



CALIFORNIA STATE UNIVERSITY, LOS ANGELES  
RESOURCE ALLOCATION PLAN  
FISCAL YEAR 19-20

RAP-6

ACCOUNTABILITY REPORT  
(Applicable To All Funds)

Division: Academic Affairs

Dept ID: 201600

Department: Rongxiang Xu College of Health & Human Services

Fund Code: IR

Prepared By: Recipients, Tara Herman

Program Code: [REDACTED]

Budget: \$ \$157,300.00 Expenditure: \$ \$140,779.80

Project ID: [REDACTED]

Please use evidence-based data including year-end financial reports and historical data for comparison.

1. Describe how resources are aligned with the campus strategic plan, which includes Engagement, Service, and the Public Good; Welcoming and Inclusive Campus; Student Success; and Academic Distinction.

**IR051 Intramurals & Recreational Sports Program BUDGET: \$35,000.00 EXPENDITURE: 34,981.71**

Participating in intramural sports has a positive effect on college students. Studies have shown that participating in intramural sports helps students integrate socially and facilitates their transition to college life. The intramural program is also open to all faculty and staff, which provides an opportunity for every student, faculty and staff to participate in some type of competitive sports activity as regularly as his/her interest. Students benefit from meeting new people which provides an opportunity to make social contacts and friendships which could not readily be developed in the classroom and gives every student the ability to realize the joy and fun of participation in their favorite sport. The objective for intramural sports is to provide wholesome and healthy activities for recreation and relaxation from strenuous school work and rapid pace of modern society for both students, faculty and staff members.

Furthermore, due to the pandemic, we had to adjust to remote learning and make changes to the activities. The department introduced a new activity for the program, intramural Esports. Students will compete with other Cal State LA students in sports activities through video games. Esports is extremely popular and the majority of universities have their own intramural Esports. Students have an opportunity for employment as a student assistant and Esports referee. Students will be working remotely with the intramurals director in organizing the intramural Esports. Their responsibilities include organizing weekly game schedules/tournament schedules, online gaming officiating, and documenting game results for Call of Duty, FIFA, NBA 2K, and Super Smash Bros Ultimate. It is important to meet the needs for Cal State LA's diverse student population by offering creative and inclusive activities that will reach as many students as possible. There is a focus on a friendly, yet competitive atmosphere that could be conducive for learning the life skills that sports and activities can offer such as discipline, accountability, and teamwork.

**IR119 Children's Center- Student Assistants BUDGET: \$80,000.00 EXPENDITURE: \$80,000.00**

The IRA funds were aligned with the campus plan of student success, service, and the public good. Child Development majors gained practical experience working with children in a high-quality early care and education program. The 20 students hired with the IRA funds were able to form powerful learning partnerships with professional staff who have expertise and training in child development. The students assisted teachers in supervising children, developing lesson plans, carrying out developmentally appropriate activities, and assessing children's development. Students were able to develop professional skills while helping to offset the costs of their education through employment.

\*As a result of the COVID-19 pandemic, the Center physically closed on March 17, 2020. To keep serving families and our student assistants to the best of our ability, the Center moved to a virtual platform. Assistants were able to join the virtual classrooms to gain knowledge and experience supporting distance learning.

Students also engaged in a valuable community service that provides quality care and education for young children. This service directly supports student parents in completing their education and providing a better life for their families.

