committee 4/15/16
4. College Dean (or Designee) 4/15/16

5. UCC Committee Chair Date
6. Vice President for Academic Affairs (or Designee) Date
7. President (or Designee) Date



EDSL693: Seminar in Counseling in Speech Language Pathology
Department of Speech-Language Pathology
Fall 2015
Fridays (September 4- December 11) 10:00-12:45
The Quad

Professor: Laura S Coca MA/CCC SLP
E-Mail: lcoca@csusm.edu
Office Hours: by appointment

Current

Department of Speech-Language Pathology Mission Statement

The mission of the Department of Speech Language Pathology is to train graduate students in the knowledge and skills in prevention, assessment, and intervention of communication and swallowing disorders across the lifespan through academic and clinical experiences. The goal of our program is to prepare ethically responsible clinicians to make evidence-based clinical decisions. Our aim is to provide clinical services that promote wellness in culturally and linguistically diverse populations within our community.

Program Student Learning Outcomes:

Upon completion of this degree, students will be able to:

1. Describe the nature of typical and disordered communication and swallowing across the lifespan.
2. Integrate theory, research and Evidence-Based Practice principles into prevention, assessment and intervention practices.
3. Interact and communicate in ways that promote wellness and reflect respect for diversity, collaboration and ethics.
4. Demonstrate summative knowledge and skills necessary for entry-level practice within the field of speech-language pathology through defense of a culminating experience.

COURSE DESCRIPTION

Exploration of the theoretical rationale for counseling/coaching individuals and families who have communicative disorders. Students participate in exercises and training to develop specific techniques for working with individuals across the lifespan with communicative disorders, and their family members and caregiver.

STUDENT LEARNING OUTCOMES

These Student Learning Outcomes correspond to the 2014 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology established by the American Speech-Language-Hearing Association (ASHA):

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

- Describe the role, principles, and methods of counseling in the treatment of individuals with speech, language, hearing and swallowing disorders and their families (exam, presentation)
- Understand how their values, attitudes and beliefs influence therapeutic interactions (handouts, presentation)
- Communicate more effectively through experiences of active listening and self-expression (Presentations, self reflections)
- Define appropriate boundaries for the speech-language pathologist as counselor (exam)
- Reflect on their personal growth and development in the process of personal change (self reflections)
- Demonstrate knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates and how this may impact a family, individual, caregiver. (presentations, handouts, clinic demonstration)

Standard IV-C

The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates

Standard IV-D

For each of the areas specified in Standard IV-C, the applicant must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.

Standard IV-E

The applicant must have demonstrated knowledge of standards of ethical conduct.

Standard IV-G

The applicant must have demonstrated knowledge of contemporary professional issues.

Standard V-A

The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.

Standard V-B

The applicant for certification must have completed a program of study that included experiences sufficient in breadth and depth to achieve the following skills outcomes: Interaction and Personal Qualities a) Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and

relevant others. b) Collaborate with other professionals in case management. c) Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others. D) Adhere to the ASHA Code of Ethics and behave professionally.

GENERAL CONSIDERATIONS

CSUSM Academic Honesty Policy

“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor’s attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.”

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism

As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions, and is generally the easiest way to contact the instructor. The instructor will respond to your correspondence within 48 hours. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

Requirements for Professionalism

Course Attendance:

Daily class attendance is required. Poor attendance negatively reflects on professionalism. Excused absences are serious illness, death in the family, or religious holiday with valid documentation. Any absence that would be considered unexcused, must be arranged or communicated with the instructor prior to class. Other absences may be excused if pre-arranged with the instructor. Students cannot obtain a passing grade if they do not attend 80% of classes whether absences are excused or unexcused.

Students are expected to arrive at class on time. Students arriving late or leaving early should try to be as quiet and unobtrusive as possible to avoid being disruptive. These circumstances must be communicated to the instructor prior to the start of class.

Instructors provide breaks during course activities. However, if a student needs to take a break between allotted breaks, it is expected that the student will enter and exit quietly and unobtrusively without break companions.

It is NOT acceptable to enter or exit a classroom when other students are presenting to class members. If other students have begun a presentation during a break, the student is expected to wait outside the class until the presentation is completed. It is NOT acceptable to arrive late, leave early, enter or exit a classroom during a guest speaker presentation except for an emergency. No exceptions will be tolerated.

