



California State University, Sacramento

Department of Communication Sciences and Disorders

GRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Fall 2021	Course: CSAD 245 Practice: Speech - Language Assessment	Section: All sections
Meeting Days: Fridays	Meeting Times: TBA	Location: Via Zoom
Instructor: Jennifer Brickley Elizabeth Posner Shawn Cullen	Email: jenniferbrickley@csus.edu s.cullen@csus.edu posner@csus.edu	Phone: 916-278-6601
Office Location: Zoom	Office Hours/Appointments: Friday 10:00-11:00 AM	

Catalogue Course Description:

CSAD 245. Practice: Speech -- Language Assessment.

1 Unit

Prerequisite(s): Instructor permission

Corequisite(s): [CSAD 244](#)

Term Typically Offered: Fall, Spring

Supervised clinical practice in assessment with a variety of communication disorders in children and adults.
Experience with interdisciplinary teams.

Note: In the event a faculty member is not available during the semester for whatever reason, students will be contacted and advised how the course will proceed. This may include a change in instructor and/or modality.

Course Modality: Unless otherwise noted by the instructor, all Spring 2021 CSAD courses are being taught synchronously. Class meeting will be scheduled by your instructor through Zoom through Canvas. This course will meet 11:00 am – 1:50 pm Fridays. Meeting ID number will be announced in class. The meeting is password protected.

Health & Safety Information:

1. If you are sick, stay home and do not attend class. Notify your instructor. Please self-diagnose if you are experiencing any COVID- like symptoms (fever, cough, sore throat, muscle aches, loss of smell or taste, nausea, diarrhea, or headache) or have had exposure to someone who has tested positive for COVID contact Student Health & Counseling Services (SHCS) at 916-278-6461 to receive guidance and/or medical care. You are asked to report any possible COVID related illnesses/exposures to SHCS via this link [COVID-19 Illness/Exposure Report Form](#). Expect a call from SHCS within 24 hours. The CDC provides a good source of information regarding COVID-19 and a way to self-check symptoms: <https://www.cdc.gov/coronavirus/2019-ncov/index.html>. You can also review information related to COVID at <https://www.csus.edu/covid-19-information/>.

Place of Course in Program

This course will generally be taken by graduate students in their third semester of the graduate program in speech pathology. This course provides practice in the administration and interpretation of informal and standardized instruments for assessing speech, language and cognitive problems across the age spectrum, including: planning and completing assessments, interviewing and interpreting historical information, assessment and observation of client with interpretation of findings, making recommendations for follow-up, the sharing of information with the clients and family/caregivers, and the analysis and integration of the information into a written report.

Sacramento State Graduate Learning Goals (GLG)	Addressed by this course (Y/N)
Disciplinary knowledge: <i>Master, integrate, and apply disciplinary knowledge and skills to current, practical, and important contexts and situations.</i>	Y
Communication: <i>Communicate key knowledge with clarity and purpose both within the discipline and in broader contexts.</i>	Y
Critical thinking/analysis: <i>Demonstrate the ability to be creative, analytical, and critical thinkers.</i>	Y
Information literacy: <i>Demonstrate the ability to obtain, assess, and analyze information from a myriad of sources.</i>	Y
Professionalism: <i>Demonstrate an understanding of professional integrity.</i>	Y
Intercultural/Global Perspectives: <i>Demonstrate relevant knowledge and application of intercultural and/or global perspectives.</i>	Y

Course Learning Outcomes:

Upon completion of this course, students will demonstrate clinical competency in the following areas when working with clients exhibiting a variety of speech and language disorders.

1. Evaluation
2. Writing
3. Interaction and Personal Qualities (Professional Behavior)

Textbooks and Materials:

No textbook is required. Materials will be selected from the supply room in consultation with your Clinical Instructor

Online Resources:

Please review the CSAD 244 course module, which can be found on *Canvas*, for report templates, suggested materials, etc.

