



# California State University, Sacramento

## Department of Communication Sciences and Disorders

### GRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Fall 2022	Course: CSAD 242B Methods: Language Disorders II	Section: 01
Meeting Days: Wednesdays	Meeting Times: 1:00-1:50 pm	Location: Folsom Hall 2206C
Instructor: Razi Zarchy	Email: razi.zarchy@csus.edu	Phone/Text: 916-245-0327
Office Location: Remote (Zoom)	Office Hours/Appointments: TBD	

#### Catalogue Course Description:

**CSAD 242B. Methods: Language Disorders II. 1 Unit**

**Prerequisite(s):** CSAD 223, CSAD 242A; instructor permission.

**Corequisite(s):** CSAD 243B.

**Term Typically Offered:** Fall, Spring

Techniques and materials for assessing and treating children with disordered language secondary to a myriad of contributing factors including delayed development, neurological problems and various genetic conditions. Discussion of cases in the current caseload.

#### Place of Course in Program:

The purpose of this 1-unit graduate seminar is to introduce student clinicians to techniques and materials for assessing and treating children with language disorders secondary to a myriad of contributing factors including delayed development, neurological problems and various genetic conditions. Discussion of cases in the current caseload will inform classroom discussion.

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

#### Course Learning Outcomes:

Mastery of each student-learning outcome listed below is indicated by a grade of B or better on each component of the corresponding measures listed in the table. Students are required to track their progress towards meeting each learning outcome and must make an appointment with the instructor for any grade equal to or less than a B. The instructor will suggest strategies to help you establish competence and knowledge in these areas.

Students should track their progress towards meeting each learning outcome by listing their grades on the table below over the course of the semester.

**CSAD 242B SPECIFIC STUDENT LEARNING OUTCOMES:**

1. Demonstrate ability to use appropriate tools and techniques in assessing receptive/expressive oral and written language skills in children with language disorders.
2. Demonstrate ability in effectively treating oral-written language disorders in children.
3. Write professional reports with diagnostic statements, goals and objectives.
4. Practice measuring and reporting treatment outcomes.
5. Integrate clinical goals and objectives with the client's functional daily living and with academic expectations.
6. Apply principles for effectively working with clients' family members or caregivers in the carryover of clinical goals and in their understanding and advocacy for the client being impacted by language-learning disabilities.
7. Facilitate discussions with other clinicians through case presentations.
8. Compare language disorders and language differences and their relationships to reading and writing, demonstrating application of social-cultural perspectives on reading and writing.

Course Learning Outcome	Components Indicating Competence	Grades Received
1	Case Presentation (100%); Quizzes (100%); Reflection-On-Action Assignments (25%)	
2	Case Presentation (100%); Quizzes (100%); Reflection-On-Action Assignments (75%)	
3	Goal Assignments (100%); Reflection-on-Action; Mock IEP	
4	Goal Assignments (100%); Reflection-on-Action; Mock IEP	
5	Goal Assignments (100%); Case Presentation (100%); Reflection-on-Action; Mock IEP	
6	Case Presentation (100%); Mock IEP	

7	Case Presentation (100%)	
8	Reflection-on-Action; Mock IEP	

## Textbooks and Materials:

California Speech-Language-Hearing Association (2016): Roles and Responsibilities of SLPs with Respect to Literacy in Children and Adolescents in California. Retrieved January 13, 2020 from: <https://www.csha.org/category/practice-support/>

## Online Resources:

Please review the CSAD 242B course module, which can be found on *Canvas*, for report templates, suggested materials, etc.

## Course Requirements/Components:

*The student clinician will be responsible to:*

1. Turn in one “clinical” goal and the same goal written to the Common Core Standards
2. Turn in four hard copy “Reflection-on-Action” reports, using the given template, reflecting on at least two therapy sessions for each client
3. Case Presentations/Discussion:

Rationale: On an almost daily basis, you will need to select, demonstrate, teach, and model therapy techniques to clients, assistants, peers, and caregivers. This assignment is an opportunity to practice that skill and it helps us achieve 3 of our course outcomes:

(CO1) Demonstrate ability to use appropriate tools and techniques in assessing receptive/expressive oral and written language skills in children with language disorders.