Cell Phones and Texting: Most graduate students are very conscientious and respectful about cell phone use in class and clinic. Cell phones should be turned off before class and clinic and left off. Use of a cell phone for calls or texting will result in the graduate student being asked to leave the class or clinic site. If the graduate student has a situation, which necessitates the cell phone being visible (e.g. a sick child), please advise the instructor or supervisor before class or clinic.

Computers, Laptops, and Tablets: It is expected that all electronics will be used appropriately and respectfully (i.e. for course or clinic-related activities only). Reading email, surfing the net, shopping, playing games, etc. are not course related and are not appropriate activities. If electronics are used for non-course related activities, the student will be asked to shut them down. Habitual use of electronics for non-course related activities would result in a loss of electronic privileges. Electronics are not to be used when guest speakers are visiting; hand-written notes may be taken. No exceptions will be tolerated unless the student requires use of electronics as a pre-approved accommodation.

Attentiveness: Students often engage in multiple activities in class or clinic under the false assumption that they are multitasking. In fact, students are engaging in a behavior known as continuous partial attention. This means that only partial attention is given to any task and results in an overall lack of engagement. Students are expected to contribute and not detract from an

atmosphere of learning in both the clinic and classroom. Attentiveness reflects on social skills, a sense of professionalism, and the potential to be successful in employment positions. Guest speakers and faculty are members of the professional community, and as such, are potential employers or colleagues of potential employers. A lack of attentiveness and professionalism will negatively bias potential employers when students begin to seek post-graduation employment. Further, students will need faculty and supervisors to provide positive letters of recommendation, and it will be unlikely they will be able to do so if students do not display professional behaviors.

Students with Disabilities Requiring Reasonable Accommodations

Every student has the right to equitable educational consideration and appropriate accommodation. Students having differing ability (mobility, sight, hearing, documented learning challenges, first language/English as a second language) are requested to contact the professor at the earliest opportunity. Every effort will be made to accommodate special need. Students are reminded of the availability of Disabled Student Services, the Writing Center, technology assistance in the computer labs, and other student support services available as part of reasonable accommodation for special needs students.

Students are approved for services through the Disabled Student Services Office (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

Graduate Writing Requirements

The California State University maintains a Graduation Writing Assessment Requirement (GWAR) for master's candidates. This requirement must be achieved prior to Advancement to Candidacy. A master's candidate will satisfy the graduate writing requirement by receiving a passing score on a written product as assessed with the GWAR rubric. Toward the goal of providing opportunity for graduate students in the College of Education, Health and Human Services to satisfy the writing requirement, all papers in all graduate classes must adhere to the writing and format style guidelines detailed in the sixth edition of the Publication Manual of the American Psychological Association. This manual is a required textbook for all CSUSM College of Education graduate-level courses. **Please see webpage for the GWAR rubric.**

COURSE REQUIREMENTS: TEXTBOOKS, ASSIGNMENTS AND GRADING

REQUIRED TEXTS

Counseling in Communication Disorders: A Wellness Perspective. Audrey Holland and Ryan Nelson
Crucial Conversations: Tools for Talking When the Stakes are High. Patterson, Grenny, McMillan, Switzer

ASSIGNMENTS: Total of 250 points

- 1) Client specific education presentation (50 points): Students will work in pairs to formulate and present an educational session to current clients. If the students are

currently at the SLC, these presentations will be used to educate clients on topics in the following areas (anatomy, sleep hygiene, nutrition, community safety, etc) and will be 10-15 minutes in length. If the students are not at the SLC, they will formulate a 10-15 minute presentation that could be used at current placements (family members, staff, clients). All educational presentations will be presented in class to instructor and peers. Presentations due 10/16/2015. *This will be part of your portfolio. *PSLO 1, 2, 3, ASHA Standards IV-C-G and V A-B*