Course Requirements/Components:

The student clinician will be responsible for:

1. Completing three in clinic assessments as assigned during the semester. If the Client, Student Clinician, Clinical Instructor, or Clinic Coordinator cancels the session for any reason, it must be made up. All make-up sessions will be completed as assigned by the clinic scheduling department.
2. Selecting appropriate instruments for use in assessing a variety of clients with speech, hearing, language and/or cognitive problems. These instruments will be assessed during class (CSAD 244) discussions and during the presentation of assessment plans (CSAD 244), as well as when implementing the plan in the client assessment.
3. Administering informal and standardized testing instruments to assess a variety of clients who demonstrate speech, hearing, language and/or cognitive problems in a practiced and skilled manner. This skill will be evaluated during the administration of those instruments with clients.
3. Interpreting informal and standardized testing instruments to assess a variety of clients who demonstrate speech, hearing, language and/or cognitive problems. This will be assessed during conferences with the

- clinical instructor and in the writing of client assessment reports.
4. Effectively explaining assessment testing, results, and recommendations to parents/caregivers of clients assessed. This skill will be evaluated during the closing caregiver/client conferences on assessment day by the clinical instructor.
 5. Effectively counseling clients and family regarding prevention, intervention, and home programming in communication and hearing disorders. This skill will be evaluated during the closing caregiver/client conferences on assessment day by the clinical instructor.
 6. Making appropriate recommendations regarding client needs (remedial goals, referrals, etc.) based on assessment results. This will be assessed during the conference held between the clinical instructor and the clinician immediately following the scoring of tests and in the writing of client assessment reports.
 7. Understanding and being able to discuss, in writing and verbally, the impact of the speech/hearing/language/cognitive problem on the client's daily life (school, home, etc.). This information will be assessed via the Diagnostic Summary section of the written report.
 8. Evaluating and reflecting on your own performance of recorded sessions of your therapy as required by your Clinical Instructor. Because of client confidentiality, you **MUST** follow the policy set forth in the Clinic Handbook on recording and viewing client therapy sessions.

Grading Policy:

1. A passing grade for clinic performance is based on the Final Clinical Competency Form. You should review this form BEFORE clinic starts so that you are aware of all items that will become part of your formative and summative assessment for this clinic. The Clinical Competency form will be completed by your clinical instructor at the midterm (after the first assessment) and at the final (after the third assessment) time. Your clinic grade is based on the **final** Clinical Competency Form. The Clinical Competency Form is separated into three (3) general competency categories: Writing, Assessment, and Professional Behavior. Each general competency area consists of numerous individual line items.

A passing grade for each clinic is a B- or higher. A passing grade is obtained by achieving a rating of 4.0 or better on the average combined score of the 3 general competency categories, provided that the student achieves; (a) an average rating of 4.0 or better for **each** of the 3 general competency categories **and** (b) a minimum score of 3.0 on **all** individual competency line items. **Therefore, any student receiving (a) a rating of 2.99 or less on any one (or more) specific line item or (b) a rating of 3.99 or less for a competency category will not pass the clinic, even if their average combined score of the 3 general competency categories is a B- or higher. In such cases, a grade of C+ will be given for the clinic.**

Letter grades will be based upon the following:

SCORE	GRADE	DESCRIPTION
4.65 - 5.00	A	<u>Exceeds Performance Expectations</u> (Minimum assistance required) <ul style="list-style-type: none"> • Clinical skill/behavior well-developed, consistently demonstrated, and effectively implemented • Demonstrates creative problem solving • Clinical Instructor consults and provides guidance on ideas initiated by student
4.50 - 4.64	A-	
4.35 - 4.49	B+	<u>Meets Performance Expectations</u> (Minimum to moderate assistance required) <ul style="list-style-type: none"> • Clinical skill/behavior is developed/implemented most of the time, but needs continued refinement or consistency • Student can problem solve and self-evaluate adequately in-session • Clinical Instructor acts as a collaborator to plan and suggest possible alternatives
4.15 - 4.34	B	
4.00 - 4.14	B-	
3.85 - 3.99	C+	<u>Needs Improvement in Performance</u> (Moderate assistance required) <ul style="list-style-type: none"> • Inconsistently demonstrates clinical skill/behavior

		<ul style="list-style-type: none"> • Student's efforts to modify performance result in varying degrees of success • Moderate and ongoing direction and/or support from Clinical Instructor required to perform effectively
3.65 – 3.84	C	
3.50 – 3.64	C-	
3.35 – 3.49	D+	<u>Needs Significant Improvement in Performance</u> (Maximum assistance required) <ul style="list-style-type: none"> • Clinical skill/behavior is beginning to emerge, but is inconsistent or inadequate • Student is aware of need to modify behavior, but is unsure of how to do so • Maximum amount of direction and support from clinical Supervisor required to perform effectively.
3.15 – 3.34	D	
3.00 – 3.14	D-	
1.00 – 2.99	F	<u>Unacceptable Performance</u> (Maximum assistance is not effective) <ul style="list-style-type: none"> • Clinical skill/behavior is not evident most of the time • Student is unaware of need to modify behavior and requires ongoing direct instruction from Clinical Instructor to do so • Specific direction from Clinical Instructor does not alter unsatisfactory performance