**IR254 Rehab Design & Serving Community BUDGET: \$7,600.00 EXPENDITURE: \$7,224.57**

With support from the IRA funds, 42 Kinesiology Students engaged in service learning this academic year by working with clients in the Mobility Center, the Ninos Y Padres Program, Childrens Hospital Los Angeles and Office of Students with Disabilities, as well as outside community partners to create assistive devices for people with both physical and cognitive challenges. They also engaged in multidisciplinary teamwork with engineering undergraduate and graduate students to create working models that illustrate rehabilitation exercise, adapted physical education and kinesiology principles and applications. Since innovation is focused upon rehabilitation devices, the campus goals of aligning academic work with serving the needs of the community and the Public Good are the centerpiece of the funded activity. For example, in addition to serving the needs of students, faculty and staff from the Cal State LA community, several of the clients served by our devices in the Mobility Center are from the East Los Angeles and San Gabriel Valley communities. Student work continues to extend well beyond our local borders, for example their diligent and creative efforts in electro-mechanical design to refine and further test both an innovative pedal-assist device for a virtuoso young pianist from the Childrens Hospital <https://www.chla.org/blog/patient-stories/when-the-engineer-met-the-virtuoso> as well as for an **All-Terrain Beach Cruiser** that has been extensively modified to suit the needs of a client with SCI enabling a first-time visit to Death Valley National Park.

Since the majority of projects focus upon serving the needs of people with disabilities, the goal of making the campus more accessible and inclusive of students with a wide range of abilities has been directly addressed.

The kinesiologists-in-training have, as mentioned, interacted beyond Cal State LA borders with physicians, therapists and engineers of the Long Beach VA medical center Spinal Cord Injury and Prosthetics Programs, and USC Childrens Hospital. Students participate actively in a Problem-Based Learning format. They first formulate rehabilitation goals that can be measured, and then design, build and evaluate new equipment for exercise, recreation, home and work to increase clients' independence and fulfillment in life. Some projects are enhancements to previously developed innovations from our Rehabilitation-focused MadScientists Laboratory, such as the [Easy-Stand](#) device to assist clients re-learning to walk, the [Enhanced Driving Simulator-Exerciser](#) and the [Simulator to Assess and Improve Balance on Uneven Terrain](#). Novel devices have been created to enable younger and older clients to engage in games of manual and cognitive dexterity, such as the [Shoot-the-Moon](#) cognitive & physical puzzle activity, low-cost but effective [Accessible Pilates Machines](#), and a collaboration with a neighborhood church to create a [Solar Showers of Grace](#) hygiene station for the homeless population in El Sereno. The hands-mind-hearts-on activity, wherein students apply their skills and knowledge in the real world and in the context of serving people with

disabilities in the community, reinforces the value of their analytic preparation in biomechanics and exercise physiology while engaging constructively with professionals in their chosen field. Examples of professional collaboration include developing a [Dragon Sled Machine for Low-Moderate Intensity Gait and Concentric Resistance Training](#) developed to serve the Mobility Center clients and those in neighboring Physical Rehabilitation Centers, and an [Overhead and Upright Pilates Machine](#) to further serve clients in our University and Regional Rehabilitation clinics with strengthening and range of motion. These complement the numerous devices developed in concert with Mobility Center staff and clients to enable the disabled population that visit our on-campus Mobility Center to participate in a wider range of meaningful and effective exercises. These include, among many others, a the ongoing refinement of a BeachCruiser and All-Terrain Wheelchair, firstly for an undergraduate student with mobility challenges majoring in GeoSciences, to enable her to participate in field trips over rugged terrains that have heretofore been inaccessible [https://drive.google.com/open?id=1BRGjWGDLGtX4vWYy\\_3xUsBerCtQhCN9x](https://drive.google.com/open?id=1BRGjWGDLGtX4vWYy_3xUsBerCtQhCN9x), and more recently, as mentioned, for a client with SCI enabling a first-time visit to Death Valley National Park. Kinesiology students work hand-in-hand with both the client and engineering students to both determine the most important problems to address, the most user-friendly and practicable solutions, and the evaluation of the results and recommendations for future enhancements.

**IR313 Instructional Physical Activity Program BUDGET: \$6,800.00 EXPENDITURE: \$4,869.74**

Instructional Related Activity Funds (IRA) were effective in providing and creating classroom experiences during the year 2019/2020 that promote inclusion, nurture and encouraged all students to pursue academic, professional and personal excellence in the area of physical activity. All physical activity courses foster and promote the academic rigor needed to acquire the skills and knowledge students need in remaining physical active over the course of one's lifetime. The School of Kinesiology and Nutritional Science Physical Activity Program strives to honor our students' lives, unique talents, diverse life experience, and intellectual curiosity in the area of physical movement. The School of Kinesiology and Nutritional Science Physical Activity Program is committed to offering physical activity courses that are challenging, high-quality education and promote overall health and wellness for all students.