(CO2) Demonstrate ability in effectively treating oral-written language disorders in children.

(CO5) Integrate clinical goals and objectives with the client’s functional daily living and with academic expectations.

(CO6) Apply principles for effectively working with clients’ families or caregivers in the carryover of clinical goals and in their understanding and advocacy for the client being impacted by language-learning disabilities.

(CO7) Facilitate discussions with other clinicians through case presentations.

Description: In order to complete this presentation/discussion, you will select a particular teaching technique that you will demonstrate to the class with a class partner on Zoom. We want to see the real thing—even if it doesn’t work as well as you would have hoped. In these cases, we can problem solve how to modify the methods/materials you present. You will actually be teaching your fellow clinicians a therapy technique, so be prepared to use the technique/material to instruct us. Please review the rubric on CANVAS. Points will be given for the following:

- Technique clearly identified with any pertinent references and/or weblinks
- Discussion post includes specific instructions for use of the technique and 3 pointers to help your classmates should they choose to adopt this methodology
- Discussion post is completed prior to your classroom demonstration of the technique
- Classroom demonstration of the technique clearly represents the information in the discussion post
- Discussion post includes one example of how to use this technique with family members or caregivers to promote carryover of clinical goals into the home environment
- Try another classmate's technique with your client or a classmate and post feedback on that person’s discussion post

Due Date: Before the presentation day that you sign up for in class, you will post a discussion to the Canvas discussion page using the criteria above.

4. Required Reading and four (4) quizzes
5. Attend and participate in an interdisciplinary “Mock Individualized Education Plan (IEP)” meeting (specific tasks TBA)

### Grading Policy:

A total of 400 points are possible. Your final grade will be calculated as a % of points out of 400 points. Points possible are assigned as follows:

Source	Points	% of Grade
Clinic Goal and Common Core Goal	75	18.75%
3 Reflection-On-Action Reports	75	18.75%
Case Presentation and Handout for Peers	100	25%
4 Quizzes on Required Reading	100	25%
Mock IEP Attendance, Participation, and Report-Back	50	12.5%
<b>Total:</b>	<b>400</b>	

Letter grades are assigned according to the following scores:

%	Letter
100-96%	A
95-90%	A-
89-87%	B+
86-83%	B
82-80%	B-
79-77%	C+
76-73%	C
72-70%	C-
69-67%	D+
66-63%	D
62-60%	D-
Below 60%	F

### Course Policies/Procedures:

**Course Modality:** This class is in-person. Note: In the event that I am 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.

**Health & Safety Information:** 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: <https://sacstateshcs.wufoo.com/forms/covid19-illnessexposure-report/> 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>

**Attendance/Grading.** This course does involve verbal interaction among the students and the instructor. Class attendance supports your learning and your peers’ learning. Please report absences to the instructor via email *prior* to class meetings and work with him to submit any missed assignments at a future time so that your grade will not be affected.

Class meetings and participation: Because this is a seminar, active listening, participation, and problem solving are expected. For example, when you are listening to another student present their ideas, you should take notes and offer suggestions. Comments such as “I agree” or “great idea,” are okay; however, substantive participation (e.g., comments that help advance the discussion, or that help develop a new angle on a problem) is considered to be far more meaningful participation. Speech-Language Pathology is a profession in which you need to actively problem-solve at all times, and the goal of this class is to support your ability to work on transdisciplinary diagnostic and treatment teams

**Recordings**

No recordings will be permitted during this class because confidential client information will be discussed.

**Confidentiality:**

Please consult your clinic handbook regarding client confidentiality and client confidentiality. Any violation of these policies will result in the student receiving a failing grade in the clinic through reduction of points.