COVID Grading Policy: Students who become ill or are placed under quarantine during the COVID-19 pandemic should contact the instructor as soon as possible. Alternative course work or an alternative timeline will be set in order to ensure that the student is not penalized for circumstances related to COVID. These circumstances will be formulated on a case by case basis as the situational circumstances will be idiosyncratic.

Course Policies/Procedures:

Please refer to the Student Clinic Handbook for clinic policies and procedures.

ATTENDANCE

Attendance at actual assessments is required. The only exception is a serious emergency. Every effort will be made to reschedule cancellations no matter who is responsible for the cancellation (you or the client). Each assessment should take you 2-3 hours. It is hoped that you will get 6-8 hours for the semester. As soon as you know about a client cancellation (if you get the email), let the clinic know at speechclinic@csus.edu.

COVID Attendance Policy: Students who become ill or are placed under quarantine during the COVID-19 pandemic should contact the instructor as soon as possible. Alternative attendance will be set in order to ensure that the student is not penalized for circumstances related to COVID. These circumstances will be formulated on a case by case basis as the situational circumstances will be idiosyncratic.

ASSESSMENT SCHEDULE

Your assessment schedule will be provided to you. Each student will be expected to complete 3 assessments that may be spread over several weeks and under one clinical instructor. Be advised that Clinical Instructors may offer students additional assessments to demonstrate competency. Offering additional assessments to demonstrate competency is at the discretion of the Clinical Instructor. All students will be expected to assist their peers and take data or complete other duties, as assigned, on a rotating basis. Modifications are not allowed without approval by the class instructor, clinic coordinator and potentially the Department Chair.

ASSESSMENT PLANS

A preliminary copy of the assessment plan you will present in class the week prior to the assigned assessment may be required by your Clinical Instructor. Please adhere to the schedule provided by the Clinical Instructor. Late submission of these preliminary plans will affect your final grade in CSAD 245. A final copy of your assessment plan, including the room # for the assessment, must be given to the clinical instructor (not the class instructor) on the day of the assessment.

ASSESSMENT MATERIALS

Assessment materials will be sourced from Canvas, student resources and the internet.

SCOPE OF ASSESSMENT AND REPORTS

This clinic is not designed for in-depth assessment. It is designed as a preliminary form of assessment to determine the need for further assessment, clinic enrollment, or further referral. It is also designed to help students learn to efficiently conduct an assessment, interpret and summarize test results and clinical observations, and develop diagnostic impressions and recommendations in a clear and concise manner, much as they will be expected to do as interns. All reports are to follow the appropriate format (handout).

The first rough draft MUST be electronically submitted (with no personal identifying information) to the Clinical Instructor by 5 P.M. on the Wednesday immediately following the Friday assessment. Late report submission will be reflected in your Clinical Competency scores and, therefore, have the potential to seriously impact your final grade in this clinic. Some of the Clinical Instructors may prefer a hard copy of your rough draft to the electronic version. Each assessing student will submit their own assessment report to the CI. Please ask your Clinical Instructors if they will be using the report format presented in class, and, if there are differences, what they are. 48 hour turn-around time on revisions is mandatory. Final reports MUST be mailed to the client within 3 weeks of assessment and MUST NOT exceed 5 pages in length without approval by the Clinic Coordinator.

PERFORMANCE IMPROVEMENT PLANS (PIPS)

A Performance Improvement Plan may be implemented AT ANY TIME by the clinical instructor. Performance Improvement Plans are used as teaching tools to assist students in the demonstration of proficiency in ANY area related to assessment. Performance Improvement Plans may or may not be assigned at the time of a competency form. Performance Improvement Plans that are written must be successfully completed by the student prior to receiving a passing grade in the clinic. Students with outstanding Performance Improvement Plan(s) or those who fail to successfully complete a Performance Improvement Plan will not receive a passing grade for the clinic. Their final grade will be determined by their clinical instructor after a careful review of competency scores and progress towards the Performance Improvement Plan(s).