**IR314 Mobility Center Service Learning BUDGET: \$9,000.00 EXPENDITURE: \$3,705.04**

Prior to the closure of the Mobility Center due to the pandemic, students hired through this grant were effectively providing services to the community, mentoring beginning students in exercise interventions and learning about operations for such a center. The student trainers were reinforcing the skills needed to apply to graduate schooling in allied health professions, giving them an advantage over other undergraduates. The trainers interacted with clients and students from all ethnic and cultural backgrounds, ages, genders and socioeconomic backgrounds. They provided much needed services to people who need our center as a last resort for rehabilitation. They served as leaders and role models to other students. The impact of what the student trainers did was both measurable and immeasurable.

**IR324 CSU Sacramento Health Policy Conference BUDGET: \$6,500.00 EXPENDITURE: \$0.00**

Due to bans on travel and remote-only education, the spring 2020 conference was cancelled. No funds were spent.

**IR325 COMD Science Mentoring Program BUDGET: \$3,800.00 EXPENDITURE: \$3,799.99**

The department obtained funds for continuation of a basic science and skills peer mentoring program to assist undergraduate Communication Disorders (COMD) students. This program helps us provide support for

students to enhance their success as stated in AP 217, point 5.2.8. The department also aim to enhance our students' competitiveness to access graduate programs in Speech-Language Pathology and Audiology. During the exit interview of the ASHA site visit, this peer-mentoring program was described as evidence of the department teaching excellence. Undergraduate students tend to have difficulties with the core requirement courses. There is no specific tutoring at the University level that covers the specific needs of our students. This program is aligned with the Student Success and Academic Distinction goals of the campus strategic plan.

Long-term objectives are: (1) to increase undergraduate student achievement, and (2) to promote a scholarly community in the program. Short-term objectives are: (1) to promote learning and a competitive passing grade (e.g., B or higher), and (2) to increase student satisfaction.

In addition, in response to the COVID-19 pandemic, the department continued to provide peer mentoring remotely via Zoom conferences. This allowed this program to help with the Welcoming and Inclusive Campus initiative as we provided a platform to discuss concerns and provide support to all students.

Two new initiatives were created after the beginning of remote learning. First, we created the Spanish for SLPs hour. Two professors organized the meetings which are conducted in Spanish and opened to all interested students. These events emerged naturally and the department slowly evolved into a research meeting in which clinical forms were adapted from English to Spanish with the Spanish-speaking students. Secondly, in response to students' requests, we extended peer mentoring to the Summer with assistance from the department. The department spent \$10,109 (beyond the \$3,800 from IR325) to run the program during the 2019-2020AY.

**IR333 Attend Professional Conference BUDGET: \$2,400.00 EXPENDITURE: \$0.00**

Legislative Lobby Days is a two day event in Sacramento aligned with the Cal State LA strategic plan. Approximately 1,200 graduate and undergraduate social work students throughout California to: 1) learn about current state legislation relevant to the social work profession and the recipients of social work programs and services, 2) receive in-depth training on lobbying skills, and 3) meet with state legislators in small groups to lobby on behalf of targeted legislative bills.

These activities embody engagement and service for the public good, commensurate to our strategic plan and knowledge, values and skills of the social work profession. Lobby days is a unique, experiential opportunity for students to implement community action and advocacy skills, cornerstones of the social work profession. Students apply classroom knowledge by getting a "hands-on" lobbying (advocacy) experience and leave students empowered to think and act on a macro level for their communities. They bring these new perspectives and practiced skills back with them to strengthen our communities.