**TENTATIVE Course Schedule/Outline:**

Date	Topic/Class Content	Readings	Assignment/Activities
Week 1 8/31/22	Overview of course: Review language assessment areas; specific tests; interview questions; Triangle of Assessment;  Discuss clients assigned.	ShIPLEY book; class notes from CSAD 112, CSAD 125, CSAD 222, and CSAD 223  Client files  Posted LinguSystems milestone charts  Required Reading (Foreword & Pages 1- 30)  Required Reading Appendix B (Pages 43- 48)	<b>Begin writing your INITIAL CASE REPORT during your file review!!</b>  <b>Clinic clients to begin week of 9/12/22; Begin practice sessions with your Clinical Instructor now</b>  <b>Set up weekly appointment times with your Clinical Instructor now: These may be conducted in group format depending on what your Clinical Instructor and group decide, but you, or your Clinical Instructor, may request an individual meeting at any time.</b>
Week 2 9/7/22	Assessing for Literacy Lecture Continue to discuss clients assigned.	Posted Assessment Triangle  Posted “Assessing for Literacy” PPT  Posted “Simple View” & “Reading Problems by Type” handouts	<b>Quiz 1 (Required Reading: Foreword and Pages 1-8)</b>

		<p>Required Reading (Foreword &amp; Pages 1- 30)</p> <p>Required Reading Appendix B (Pages 43-48)</p>	
<p>Week 3 9/14/22</p>	<p>Continue Assessing for Literacy Lecture Hot Topics from Clinic</p>	<p>Posted “Assessing for Literacy” PPT</p> <p>Posted “Simple View” &amp; “Reading Problems by Type” handouts</p> <p>Required Reading (Foreword &amp; Pages 1-30)</p>	<p><b>Clinic Clients begin this week</b></p> <p><b>Quiz 2 (Required Reading Pages 9-13)</b></p>
<p>Week 4 9/21/22</p>	<p>Assessing for Literacy Class Activity</p> <p>Hot Topics from Clinic</p>	<p>Posted “Assessing for Literacy” PPT</p> <p>Posted “Simple View” &amp; “Reading Problems by Type” handouts</p> <p>Required Reading (Foreword &amp; Pages 1- 30)</p>	<p><b>Quiz 3 (Required Reading Pages 13-18)</b></p> <p><b>Reflection-on-Action Form 1 due</b></p> <p><b>Topic: Assessment Experiences to Date and How the CSHA Position Paper Supports My Assessment Plan</b></p>
<p>Week 5 9/28/22</p>	<p>Review report formats and standard scores across the diagnostic team...</p> <p>Hot Topics from Clinic</p>	<p>Posted report templates</p> <p>Posted Standard Score Handout</p> <p>Required Reading (Foreword &amp; Pages 1- 30)</p>	<p><b>Quiz 4 (Required Reading Pages 18-30)</b></p>
<p>Week 6 10/5/22</p> <p>(TBD – may have sub)</p>	<p>Writing goals and objectives clinical way Cues and Prompts</p> <p>Hot Topics from Clinic</p>	<p>Required Reading Appendix D (Pages 49- 56)</p> <p>Goal writing handout Sample Goal handout</p> <p>Common Core website: <a href="http://www.corestandards.org">www.corestandards.org</a></p>	<p><b>INITIAL DRAFT OF INITIAL CASE REPORT DUE APPROXIMATELY THIS WEEK: Check specific date with your Clinical Instructor</b></p>
<p>Week 7 10/12/22</p>	<p>Writing goals and objectives to the Common Core Standards</p> <p>Hot Topics from Clinic</p> <p>Assign Presentations and Discuss Format for Handouts</p>	<p>Cue and Prompt Handout</p>	<p><b>Reflection-on-Action Form 2 due</b></p> <p><b>Topic: Cueing and Prompting Hierarchies that support My Client’s Goals</b></p>