TENTATIVE Course Schedule/Outline:

TENTATIVE CLINIC SCHEDULE AND EXPECTATIONS (VERIFY SPECIFIC DATES WITH YOUR CLINICAL INSTRUCTOR) <i>(For additional information, please see the</i> <i>(a) Student Clinic Handbook or the (b) Student Clinic Handbook, Clinical Instructor edition)</i>		
Date	Expectations	
Week	Student Will:	Instructor/Clinical Instructor Will:
Week 1-2	Attend class for the duration of three hours to gain an overview of the course, assessment clinic specific lectures and activities necessary for completion of assessments during the semester.	Provide lecture on the scope of the course, necessary timelines and dates, review supplementary materials posted on Canvas, as well as review necessary and supporting documents required in the clinic.

WEEK 3-12	<p>Pre-assessment: 2-3 weeks prior to assessment please read client file and create interview questions. Contact client to confirm assessment as well as conduct interview. Make appointment with Clinical Instructor to develop assessment plan. Prepare assessment plan for methods class presentation. 1 week prior, present assessment plan to methods class for feedback.</p> <p>During Assessment: Interview, assess, score and make recommendations for your client. Confer with Clinical Instructor as needed.</p> <p>Post-assessment: Write and finalize report. Make and follow through with appropriate recommendations.</p>	<p>Pre-assessment: Meet with the student. Provide support for creating assessment plans based on chart review and client interview.</p> <p>During Assessment: Provide supervision and written feedback. Instruct/model techniques as necessary.</p> <p>Meet with student clinician to review results and provide support in making recommendations.</p> <p>Post-assessment: Review and finalize assessment reports.</p>
WEEK 13-14	Make –up assessments (as needed)	
WEEK 15	Grand rounds Course evaluations	

Online Learning

For additional information, please review the CSAD Handbooks website

<https://www.csus.edu/college/health-human-services/communication-sciences-disorders/csad-handbooks.html>

Zoom/ Online Instruction privacy and relevant rights and responsibilities:

Any time that a class session is recorded during the COVID-19-related Remote Instruction Period, students will be notified. If students do not want their likeness during class participation included in the recorded class session, they may elect to not participate via video recordings. Recordings will be available for viewing during the Remote Instruction Period subject to the following:

Only students enrolled in the subject class during the Remote Instruction Period may view the recording.

- Students may not post or use the recordings in any other setting (e.g., social media) for any purpose. Students who violate this will be subject to student discipline, up to and including expulsion.
- Federal and California law as well as University policies protecting intellectual property rights and use of instructional materials (including any recordings of class sessions) remain in effect during the Remote Instruction Period.
- If faculty have any plan to use the recording for a different class in the future, the faculty member will need written FERPA consent from those students in the current class who are identifiable in any of the recordings. A FERPA consent form signed by all students in the course will also be needed if the recordings are made available to others beyond the classroom on a nonsecure digital platform.

Important Tips for Success as an Online Learner

There are some basic technical skills and requirements that you will need to have to be successful in this online course. If you have difficulties using Canvas, please go through the [Canvas Student Tour](#).

- ***Begin planning now for private, uninterrupted time in your schedule*** to complete the assignments – preferably in at least one-hour blocks and at least three times a week. It can be easy to fall behind!
- *Check your email account regularly* for updated information. We will be using your Saclink email account for communication. Use Saclink e-mail for private messages to the instructor and other students.
- Read directions carefully.
- For online communication, conventions of on-line etiquette ("netiquette"), which include a courtesy to all users, will be observed. Please see [Guidelines for Online Discussions](#).

Attitudes & Technical Skills Required

You will find that the following attitude will significantly contribute to your success in this online class:

- A positive attitude towards technology
- An open mind towards online education
- Willingness to share your experiences with others
- Strong analytical and critical thinking skills for when you "get stuck"
- Resourcefulness - don't be afraid to click on links and explore and ask questions
- Time management

Online learning requires only basic technical skills:

- Be competent with file management (for example, creating a folder on your desktop, moving files from one location to another, finding a saved file)
- Possess internet navigation skills
- Update your Internet browser
- Send and receive email
- Create and save documents (Word, PowerPoint, Excel or HTML)

- Toggle between two open software applications on your computer
- Copy text from a word processing program and paste them into another program

Technical Assistance

Seek help when you can't access Canvas or class materials.