**IR363 Assessment of Campus Food Safety BUDGET: \$3,200.00 EXPENDITURE: \$3,198.75**

This project, "Assessment of campus food safety" was a laboratory activity associated with the course, FST 3250 – Food Microbiology and followed on by interested students till the resources are completely used. As a part of this activity, about 10 students were given training to do the microbiological sampling of various food contact surfaces around the Cal State LA campus to assess the hygiene related to food safety. This activity was aligned to the campus strategic plan as it engaged students in basic and advanced skills required for their future employment (engagement and success), the feed back given to the UAS which will help them to improve (public good) the practices. This was a service to the university community.

**IR406 LAC + USC/Cal State LA Partnership BUDGET: \$3,000.00 EXPENDITURE: \$3,000.00**

Funds received from this grant were used to support clinical services to clients referred from LAC+USC. Clients referred through our partnership with LAC+USC are eligible to receive assessment and treatment services at the Robert L. Douglass Speech and Language Clinic. Being a county facility, LAC+USC has a large number of clients seeking services. The potential clients exceed the capabilities that the speech pathology staff is able to provide. The demographics of the clients who seek services from LAC+USC include the

following: 62% are immigrants to the United States; 75% identify their ethnicity as Hispanic/Latino; 55% are Spanish speakers, and 63% receive healthcare coverage through MediCal or Medicare. By filling this gap, the grant specifically addresses the strategic plan's goals to increase and strengthen community outreach programs. In addition, it also aligns with another goal, to foster thriving, collaborative relationships between Cal State LA and the community. This past year, all funds were used to cover.

2. Provide key performance metrics to measure and sustain success.

**IR051 Intramurals & Recreational Sports Program**

The amount of students who participate in Intramurals is documented every semester. The increasing number of students participating every year is evidence of the popular demand of the program, and of its success. It is often mistaken as an Athletic events due to the number of spectators. The ability to provide students with various activities to participate in, while providing a friendly, competitive environment with opportunities to socialize and meet other students, is crucial to the program success.

**IR119 Children's Center- Student Assistants**

The IRA funding allowed the Children's Center to provide employment and training to 20 of the 45 Child Development majors employed at the Center. The students worked directly with children as student assistants. All students were supervised by mentor teachers and received regular training to improve upon their practice. All students participated in curriculum planning, child assessment, child supervision, and classroom management. The students had a valuable opportunity to apply theoretical concepts into real-world contexts while meeting the department's goal of academic success for all students.

**IR254 Rehab Design & Serving Community**

Approximately 42 Kinesiology and 24 engineering students participated in the hands-on design projects supported by the IRA funds. Clients served by the devices created by our students are delighted with their work, and some of their testimonials, along with successful project Outcomes, are documented both in their Final Project Reports and Documentary YouTubes, a sampling to be found in an appendix to this Accountability Report. They are also readily available by searching YouTube for "CSULA Rehabilitation Machines Landsberger", e.g. [www.youtube.com/watch?v=0yHGiSZaE6g](http://www.youtube.com/watch?v=0yHGiSZaE6g). The students' interest in both full mastery of kinesiology principles related to rehabilitation, including a wide range of rehabilitation exercises and their proper prescription and implementation, their motivation to pursue further degrees in either physical and/or occupational therapy, and the awakening of their creative energies to create new rehabilitation technologies will ensure the sustained benefits of this program.

**IR313 Instructional Physical Activity Program**

Instructional Related Activity Funds (IRA) provide the necessary funds necessary to finance the Physical Activity Program through the School of Kinesiology and Nutritional Science. The Physical Activity Instructional Program offered approximately 95 - 100 sections per semester of various activities course which yielded an average of over 30 students per class. Over the year, the Physical Activity Program was able to offer over 200 sections with over 5900 students enrolled. As a result of the COVID-19 pandemic, the Physical Activity program was forced to provide online instruction for the part of the Spring semester 2020. An online survey (N=1497), created on Qualtrics, found that students embraced physical activity as a means of dealing with self-quarantine conditions.

**IR314 Mobility Center Service Learning**

The department hired three trainers to work, beginning Fall of 2019. These trainers collectively worked with at least 15 clients, individually and in collaboration with other students and other non-student staff and faculty. They mentored up to 18 students in the service learning class associated with the center. They

assisted in center operations throughout their employment. All of them found part-time jobs in their fields of choice, post-employment, since their resumes showed clear and significant experience in hands-on clinical sessions.

