

CMSD 680 Community and Service Learning Activities  
California State University, Chico  
Fall 2018

**INSTRUCTOR INFORMATION**

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Office: AJH 130E  
Office Hours: M 2-4, W 2-4

**DESCRIPTION / OBJECTIVES / OUTCOMES**

This course is designed to provide supervised clinical experience in speech, language and/or hearing rehabilitation in the North State Community. Students will gain competence in planning and implementing speech and hearing screenings, assessment and intervention at the Peg Taylor Center for Adult Day Health Care.

The purpose of this Service Learning Activity is to enable the student to develop competency in skills and general treatment principles, disorder-specific treatment techniques, clinical problem-solving, cultural issues in treatment, professional requirements and ethics in the management of speech, language, and/or aurally impaired individuals.

**COURSE REQUIREMENTS**

The student clinician is responsible for reading and adhering to the guidelines, procedures and policies stated in the *Student and Clinic Handbook*. Each student clinician will be responsible for the following: studying multiple clients' case histories and diagnostic reports; collaborating with allied professionals, such as nurses, physical, occupational and recreation therapists; investigating and implementing evidence-based treatment techniques to clients; participating in collaborative group meetings with the clinical instructor, completing all written reports/notes/plans outlined in syllabus; and treating each client and his/her families with professionalism and respect.

**GRADING POLICY**

Grading for this practicum is based upon performance on the criteria listed in the CSU Chico Supervisor Evaluation of Student form found in the *Student and Clinic Handbook*. Areas to be evaluated include skills in evaluation, intervention, interpersonal skills, report writing and professional behavior.

**ACADEMIC CONDUCT**

Although collaboration with other students is required in certain situations, you are expected to do your own work in clinic. If it is apparent, or suspected, that you are turning in work that is not your own, it will be dealt with under the guidelines of the University's policy on academic dishonesty.

## **STUDENTS WITH DISABILITIES**

If you have a documented disability that may require reasonable accommodations, please contact Accessibility Resource Center (ARC) for coordination of your academic accommodations. ARC is located in the Student Services Center 170. The ARC phone number is 898-5959 V/TTY or fax 898-4411. Visit the ARC website at [ARC Website](#)

## **Confidentiality and Mandatory Reporting**

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as an instructor. I am required to share information regarding sexual misconduct with the University. Students may speak to someone confidentially by contacting the Counseling and Wellness Center (898-6345) or Safe Place (898-3030). Information on campus reporting obligations and other Title IX related resources are available here: [www.csuchico.edu/title-ix](http://www.csuchico.edu/title-ix)

## **ADD/DROP POLICY**

Students may add or drop courses without restriction or penalty and without instructor approval during the first two weeks of the semester using the telephone registration systems (TRACS) or, where necessary, by Change of Program (COP) form. During the third and fourth weeks of class, COP forms are required in order to add/drop and need instructor's signature. After the end of the fourth week of the semester, all COP forms to add or drop will require a serious and compelling reason and require approval signatures of the instructor, department chair, and dean of the college. Do not assume that you will automatically be dropped for not attending class. It is your responsibility to make a commitment to dropping or staying in class by the end of the second week. It is your responsibility to follow the appropriate drop procedures or you risk getting a failing grade for the class.

## **ATTENDANCE POLICY**

The graduate clinician must call the Clinical Instructor if he/she is unable to attend the designated sessions at PTC. Therapy may be cancelled only if absolutely necessary, and therapy will be rescheduled as early as possible. ***In the case of 3 or more absences, the clinician will meet with the Clinical Director and will be directed to repeat CMSD 680. Under no circumstances is the clinician to cancel a session for academic purposes.***

**ACADEMIC RIGOR (excerpted from CSU statement of academic rigor)**

Rigorous students are part of the equation of rigorous teaching and learning. A rigorous education is vigorous, difficult, deeply satisfying work, and it requires a lifestyle conducive to achieving excellence. College is not a temporary diversion or a period of entertainment, but a fundamental piece of student character, citizenship, and employment future. A diploma and good grades from a demanding institution count for something. Rigorous students:

- *Set high personal standards, develop a strong sense of purpose, come to class well-prepared, and complete assignments on time.*
- Develop an effective relationship with the instructor, in and outside of class, and make the most of University advising and other services.
- Treat the instructor, fellow students, and the classroom environment with complete respect. Give each class full attention and participation. Do not miss clinic or meetings, arrive late or leave early.
- Accept continuing responsibility for learning and for grade earned.
- Approach each class in a professional manner, as if the class was real employment. Treat a full-course load as full-time work and spend no less time on it. Determine exactly what is expected.
- Experiment with all teaching and learning strategies used in group and individual meetings, and also determine which work best for them.
- Demonstrate complete honesty and integrity.

**Program Student Learning Outcomes CMSD 680**

Course SLOs students will be able to explain/implement	Implementation	Criteria	Program SLOs	Accreditation Standards		
				CAA	CFCC	CCTC
Neurogenic communication disturbance impact on speech, language, cognition, educational, cultural and psychological aspects	Class activities and assignments	Advance instructor approval for preparation and delivery	1, 2	3.1.2B	IV-C	SLP 1, 4
Principles and methods of prevention, assessment and intervention for people with communication impairments specific to neurogenic disorders	Class activities and assignments	Advance instructor approval for preparation and delivery	1, 2, 3	3.1.2B – 3.1.5B	IV-D	PS 4, 5
Community service and service learning activities focusing on large group, small group and individual communication activities	Class activities and assignments	Advance instructor approval for preparation and delivery 80% accuracy	1-5	3.1.2B-3.1.6B	IV-C	PS 4