- For technical assistance, contact the IRT Help Desk. Visit AIRC 2005 during [open hours](#) to speak with the IRT Service Desk Team, or call (916)278-7337. [IRT website.](#)
- For assistance with course materials, contact your instructor

Spam and Phishing Scams

- Learn how to stay safe and protect yourself from hackers who may try to access your personal information: [Don't Fall for a Phishing Scam](#)
- Use anti-virus, anti-spyware, and anti-malware software. [Sac State's Software and Tools](#) available for download.
- Use pins and passwords to secure your computer and devices- don't share your password with anyone. Use strong passwords that include a combination of letters and numbers that no one can guess.

Canvas Student App

Canvas is fully functional on many types of smartphones and tablets. Compatible devices include platforms such as iPhone/iPad/iPod Touch, and Android. However, it is recommended that you do not solely rely on one of these devices to complete your online course work. Access to a computer is still needed for many online activities.

Visit the [Mobile section](#) of the [Canvas Guides](#) website for more information.

Additional Information

Commitment to Integrity:

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

Sac State's Academic Honesty Policy & Procedures:

“The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento expects that both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades.” Read more about Sac State's Academic Honesty Policy & Procedures at the following website: <https://www.csus.edu/umannual/student/stu-100.htm>

Definitions: At Sac State, “cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means.” **Plagiarism** is a form of cheating. At Sac State, “plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person's contribution.” Source: Sacramento State University Library Note: Any form of academic dishonesty, including cheating and plagiarism, shall be reported to the [Office of Student Conduct](#).

Department Policy on Use of APA format

The Department of Communication Sciences and Disorders requires the use of the APA format and style. All students are required to reference the APA manual. All assignments are to be composed using APA format and style unless otherwise noted.

Understand When You May Drop This Course:

It is the student's responsibility to understand when he/she need to consider disenrolling from a course. Refer to the Sac State Course Schedule for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons include: (a) documented and significant change in work hours, leaving student unable to attend class, or (b) documented and severe physical/mental illness/injury to the student or student's family. Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if there is a compelling extenuating circumstance. All incomplete course assignments must be completed by the department's policy. Information for students regarding drop and withdrawal from classes is provided here:

<https://www.csus.edu/academic-affairs/internal/internal/documents/drop-and-withdrawal-policy.pdf>

Inclusivity:

Students in this class are encouraged to be active participants in all aspects of the course, including but not limited to lectures, synchronous and asynchronous activities, discussion posts, etc. Each of us must show respect for each other, as our class represents a diversity of beliefs, backgrounds, and experiences. This enriches all of our learning experiences together. Our individual differences deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from our classroom community, or if you have a specific need, please contact the instructor early in the semester. Your instructor will work with you to ensure that you become an active and engaged member of our class and community.

Equal Access:

Services to Students with Disability (SSWD): Sacramento State is committed to ensuring an accessible learning environment where course or instructional content are usable by all students and faculty. If you believe that you require disability-related academic adjustments for this class, please immediately contact Services for Students with Disabilities (SSWD) to discuss eligibility. A current accommodation letter from SSWD is required before any modifications, above and beyond what is otherwise available for all other students in this class will be provided. SSWD is located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) or (916) 278-7239 (TDD only) or via email at sswd@csus.edu.

California State University-Sacramento, Department of Communication Sciences and Disorders, seeks to provide equal access to its programs, services, and activities for people with disabilities. If you have a documented disability and verification from the Office of Services to Students with Disabilities (SSWD), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to SSWD and meet with a SSWD counselor to request special accommodation before classes start.

Basic Needs Support

If you are experiencing challenges with food, housing, financial or other unique circumstances that are impacting your education, help is just a phone call or email away! The CARES office provides case management support for any enrolled student. Email the CARES office at cares@csus.edu to speak with a case manager about the resources available to you. Check out the [CARES website](#).

Title IX

The University requires faculty and staff to report any personal disclosures of sexual misconduct including rape, dating/domestic violence and stalking to the Title IX Coordinator. Students who do not wish to report their experience to me or the Title IX Coordinator may speak to someone confidentially by contacting Student Health and Counseling Services.