### **IR324 CSU Sacramento Health Policy Conference**

There was no conference so there were no metrics to measure.

### **IR325 COMD Science Mentoring Program**

- a. Participation: we expect students to attend sessions during the semester and across semesters. Attendance is measured on a regular basis. We also conducted meetings twice a week during the summer. Mentoring for the COMD core courses was highly requested.
- b. Academic achievement: we expect mentees to learn and improve their grades, graduation prospects, and future academic opportunities. We have regular meetings on studying skills and graduate school opportunities. Our student group (NSSHLA) promote attendance using a Facebook page and Instagram where we post articles about good studying skills and active learning and share academic opportunities for students.
- c. Student satisfaction: we expect both mentors and mentees to feel part of the Communication Disorders community. We collaborate with our student club. Mentees get "points" for active membership in the club every time they attend mentoring. We also have a group of mentor volunteers, who requested to be mentors in order to share with others their knowledge. The department actively encourages undergraduate students to apply to be mentors. Participation surveys are voluntary and few students return the forms.

### **IR333 Attend Professional Conference**

For more than a decade, Cal State LA social work students have been active participants in Lobby Days, and a mainstay presence at the State Capital. Our students have continued on the legacy of engagement, service and the public good through historically funding the majority of the expenses for this event themselves. Last year, 45 students were able to participate in Lobby Days and received public acknowledgement for an impactful presentation evidencing the strength of California's immigrant communities in support of a protective bill that was ultimately passed. Lobby Days Faculty Advisors have polled our students and feedback indicates that approximately 60 graduate and undergraduate students commit to attending Legislative Lobby Days if funding were available beyond support of \$2400.

### **IR363 Assessment of Campus Food Safety**

This IRA project provided a lot of excitement to the students to get involved in scientific analytical work with practical utility. UAS and the University kitchen chef complimented this effort as it gives them the assurance that food safety practices are followed and everything is in place. The students gained valuable experience in using the methods, collecting data and making inferences on a real-world problem. Also, the students used basic microbiological techniques including the ATP bioluminescence, which is an advanced technology and the knowledge and skill in that area would help them to get an edge in the employment scenario. This technique is routinely used in food manufacturing facilities.

### **IR406 LAC + USC/Cal State LA Partnership**

With the 2019-2020 allocation of funds from this grant, several individuals benefitted. Six different clients received services across this grant year. Three of these clients were new referrals. As such, funds from the grant covered three diagnostic assessments. Additional funds were allocated to cover five semesters of individual treatment, and two semesters of group therapy for four different clients. Nineteen graduate student clinicians were involved in providing these clinical services (three students per assessment, one or two students for treatment). Two undergraduate/post-baccalaureate students served as clinical assistants for two different individual clients.

3. Describe program outcomes and results. Identify challenges encountered.

**IR051 Intramurals & Recreational Sports Program**

The Intramural & Recreational Sports Program is expanding every year, with an increase in participation among students. The program provides an outlet for students to relieve the stress of being a student. It also provides students with the opportunity to meet new people in a friendly, open environment.

Due to the tragic outcome of COVID-19, the department had to adapt and change the approach to intramural sports. With the support of the department chair, the department decided to create Intramural Esports video gaming. Playing video games is associated with cognitive, motivational, emotional, and social benefits. A recent study showed that during the pandemic, more college students have turned to video gaming as a way to cope (Balhara et al. 2020). The pandemic forced all of us to rethink our course offerings and to adapt. However, despite this obstacle, the program has over 100 participants playing Intramural Esports this Fall 2020. We look forward to seeing great results next semester as Esports is blooming and there is very high interest.