<p>Week 8 10/19/22</p>	<p>Topic of the Day: Phonological Awareness and Morphological Awareness</p> <p>Hot Topics from Clinic</p> <p>Case presentations/technique teaching</p>	<p>Review Required Reading Appendix D</p> <p>Review CSAD 222 Curriculum course notes</p> <p>Review CSAD 222 Storyboard and Oral Narrative Outline Project</p> <p>Review CSAD 222 Literacy Project</p> <p>Review CSAD 222 Teaching Unit Project</p> <p>Review Telepractice Resources Handout</p> <p>Review Conference PowerPoints as presented</p>	<p><b>Clinical and Common Core Goals Due</b></p> <p><b>MID SEMESTER EVALUATION MEETINGS DUE THIS WEEK</b></p> <p><b>Check specific date with your Clinical Instructor</b></p>
<p>Week 10 10/26/22</p>	<p>Topic of the Day: Semantics Hot Topics from Clinic</p> <p>Case presentations/technique teaching</p>		<p><b>Reflection-on-Action Form 3 due</b></p> <p><b>Topic: How is Therapy Going?</b></p> <p><b>Begin Post-assessing and planning for final case report as appropriate</b></p>
<p>Week 11 11/2/22</p>	<p>Topic of the Day: How Language and Culture Influence Reading and Writing: Social-Cultural Reading Perspective</p> <p>Hot Topics from Clinic</p> <p>Case presentations/technique teaching</p>		<p><b>INITIAL DRAFT OF FINAL CASE REPORT DUE APPROXIMATELY THIS WEEK:</b></p> <p><b>Check specific date with your Clinical Instructor</b></p> <p><b>Begin Post-assessing and planning the report as appropriate</b></p>
<p>Week 12 11/9/22</p>	<p>Topic of the Day: Syntax, Oral Narrative, Modified RAVE-O, Expository Texts (new focus with the Common Core Standards)</p> <p>Hot Topics from Clinic</p> <p>Case presentations/technique teaching</p>		<p><b>Reflection-on-Action Form 4 due</b></p> <p><b>Topic: Examining your client's literacy using a Social Cultural perspective.</b></p>

Week 13 11/16/22	Topic of the Day: Social Pragmatics Case presentations/technique teaching		
Week 14 11/23/22	Case presentations/technique teaching		<p><b>Finalize Reports/Last Week of Clinic</b></p> <p>All clinic sessions must be completed by 12/9/22</p> <p>Remember, all final reports AND required paperwork must be completed and submitted on the last scheduled therapy day for each of your clients.</p> <p><u>Final evaluation conference MUST take place by 12/9/22 unless otherwise scheduled</u></p>
Week 15 11/30/22	<p>Case presentations/technique teaching</p> <p>Review of your experience in LII “AHAs.” Tell us what your favorite child language therapy technique and material has been.</p> <p>Wrap up.</p>		
Week 16 12/7/22	TBD		
Finals Week 12/14/22			<b>Academic Finals</b>

# Online Learning

For additional information, please review the [CSAD Handbooks](#) website

<https://www.csus.edu/college/health-human-services/communication-sciences-disorders/student-resources.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.

## 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: <http://www.csus.edu/umannual/student/stu-0100.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.

### 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.

## Locations of gender-neutral restrooms in Folsom Hall:

Maryjane Rees Language, Speech and Hearing Clinic, 2<sup>nd</sup> Floor of Folsom Hall

## Equal Access:

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. **Sacramento State Services to Students with Disabilities (SSWD)** offers a wide range of support services and accommodations for students in order to ensure students with disabilities have equal access and opportunity to pursue their educational goals. Working collaboratively with students, faculty, staff and administrators, SSWD provides consultation and serves as the information resource on disability related issues to the campus community. 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](mailto:sswd@csus.edu).