- 2) Students will participate in 4 mindfulness activities using the provided link. <http://marc.ucla.edu/body.cfm?id=107>. Students will complete a one-page reflection after each session, keeping in mind how the activity impacted the student personally and how the activity could be used with a client. (pass/fail) *PSLO 3,*
- 3) Students will form groups of approximately 10 each and run a parent support/education group at the CFC. Each group will focus on a specified age range. Groups are posted on Cougar Courses. Infant/Toddler- at CFC on 9/28/2015 from 4-5 pm, Preschool: 10/12 4-5 pm, Pre-K 10/19 4-5 pm, Transitional K-Kinder 10/26 4-5 pm. Students will be graded on direct interactions with clients/caregivers and group management. Students will provide a handout that is appropriate for parents to course instructor at the class prior to the assigned clinic session. (Handout 15 points, participation in group 5 points) *PSLO 1, 2, 3, ASHA Standards IV-C-G and V A-B Dates as above*
- 4) Students will complete a handout to be used to counsel and educate a current client or caregiver they are seeing in their placements. Students will write a 1-2 page reflection paper on how effective counseling was, what could have been changed for better or worse and what the outcome of the counseling was. Reflection papers will include diagnoses of client and why there was a need for counseling client or caregiver. (Handout 15 points, reflection paper 15 points) *This will be part of your portfolio. *PSLO 1, 2, 3, ASHA Standards IV-C-G and V A-B*
- 5) There will be a final exam-(100 points) *PSLO 1, 2, 3, ASHA Standards IV-C-G and V A-B*

Grading Standards

Consistent with requirements set forth by the Department of Speech-Language Pathology and the Office of Graduate Studies and Research (OGSR), the minimal acceptable grade for passing a course in the Communication Disorders Program is a B. A review of the student's performance will need to be conducted should s/he earn less than a B in any course. If the student earns a B-, a Statement of Concern (SoC) will be issued with a Performance Improvement Contract that will specify how the student will demonstrate competency towards the standards for the content in that subject matter. No more than two courses can be earned with a B- or the student will be disqualified from the program. As well, any course with a grade below a B- will need to be repeated. CSUSM only allows two courses to be retaken at the MA level.

Please note that CSUSM requires graduate students to maintain a cumulative GPA of 3.0 in all coursework towards the MA. Should your GPA fall below a 3.0, you will be placed on Academic Probation and you will have one semester to bring your GPA back above a 3.0 or you will be disqualified from the program.

Any scholarly, professional writing assignment will be subjected to grading based on the Graduate Writing Assessment Rubric or a project specific rubric. Students are expected to adhere to the Academic Honesty Policy regarding Plagiarism and use APA style referencing in all professional writing.

Letter grade (percentage total points)

A = 93 and above	A- = 90.00-92.99	
B+ = 88.00-89.99	B = 83-87.99	B- = 80-82.99
C+ = 78.00-79.99	C = 73-77.99	C- = 70-72.99
D+ = 68.00-69.99	D = 63-67.99	D- = 60-62.99
F – 59.99 and below		

Students are expected to complete every assignment and turn it in when it is due in order to pass the course. Acceptance of late work will be completely at the instructor’s discretion including point assignment, however, work turned in more than one week late will receive no credit and the student will be unable to pass the course. Your work will be graded on both content (detail, logic, synthesis of information, depth of analysis) and mechanics (grammar, syntax, spelling, format, uniformity of citations). Certain faculty-designated signature assignments must receive a B grade or better to demonstrate competency of the course content towards standards. Make-up assignments are at the discretion of the instructor. Final grades in a course for any student requiring remediation of a signature assignment will be weighted at the discretion of the instructor. If a student receives a B- on the make-up assignment, a Statement of Concern (SoC) will be issued with a Performance Improvement Contract that will specify how the student will demonstrate competency towards the standards for the content of the assignment. Students cannot pass a class without demonstrating competency on signature assignments regardless of the overall grade. Therefore, if the student scores below a B- on the make-up assignment, s/he must retake the course and cannot earn a grade above a C. Grades will not be rounded.

SCHEDULE

Please note: Dates may change pending client participation at the CLC.