CSUS Grading Policy

Information for students regarding grading is provided here:

<https://www.csus.edu/umannual/acad/umg05150.htm>

Other Resources

- The Office of Student Affairs maintains a list of campus resources/centers: <https://www.csus.edu/center/>
- Testing Center: <https://www.csus.edu/student-affairs/centers-programs/testing-center/>
- Library: <https://library.csus.edu/> for consultation: Rachel Stark, MS, AHIP, stark@csus.edu
- Student Health and Counseling Services: Your physical and mental health are important to your success as a college student. Student Health and Counseling Services (SHCS) in The WELL offers medical, counseling, and wellness services to help you get and stay healthy during your time at Sac State. SHCS offers: Primary Care medical services, including sexual and reproductive healthcare, transgender care, and immunizations; urgent care for acute illness, injuries, and urgent counseling needs; pharmacy for prescriptions and over-the-counter products; mental health counseling, including individual sessions, group counseling, support groups, mindfulness training, and peer counseling; athletic training for sports injury rehabilitation; wellness services, including nutrition counseling, peer led health education and wellness workshops, and free safer sex supplies; violence and sexual assault support services. Most services are covered by the Health Services fee and available at no additional cost.

- Crisis Assistance & Resource Education Support (CARES): If you are experiencing challenges with food, housing, financial or other unique circumstances that are impacting your education, help is just a phone call or email away. The CARES office provides case management support for any enrolled student.
- Student Health and Counseling Services at The WELL: <https://www.csus.edu/student-life/health-counseling/>
- Student Academic Success and Education Equity Programs: <https://www.csus.edu/student-affairs/retention-academic-success/>
- CHHS Student Success Center: <https://www.csus.edu/college/health-human-services/student-success/>
- Reading & Writing Center: <https://www.csus.edu/undergraduate-studies/writing-program/reading-writing-center.html>
- Peer & Academic Resource Center: <https://www.csus.edu/student-affairs/centers-programs/peer-academic-resource/>
- SMART Thinking (tutoring resource): <https://www.csus.edu/student-affairs/centers-programs/degrees-project/internal/documents/smarthinking.pdf>

Knowledge And Skills Acquisition (KASA) For Certification in Speech-Language Pathology

CSAD 245 Practice: Speech -- Language Assessment

Standard IV-E, IV-G, IV-H: Contemporary Professional Issues

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: standards of ethical conduct.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: contemporary professional issues and advocacy.

Standard IV-F: Research

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: processes used in research and integration of research principles into evidence-based clinical practice.

Standard V-A: Oral and Written Communication

- The student will demonstrate skill in oral and written or other forms of communication sufficient for entry into professional practice.

Standard IV-B: Basic Human Communication Processes

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: biological bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: neurological bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: acoustic bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: psychological bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: developmental/lifespan bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: linguistic bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: cultural bases of human communication differences.

Standard V-B 1a. Conduct screening and prevention procedures (including prevention activities)

- The student will demonstrate the ability to conduct screening and prevention procedures in the area of articulation.

Standard V-B 1b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals

- The student will demonstrate the ability to collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals in the area of articulation.

Standard V-B 1c. Select and administer appropriate evaluation procedures, such as behavioral observations nonstandardized and standardized tests, and instrumental procedures

- The student will demonstrate the ability to select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures in the area of articulation.

Standard V-B 1d. Adapt evaluation procedures to meet client/patient needs

- The student will demonstrate the ability to adapt evaluation procedures to meet client/patient needs in the area of articulation.

- Standard V-B 1e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention
- The student will demonstrate the ability to interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention in the area of articulation.

Standard V-B 1f. Complete administrative and reporting functions necessary to support evaluation

- The student will demonstrate the ability to complete administrative and reporting functions necessary to support evaluation in the area of articulation.

Standard V-B 1g. Refer clients/patients for appropriate services

- The student will demonstrate the ability to refer clients/patients for appropriate services in the area of articulation.

Standard V-B 1a. Conduct screening and prevention procedures (including prevention activities)

- The student will demonstrate the ability to conduct screening and prevention procedures in the area of fluency.

Standard V-B 1b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals

- The student will demonstrate the ability to collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals in the area of fluency.

Standard V-B 1c. Select and administer appropriate evaluation procedures, such as behavioral observations nonstandardized and standardized tests, and instrumental procedures

- The student will demonstrate the ability to select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures in the area of fluency.