## 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](mailto:cares@csus.edu) to speak with a case manager about the resources available to you. Check out the [CARES website](#).

## 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](mailto:stark@csus.edu)
- Services to Students with Disabilities: <https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/>
- 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/>
- Crisis Assistance and Resource Education Support (CARES): <https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/>
- 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](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 243B Practice: Language Disorders II

### 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: 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 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 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 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 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 2a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process

- The student will demonstrate the ability to 1) develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs and 2) collaborate with clients/patients and relevant others in the planning process in the area of receptive and expressive language.
- [Standard V-B 2b. Implement intervention plans \(involve clients/patients and relevant others in the intervention process\)](#)
- The student will demonstrate the ability to implement intervention plans (involves clients/patients and relevant others in the intervention process) in the area of receptive and expressive language.

#### Standard V-B 2c. Select or develop and use appropriate materials and instrumentation for prevention and intervention

- The student will demonstrate the ability to select or develop and use appropriate materials and instrumentation for prevention and intervention in the area of receptive and expressive language.

#### Standard V-B 2d. Measure and evaluate clients'/patients' performance and progress

- The student will demonstrate the ability to measure and evaluate clients'/patients' performance and progress in the area of receptive and expressive language.

#### Standard V-B 2e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients

- The student will demonstrate the ability to modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients in the area of receptive and expressive language.

#### Standard V-B 2f. Complete administrative and reporting functions necessary to support intervention

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

#### Standard V-B 2g. Identify and refer clients/patients for services as appropriate

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

#### Standard V-B 2a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process

- The student will demonstrate the ability to 1) develop setting-appropriate intervention plans with

measurable and achievable goals that meet clients'/'patients' needs and 2) collaborate with clients/patients and relevant others in the planning process in the area of cognitive aspects.

#### Standard V-B 2b. Implement intervention plans (involve clients/patients and relevant others in the intervention process)

- The student will demonstrate the ability to implement intervention plans (involves clients/patients and relevant others in the intervention process) in the area of cognitive aspects.

#### Standard V-B 2c. Select or develop and use appropriate materials and instrumentation for prevention and intervention

- The student will demonstrate the ability to select or develop and use appropriate materials and instrumentation for prevention and intervention in the area of cognitive aspects.

#### Standard V-B 2d. Measure and evaluate clients'/'patients' performance and progress

- The student will demonstrate the ability to measure and evaluate clients'/'patients' performance and progress in the area of cognitive aspects.

#### Standard V-B 2e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients

- The student will demonstrate the ability to modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients in the area of cognitive aspects.

#### Standard V-B 2f. Complete administrative and reporting functions necessary to support intervention

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

#### Standard V-B 2g. Identify and refer clients/patients for services as appropriate

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

#### Standard V-B 2a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/'patients' needs. Collaborate with clients/patients and relevant others in the planning process

- The student will demonstrate the ability to 1) develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/'patients' needs and 2) collaborate with clients/patients and relevant others in the planning process in the area of social aspects.

#### Standard V-B 2b. Implement intervention plans (involve clients/patients and relevant others in the intervention process)

- The student will demonstrate the ability to implement intervention plans (involves clients/patients and relevant others in the intervention process) in the area of social aspects.

#### Standard V-B 2c. Select or develop and use appropriate materials and instrumentation for prevention and intervention

- The student will demonstrate the ability to select or develop and use appropriate materials and instrumentation for prevention and intervention in the area of social aspects.

#### Standard V-B 2d. Measure and evaluate clients'/'patients' performance and progress

- The student will demonstrate the ability to measure and evaluate clients'/'patients' performance and progress in the area of social aspects.

#### Standard V-B 2e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients

- The student will demonstrate the ability to modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients in the area of social aspects.

Standard V-B 2f. Complete administrative and reporting functions necessary to support intervention

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

Standard V-B 2g. Identify and refer clients/patients for services as appropriate

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

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.