DATE	TOPIC	ASSIGNMENT
9/4/2015	General Overview	-Holland Chap 1

	Intro to Positive Psychology	-Positive Psychology exercise
9/11/2015	Positive Psychology	-Holland Chap 2 - Mindfulness reflection due (Assignment #2 above)
9/18/2015	What is a good counselor?	-Holland Chapter 3 -Mindfulness reflection due (Assignment #2 above)
9/25/2015	Crucial Conversations -What are they -Why have them	Patterson Chapters 2-5
10/2/2015	Counseling in a Group setting	Holland Chapter 8 -Mindfulness reflection due (Assignment #2 above)
10/9/2015	Counseling with Adults	Holland Chapter 6 -Mindfulness reflection due (Assignment #2 above)
10/16/2015	Assignment #1 presentations	Assignment #1
10/23/2015	Mindfulness Guest Speaker 10-11	Midterm Take home
10/30/2015	Counseling Adults	Counseling Adults
11/6/2015	Counseling Parents	-Holland Chapter 4 & 5
11/13/2015	NO CLASS- ASHA	Assignment #5
11/20/2015	Counseling Adults with deterioration	Holland Chapter 7
11/27/2015	NO CLASS	THANKSGIVING RECESS
12/3/2014	Issues with death and dying	Holland Chap 9
12/10/2014	Final Exam	Final Exam

EDSL693: Seminar in Counseling in Speech Language Pathology
Department of Speech-Language Pathology
Fall 20xx
Fridays (September 4- December 11) 10:00-10:50
The Quad

new

Professor: Laura S Coca MA/CCC SLP
E-Mail: lcoca@csusm.edu
Office Hours: by appointment

Department of Speech-Language Pathology Mission Statement

The mission of the Department of Speech Language Pathology is to train graduate students in the knowledge and skills in prevention, assessment, and intervention of communication and swallowing disorders across the lifespan through academic and clinical experiences. The goal of our program is to prepare ethically responsible clinicians to make evidence-based clinical decisions. Our aim is to provide clinical services that promote wellness in culturally and linguistically diverse populations within our community.

Program Student Learning Outcomes:

Upon completion of this degree, students will be able to:

1. Describe the nature of typical and disordered communication and swallowing across the lifespan.
2. Integrate theory, research and Evidence-Based Practice principles into prevention, assessment and intervention practices.
3. Interact and communicate in ways that promote wellness and reflect respect for diversity, collaboration and ethics.
4. Demonstrate summative knowledge and skills necessary for entry-level practice within the field of speech-language pathology through defense of a culminating experience.

COURSE DESCRIPTION

Exploration of the theoretical rationale for counseling/coaching individuals and families who have communicative disorders. Students participate in exercises and training to develop specific techniques for working with individuals across the lifespan with communicative disorders, and their family members and caregiver.

STUDENT LEARNING OUTCOMES

These Student Learning Outcomes correspond to the 2014 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology established by the American Speech-Language-Hearing Association (ASHA):

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

- Describe the role, principles, and methods of counseling in the treatment of individuals with speech, language, hearing and swallowing disorders and their families (exam, presentation)
- Understand how their values, attitudes and beliefs influence therapeutic interactions (presentation)
- Define appropriate boundaries for the speech-language pathologist as counselor (exam)
- Demonstrate knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates and how this may impact a family, individual, caregiver. (presentations)

Standard IV-C

The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates

Standard IV-D

For each of the areas specified in Standard IV-C, the applicant must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.

Standard IV-E

The applicant must have demonstrated knowledge of standards of ethical conduct.

Standard IV-G

The applicant must have demonstrated knowledge of contemporary professional issues.

Standard V-A

The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.

Standard V-B

The applicant for certification must have completed a program of study that included experiences sufficient in breadth and depth to achieve the following skills outcomes: Interaction and Personal Qualities a) Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others. b) Collaborate with other professionals in case management. c) Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others. D) Adhere to the ASHA Code of Ethics and behave professionally.

GENERAL CONSIDERATIONS

CSUSM Academic Honesty Policy

“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor’s attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.”

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism

As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions, and is generally the easiest way to contact the instructor. The instructor will respond to your correspondence within 48 hours. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

Requirements for Professionalism

Course Attendance:

Daily class attendance is required. Poor attendance negatively reflects on professionalism. Excused absences are serious illness, death in the family, or religious holiday with valid documentation. Any absence that would be considered unexcused, must be arranged or communicated with the instructor prior to class. Other absences may be excused if pre-arranged with the instructor. Students cannot obtain a passing grade if they do not attend 80% of classes whether absences are excused or unexcused.

Students are expected to arrive at class on time. Students arriving late or leaving early should try to be as quiet and unobtrusive as possible to avoid being disruptive. These circumstances must be communicated to the instructor prior to the start of class.