Standard V-B 1d. Adapt evaluation procedures to meet client/patient needs

- The student will demonstrate the ability to adapt evaluation procedures to meet client/patient needs in the area of fluency.

Standard V-B 1e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention

- The student will demonstrate the ability to interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention in the area of fluency.

Standard V-B 1f. Complete administrative and reporting functions necessary to support evaluation

- The student will demonstrate the ability to complete administrative and reporting functions necessary to support evaluation in the area of fluency.

Standard V-B 1g. Refer clients/patients for appropriate services

- The student will demonstrate the ability to refer clients/patients for appropriate services in the area of fluency.

Standard V-B 1a. Conduct screening and prevention procedures (including prevention activities)

- The student will demonstrate the ability to conduct screening and prevention procedures in the area of voice and resonance.

Standard V-B 1b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals

- The student will demonstrate the ability to collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals in the area of voice and resonance.

Standard V-B 1c. Select and administer appropriate evaluation procedures, such as behavioral observations nonstandardized and standardized tests, and instrumental procedures

- The student will demonstrate the ability to select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures in the area of voice and resonance.

Standard V-B 1d. Adapt evaluation procedures to meet client/patient needs

- The student will demonstrate the ability to adapt evaluation procedures to meet client/patient needs in the area of voice and resonance.

Standard V-B 1e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention

- The student will demonstrate the ability to interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention in the area of voice and resonance.

Standard V-B 1f. Complete administrative and reporting functions necessary to support evaluation

- The student will demonstrate the ability to complete administrative and reporting functions necessary to support evaluation in the area of voice and resonance.

Standard V-B 1g. Refer clients/patients for appropriate services

- The student will demonstrate the ability to refer clients/patients for appropriate services in the area of voice and resonance.

Standard V-B 1a. Conduct screening and prevention procedures (including prevention activities)

- The student will demonstrate the ability to conduct screening and prevention procedures in the area of receptive and expressive language.

Standard V-B 1b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals

- The student will demonstrate the ability to collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals in the area of receptive and expressive language.

Standard V-B 1c. Select and administer appropriate evaluation procedures, such as behavioral observations nonstandardized and standardized tests, and instrumental procedures

- The student will demonstrate the ability to select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures in the area of receptive and expressive language.

Standard V-B 1d. Adapt evaluation procedures to meet client/patient needs

- The student will demonstrate the ability to adapt evaluation procedures to meet client/patient needs in the area of receptive and expressive language.

Standard V-B 1e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention

- The student will demonstrate the ability to interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention in the area of receptive and expressive language.

Standard V-B 1f. Complete administrative and reporting functions necessary to support evaluation

- The student will demonstrate the ability to complete administrative and reporting functions necessary to support evaluation in the area of receptive and expressive language.

Standard V-B 1g. Refer clients/patients for appropriate services

- The student will demonstrate the ability to refer clients/patients for appropriate services in the area of receptive and expressive language.

Standard V-B 1a. Conduct screening and prevention procedures (including prevention activities)

- The student will demonstrate the ability to conduct screening and prevention procedures in the area of hearing.

Standard V-B 1b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals

- The student will demonstrate the ability to collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals in the area of hearing.

Standard V-B 1c. Select and administer appropriate evaluation procedures, such as behavioral observations nonstandardized and standardized tests, and instrumental procedures

- The student will demonstrate the ability to select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures in the area of hearing.

Standard V-B 1d. Adapt evaluation procedures to meet client/patient needs

- The student will demonstrate the ability to adapt evaluation procedures to meet client/patient needs in the area of hearing.

Standard V-B 1e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention

- The student will demonstrate the ability to interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention in the area of hearing.

Standard V-B 1f. Complete administrative and reporting functions necessary to support evaluation

- The student will demonstrate the ability to complete administrative and reporting functions necessary to support evaluation in the area of hearing.

Standard V-B 1g. Refer clients/patients for appropriate services

- The student will demonstrate the ability to refer clients/patients for appropriate services in the area of hearing.

Standard V-B 1a. Conduct screening and prevention procedures (including prevention activities)

- The student will demonstrate the ability to conduct screening and prevention procedures in the area of cognitive aspects.