**IR119 Children's Center- Student Assistants**

To ensure that both the department and the students gained the full benefit of the program, the following assessment methods were utilized:

a. 100% of students were part of the evaluation process and met to discuss goals and objectives with their mentor teacher and supervisor to determine areas of strength and areas needing improvement. Evaluations were conducted in July and August.

b. Improvement of services to children and families are identified through yearly parent evaluations of program quality. The Center was unable to acquire data from the 2019/2020 parent survey, as a result of the COVID-19 pandemic causing the closure of the Center in March 2020. Parent surveys were due to be physically dispersed and data collected in April and May of 2020. As a result of the closure, we were unable to calculate data for 19-20.

\*The 2018/19 parent surveys showed 97.2% of parents were very satisfied/satisfied with the program quality and staff experience. Based on the results of all prior years of completing the parent survey, we would anticipate similar findings for 19-20.

c. All attendance of student assistant employment was maintained in the Children's Center office. As a whole, students completed approximately 22,143 hours of employment at the Center, of which approximately 6,000 hours were completed with the support of the IRA fund.

\*The challenge we encountered last year and will continue to face in the coming years is the increasing costs to student salaries due to minimum wage increases. We are also challenged as a result of the Center's closure due to COVID-19. We do anticipate that the Center will re-open in 2021 and will continue to employ/mentor Child Development student assistants.

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**IR254 Rehab Design & Serving Community**

A great indication of the value of our outcomes and success with the innovative, hands-on multidisciplinary program to involve kinesiology and engineering students in developing devices to improve the lives of those in our university and surrounding community was the Invitation to Present for the Los Angeles City Celebration of the 30<sup>th</sup> Anniversary of the Americans With Disabilities Act Legislation of 1990. <https://disability.lacity.org/ada30-virtual-event>. Connie Wong, P.T., longtime collaborator in the Dept of Kinesiology who directs the campus Mobility Center for Rehabilitation Exercise, was a co-presenter.

**ADA 30th Anniversary Virtual Event | Department on Disability**

The City of Los Angeles Department on Disability and the ADA 30 Planning Committee invite you to join us in celebrating the 30th Anniversary of the ADA in the first of two virtual events

scheduled. July 17, 2020 - Advancing Inclusion. Protecting Our Rights: Los Angeles Pre- and Post-ADA Opening Remarks  
Accessible Los Angeles: Reflection During the 30th Anniversary of the ADA  
disability.lacity.org

Here is a brief thank-you from both the Director, Stephen Simon, of the LA City Office of Disabilities, and Ms Claudia Natera, the Community Outreach Director:

*"Dear Samuel,*

*The City of Los Angeles Department on Disability and the ADA 30 Planning Committee would like to thank you for taking part in the City's ADA 30 Celebration Amplifying Our Voice: The Future of Disability Rights and Inclusion on July 24th, 2020.*

*Your talk on The Nexus of Physical Therapy, Engineering, and Kinesiology with Connie Wong gave a wonderful insight into the innovation of The Mobility Center.*

*It was an honor to have you speak. We are very grateful you shared your valuable time and expertise.*

*We believe that the information you shared both commemorates the ADA and provides a path forward in the fight for Disability Rights and Inclusion. The recording of the event will be archived online for the benefit of future generations.*

*Again, thank you.*

*Respectfully,  
Claudia*

There is a link to a YouTube made of the event from July 24th: As it happens, we were the opening act!

[Sam Landsberger & Connie Wong, City of LA ADA Celebration Event Talk, July 24, 2020: minute 6:40 - about 24:45](https://www.youtube.com/watch?v=-dWII0247eg&feature=youtu.be)

<https://www.youtube.com/watch?v=-dWII0247eg&feature=youtu.be>

[Amplifying Our Voices: The Future of Disability Rights and Inclusion \(Opened Captions\) - YouTube](https://www.youtube.com/watch?v=-dWII0247eg&feature=youtu.be)

DATE and Time: July 24th, 2020 2:00 PM - 4:00 PM DESCRIPTION: The City of Los Angeles Department on Disability (DOD) celebrates the 30th Anniversary of the s...  
[www.youtube.com](https://www.youtube.com)

Accolades and recognition aside, the primary outcomes and results of this IRA-funded program are the qualitative and quantitative effects on their education, professional development and societal outlook and sense of responsibility. The following are some of the effects of the students' hands-on involvement with projects addressing the needs of people with disability, and vital environmental needs for sustainable energy and wise stewardship of resources:

- (i) motivates the students to better master and apply their theoretical disciplinary knowledge, e.g. in biomechanics, dimensions of disability, research skills, and measurement and analysis of field data.
- (ii) Students better understand the types of helpful assistive and exercise equipment, their components and design, and how to conduct a search of peer-reviewed literature to benefit their future clients.
- (iii) Motivates students to become creative problem-solvers and to consider careers that address



- vital needs of society,
- (iv) Provides valuable training in focused, multi-disciplinary teamwork with measurable outcomes, and noteworthy, real-world experiences that greatly enhance their career portfolios and attractiveness to future employers. Students will have a small design portfolio and demonstrated practical skills (teamwork, creativity, fabrication, measurement) that will help them land a job and/or pursue internships or graduate work, including the domains of both Physical and Occupational Therapy.

The creative team projects routinely help students develop strong job/graduate school/internship qualifications: alumni with projects in the Laboratory for Rehabilitation and Sustainable Engineering repeatedly comment on the help their experience has been in successful job searches - it is often the most-discussed part of their job interviews. Alumni are always happy to oblige in sharing with our current students the elements of their education that they perceive as crucial to future success.

Students in the KIN 4390 and related classes (especially those in Mobility Center Training and concerning the PACE Center for Activities of Children with Disabilities) benefit from the opportunity to apply new knowledge and skills concerning not only physiological/cognitive impairments, but disabilities in the real world: they learn first-hand the problems faced by individuals, and the benefits and limitations of technology currently available to assist them. They are also motivated by the opportunity to participate in a professional clinical environment, engaging with professionals and exercising creativity in multi-disciplinary teamwork with engineering students.

**Greatest Challenges:** Technician support in the Rehabilitation Engineering lab to maintain equipment and supervise hands-on fabrication is a perennial challenge, given the large number of students participating, and the detailed and carefully-executed designs they strive to create to meet real-world problems of real clients!

### **IR313 Instructional Physical Activity Program**

This Physical Activity Instructional Program continues to be successful in offering a variety of courses that attract and reflect the diversity of Cal State LA's student body population. As the program continues to expand its curricula and course offerings, facility space and operating funds will be a challenge to maintain a quality and diversity of its program. This year the physical activity program was short in using all its funds. Total funds were not used due the fact that lifeguards were not needed for swim classes due to online instruction for the remaining of the spring 2020 semester as a result of the pandemic. Continued funding will be necessary when all face-to-face instruction returns to campus.

### **IR314 Mobility Center Service Learning**

We were unable to spend the full amount of the IRA funds provided due to the sudden closure of the Mobility Center by the university because of the pandemic. We always utilize our IRA funds completely for its intended purpose, to employ and empower students as exercise and mobility trainers. The center's closure stopped all such employment and we were unable to utilize the students in any way related to client or student interactions, as their own lives became upended temporarily.

### **IR324 CSU Sacramento Health Policy Conference**

There was no program and no results.

### **IR325 COMD Science Mentoring Program**

- a. Attendance: More than 100 mentees attended in the Fall 2019 and 78 mentees attended the Spring 2020 sessions. We also conducted meetings twice a week during the summer: 15 students participated regularly. On average, mentees attended 3-4 meetings per semester. The attendance range was from 1 to 49 sessions/semester. Due to the change in setting (the Fall was in person, and the Spring and Summer meetings were remote), it is difficult to compare participation with previous years. However, it is clear

that remote peer mentoring is feasible and it provides a great platform for communication with students. Students requested a "State of the Department" meeting from the Chair. That meeting was attended by more than 40 students. In the summer, we also had a guest lecture about public health and racial/ethnic disparities given by Dr. Melanie Sabado-Liwag from the department of Public Health that had a large attendance (around 40 students). Many students join the Zoom meetings to say hello or ask quick questions about administrative issues. The student group also utilizes these meetings as a consistent meeting place.