Instructors provide breaks during course activities. However, if a student needs to take a break between allotted breaks, it is expected that the student will enter and exit quietly and unobtrusively without break companions.

It is NOT acceptable to enter or exit a classroom when other students are presenting to class members. If other students have begun a presentation during a break, the student is expected to wait outside the class until the presentation is completed. It is NOT acceptable to arrive late, leave early, enter or exit a classroom during a guest speaker presentation except for an emergency. No exceptions will be tolerated.

Cell Phones and Texting: Most graduate students are very conscientious and respectful about cell phone use in class and clinic. Cell phones should be turned off before class and clinic and left off. Use of a cell phone for calls or texting will result in the graduate student being asked to leave the class or clinic site. If the graduate student has a situation, which necessitates the cell phone being visible (e.g. a sick child), please advise the instructor or supervisor before class or clinic.

Computers, Laptops, and Tablets: It is expected that all electronics will be used appropriately and respectfully (i.e. for course or clinic-related activities only). Reading email, surfing the net, shopping, playing games, etc. are not course related and are not appropriate activities. If electronics are used for non-course related activities, the student will be asked to shut them down. Habitual use of electronics for non-course related activities would result in a loss of electronic privileges. Electronics are not to be used when guest speakers are visiting; hand-written notes may be taken. No exceptions will be tolerated unless the student requires use of electronics as a pre-approved accommodation.

Attentiveness: Students often engage in multiple activities in class or clinic under the false assumption that they are multitasking. In fact, students are engaging in a behavior known as continuous partial attention. This means that only partial attention is given to any task and results in an overall lack of engagement. Students are expected to contribute and not detract from an atmosphere of learning in both the clinic and classroom. Attentiveness reflects on social skills, a sense of professionalism, and the potential to be successful in employment positions. Guest speakers and faculty are members of the professional community, and as such, are potential employers or colleagues of potential employers. A lack of attentiveness and professionalism will negatively bias potential employers when students begin to seek post-graduation employment.

Further, students will need faculty and supervisors to provide positive letters of recommendation, and it will be unlikely they will be able to do so if students do not display professional behaviors.

Students with Disabilities Requiring Reasonable Accommodations

Every student has the right to equitable educational consideration and appropriate accommodation. Students having differing ability (mobility, sight, hearing, documented learning challenges, first language/English as a second language) are requested to contact the professor at the earliest opportunity. Every effort will be made to accommodate special need. Students are reminded of the availability of Disabled Student Services, the Writing Center, technology assistance in the computer labs, and other student support services available as part of reasonable accommodation for special needs students.

Students are approved for services through the Disabled Student Services Office (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

Graduate Writing Requirements

The California State University maintains a Graduation Writing Assessment Requirement (GWAR) for master's candidates. This requirement must be achieved prior to Advancement to Candidacy. A master's candidate will satisfy the graduate writing requirement by receiving a passing score on a written product as assessed with the GWAR rubric. Toward the goal of providing opportunity for graduate students in the College of Education, Health and Human Services to satisfy the writing requirement, all papers in all graduate classes must adhere to the writing and format style guidelines detailed in the sixth edition of the Publication Manual of the American Psychological Association. This manual is a required textbook for all CSUSM College of Education graduate-level courses. **Please see webpage for the GWAR rubric.**

COURSE REQUIREMENTS: TEXTBOOKS, ASSIGNMENTS AND GRADING

REQUIRED TEXTS

Counseling in Communication Disorders: A Wellness Perspective. Audrey Holland and Ryan Nelson
Crucial Conversations: Tools for Talking When the Stakes are High. Patterson, Grenny, McMillan, Switzer

ASSIGNMENTS: Total of 250 points

- 1) Client specific education presentation (50 points): Students will work in pairs to formulate and present an educational session to current clients. If the students are currently at the SLC, these presentations will be used to educate clients on topics in the following areas (anatomy, sleep hygiene, nutrition, community safety, etc) and will be 10-15 minutes in length. If the students are not at the SLC, they will formulate a 10-15 minute presentation that could be used at current placements (family members, staff, clients). All educational presentations will be presented in

class to instructor and peers. Presentations due 10/16/2015. *This will be part of your portfolio. *PSLO 1, 2, 3. ASHA Standards IV-C-G and V A-B*