Standard V-B 1b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals

- The student will demonstrate the ability to collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals in the area of cognitive aspects.

Standard V-B 1c. Select and administer appropriate evaluation procedures, such as behavioral observations nonstandardized and standardized tests, and instrumental procedures

- The student will demonstrate the ability to select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures in the area of cognitive aspects.

Standard V-B 1d. Adapt evaluation procedures to meet client/patient needs

- The student will demonstrate the ability to adapt evaluation procedures to meet client/patient needs in the area of cognitive aspects.

Standard V-B 1e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention

- The student will demonstrate the ability to interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention in the area of cognitive aspects.

Standard V-B 1f. Complete administrative and reporting functions necessary to support evaluation

- The student will demonstrate the ability to complete administrative and reporting functions necessary to support evaluation in the area of cognitive aspects.

Standard V-B 1g. Refer clients/patients for appropriate services

- The student will demonstrate the ability to refer clients/patients for appropriate services in the area of cognitive aspects.

Standard V-B 1a. Conduct screening and prevention procedures (including prevention activities)

- The student will demonstrate the ability to conduct screening and prevention procedures in the area of social aspects.

Standard V-B 1b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals

- The student will demonstrate the ability to collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals in the area of social aspects.

Standard V-B 1c. Select and administer appropriate evaluation procedures, such as behavioral observations nonstandardized and standardized tests, and instrumental procedures

- The student will demonstrate the ability to select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures in the area of social aspects.

Standard V-B 1d. Adapt evaluation procedures to meet client/patient needs

- The student will demonstrate the ability to adapt evaluation procedures to meet client/patient needs in the area of social aspects.

Standard V-B 1e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention

- The student will demonstrate the ability to interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention in the area of social aspects.

Standard V-B 1f. Complete administrative and reporting functions necessary to support evaluation

- The student will demonstrate the ability to complete administrative and reporting functions necessary to support evaluation in the area of social aspects.

Standard V-B 1g. Refer clients/patients for appropriate services

- The student will demonstrate the ability to refer clients/patients for appropriate services in the area of social aspects.
- Standard V-B 1a. Conduct screening procedures
- The student will demonstrate the ability to conduct screening procedures in the area of communication modalities.

Standard V-B 1b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals

- The student will demonstrate the ability to collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals in the area of communication modalities.

Standard V-B 1c. Select and administer appropriate evaluation procedures, such as behavioral observations nonstandardized and standardized tests, and instrumental procedures

- The student will demonstrate the ability to select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures in the area of communication modalities.

Standard V-B 1d. Adapt evaluation procedures to meet client/patient needs

- The student will demonstrate the ability to adapt evaluation procedures to meet client/patient needs in the area of communication modalities.

Standard V-B 1e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention

- The student will demonstrate the ability to interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention in the area of communication modalities.

Standard V-B 1f. Complete administrative and reporting functions necessary to support evaluation

- The student will demonstrate the ability to complete administrative and reporting functions necessary to support evaluation in the area of communication modalities.

Standard V-B 1g. Refer clients/patients for appropriate services

- The student will demonstrate the ability to refer clients/patients for appropriate services in the area of communication modalities.

Standard V-B 3a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.

- The student will demonstrate the ability to communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.

Standard V-B 3b. Collaborate with other professionals in case management.

- The student will demonstrate the ability to collaborate with other professionals in case management.

Standard V-B 3c. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.

- The student will demonstrate the ability to provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.

Standard V-B 3d. Adhere to the ASHA Code of Ethics and behave professionally.

- The student will demonstrate the ability to adhere to the ASHA Code of Ethics and behave professionally.



SACRAMENTO
STATE

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**Assessment Report
Spring/Fall Semester Year**

Client Name:

File#:

Date of Birth:

Date of Evaluation:

Age:

Address:

Phone:

Graduate Clinician:

Clinical Instructor:

Diagnoses:

REFERRAL AND COMMUNICATION CONCERNS

PERTINENT HISTORY

ASSESSMENT & OBSERVATIONS

DIAGNOSTIC SUMMARY & INTERPRETATION

RECOMMENDATIONS

LONG TERM GOAL

Within 3 semesters the client will.....broad goal not specific

Graduate Clinician

Clinical Instructor Name MS, CCC/SLP
Clinical Instructor SP # _____

STUDENT REPORT