- b. Academic achievement: Due to FERPA, we do not analyze students' grades. As reported in the past, our incoming graduate students for both the SLP and AudD programs who were Cal State LA students stated that they have attended Peer Mentoring during their undergraduate or post-bac studies. Some of our new graduate students were also mentors. Mentees have contacted the department to become mentors on the 2020-21 academic year. I believe that the new regular sessions "Spanish for SLPs" are a good platform to continue to increase academic achievement. Participating students learn about cross-linguistic differences, adaptation and validation of clinical tools, and review basic concepts discussed in their classes in Spanish.
- c. Student satisfaction: As in previous years, students rated the program as very good or excellent. They also shared that the program helped understand the course material better, increase self-motivation, self-discipline, and goal setting, increase self-esteem, and improve studying skills. For example, a student responded "I really had the opportunity to work closely with the other students in our program. It was nice to see a community of friends growing within our department." A mentor responded: "I was really happy when one person who asked me a question told me that they did better on a test." In addition, peer mentoring meetings allow for our student groups to communicate to other students. Overall, student opinions were very positive.

### **IR333 Attend Professional Conference**

50 undergraduate and graduate students were confirmed to attend the Lobby Days event in April 2020. However due to the outbreak of the COVID-19 pandemic, the event was cancelled in addition to university wide travel restrictions being imposed. The event is anticipated again for the upcoming April 2021 as a virtual event and the school of social work will be seeking additional funding for the online event this AY for 2020-2021.

This report was completed by Dr. William Wong, DSW, MSW – Lobby Days Caucus Advisor

### **IR363 Assessment of Campus Food Safety**

This activity helped to assess the safety of food contact surfaces by monitoring the biological/microbiological load that included microwave ovens, university kitchen contact surfaces, food court contact surfaces, vending machine surfaces and similar ones. Another outcome is the involvement of 10 students in doing a real field work where they put their knowledge of food microbiology principles into action in addition to gaining the technical skills needed for such a work. The project also helped to give feedback to University Auxiliary Services (UAS) by regarding the food safety conditions prevailing on campus. There were no major challenges as we received support from UAS to inspect and test the university facilities.

### **IR406 LAC + USC/Cal State LA Partnership**

We continue to receive additional clients referred for service by LAC+USC. All funds were exhausted by the end of spring semester 2020. These clients have nowhere else to turn for services due to no health insurance coverage and/or affordability. In an effort to provide services to all in need, the clinic director keeps an open door despite the exhaustion of grant funds. The procedures implemented 2018-2019 with regard to paperwork has streamlined the referral process, and improved our clinic's ability to obtain the necessary client medical records prior to an assessment. Cancellations continue to be a minor challenge. During the years under review, LAC+USC referred five different clients. Three clients followed through and were assessed on their originally scheduled date. Two clients did not show for their diagnostic assessment.

One of the two rescheduled and followed through the successive semester. Unfortunately, due to the pandemic, the one diagnostic assessment scheduled for spring 2020 was cancelled. Sometimes, when services are provided at no cost or very low cost, clients may not feel the same sense of obligation to attend therapy as when they are paying for the therapy themselves. As such, a client may cancel a diagnostic assessment at the last minute, or frequently miss treatment sessions. This is problematic not only for successful gains in therapy by the client, but it also negatively impacts student learning. One possible solution is for clients to pay a small amount in order to attend assessment and treatment sessions. The cost could be \$15 per assessment and perhaps \$1.00 per treatment session. The concept of pre-paying for something often serves as a motivator to follow through. The personal financial contribution by the client fosters a commitment that may not exist when nothing is lost for not attending therapy. The clinic director charged a nominal fee to one client for therapy services. This reportedly improved the client's attendance rate. Conversations between the clinic director and Department Chair have led to the decision that a fee such as this will be implemented for Fall 2021. Whereas transportation in prior years has been a frequent cause for cancellations, this was not the reason for cancellations during this grant year. One client reported cancelling due to a conflicting therapy appointment. The other client indicated she was no longer interested in the services but requested that his name remain on the waiting list for future semesters.