- 2) Students will participate in 2 mindfulness activities using the provided link. <http://marc.ucla.edu/body.cfm?id=107>. Students will complete a one-page reflection after each session, keeping in mind how the activity impacted the student personally and how the activity could be used with a client. (pass/fail) *PSLO 3*,

- 3) There will be a final exam-(100 points) *PSLO 1, 2, 3, ASHA Standards IV-C-G and V A-B*

Grading Standards

Consistent with requirements set forth by the Department of Speech-Language Pathology and the Office of Graduate Studies and Research (OGSR), the minimal acceptable grade for passing a course in the Communication Disorders Program is a B. A review of the student's performance will need to be conducted should s/he earn less than a B in any course. If the student earns a B-, a Statement of Concern (SoC) will be issued with a Performance Improvement Contract that will specify how the student will demonstrate competency towards the standards for the content in that subject matter. No more than two courses can be earned with a B- or the student will be disqualified from the program. As well, any course with a grade below a B- will need to be repeated. CSUSM only allows two courses to be retaken at the MA level.

Please note that CSUSM requires graduate students to maintain a cumulative GPA of 3.0 in all coursework towards the MA. Should your GPA fall below a 3.0, you will be placed on Academic Probation and you will have one semester to bring your GPA back above a 3.0 or you will be disqualified from the program.

Any scholarly, professional writing assignment will be subjected to grading based on the Graduate Writing Assessment Rubric or a project specific rubric. Students are expected to adhere to the Academic Honesty Policy regarding Plagiarism and use APA style referencing in all professional writing.

Letter grade (percentage total points)

A = 93 and above	A- = 90.00-92.99	
B+ = 88.00-89.99	B = 83-87.99	B- = 80-82.99
C+ = 78.00-79.99	C = 73-77.99	C- = 70-72.99
D+ = 68.00-69.99	D = 63-67.99	D- = 60-62.99
F – 59.99 and below		

Students are expected to complete every assignment and turn it in when it is due in order to pass the course. Acceptance of late work will be completely at the instructor's discretion including point assignment, however, work turned in more than one week late will receive no credit and the student will be unable to pass the course. Your work will be graded on both content (detail,

logic, synthesis of information, depth of analysis) and mechanics (grammar, syntax, spelling, format, uniformity of citations). Certain faculty-designated signature assignments must receive a B grade or better to demonstrate competency of the course content towards standards. Make-up assignments are at the discretion of the instructor. Final grades in a course for any student requiring remediation of a signature assignment will be weighted at the discretion of the instructor. If a student receives a B- on the make-up assignment, a Statement of Concern (SoC) will be issued with a Performance Improvement Contract that will specify how the student will demonstrate competency towards the standards for the content of the assignment. Students cannot pass a class without demonstrating competency on signature assignments regardless of the overall grade. Therefore, if the student scores below a B- on the make-up assignment, s/he must retake the course and cannot earn a grade above a C. Grades will not be rounded.

SCHEDULE

Please note: Dates may change pending client participation at the CLC.

DATE	TOPIC	ASSIGNMENT
9/4/2015	General Overview Intro to Positive Psychology	-Holland Chap 1 -Positive Psychology exercise
9/11/2015	Positive Psychology	-Holland Chap 2 - Mindfulness reflection due (Assignment #2 above)
9/18/2015	What is a good counselor?	-Holland Chapter 3
9/25/2015	Crucial Conversations -What are they -Why have them	Patterson Chapters 2-5
10/2/2015	Counseling in a Group setting	Holland Chapter 8 -Mindfulness reflection due (Assignment #2 above)
10/9/2015	Counseling with Adults	Holland Chapter 6
10/16/2015	Assignment #1 presentations	Assignment #1
10/23/2015	Mindfulness Guest Speaker 10-11	
10/30/2015	Counseling Adults	Counseling Adults
11/6/2015	Counseling Parents	-Holland Chapter 4 & 5

11/13/2015	NO CLASS- ASHA	
11/20/2015	Counseling Adults with deterioration	Holland Chapter 7
11/27/2015	NO CLASS	THANKSGIVING RECESS
12/3/2014	Issues with death and dying	Holland Chap 9
12/10/2014	Final Exam	Final Exam