



California State University, Sacramento

Department of Communication Sciences and Disorders

GRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Fall 2025	Course: CSAD 227 Dysphagia and the Medical Setting	Section: 01
Meeting Days: Tuesday/Thursday	Meeting Times: 10:30-11:45 am	Location: FLS 2604
Instructor: Lisa D'Angelo, Ph.D., CCC-SLP	Email: _dangelo@csus.edu	Phone: 530-400-1970, text please
Office Location: Folsom Hall 2316	Office Hours/Appointments: by appointment throughout week	

Catalogue Course Description

CSAD 227. Dysphagia and the Medical Setting.

3 Units

Prerequisite(s): [CSAD 218](#), [CSAD 221](#), instructor permission.

Term Typically Offered: Fall

Swallowing problems from infancy through old age; growth patterns and failures in younger populations; feeding and swallowing problems related to normal aging processes and those associated with neurogenic disorders. Assessment and treatment. Includes theoretical and experiential components. Overview of the role of Speech-Language Pathologist in the hospital setting including learning how to read medical charts, basic insurance information, understanding other disciplines and how they affect the job and career of an SLP in the hospital, and medical terms/abbreviations.

Place of Course in Program

GRADUATE

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

CSUS CSAD MS Program Learning Outcomes

The course must provide Competency Enriched Activities (e.g., content and opportunities) for students to learn so that each student can **demonstrate professional attributes and abilities**. To that end, identifying and articulating the ASHA Professional Competencies and Foundational Knowledge, and/or clinical skills that you acquire in this course and during your time at Sac State are critical to becoming career ready and your success both as a student and post-graduation. In this syllabus, assignments, readings, in-class activities, and exams are all opportunities where you can enhance and gain the professional and foundational competencies and skills that employers are seeking and the field requires. This will occur throughout this course including class conversations and will contribute to your ability to identify and articulate these competencies and skills when applying for leadership roles, internships, employment, doctoral programs, fellowships, and more. Note: Failure to meet professional competencies may result in an Academic Performance Improvement Plan (A-PIP) or Clinical Performance Improvement Plan (C-PIP.)

CSUS CSAD MS Program Learning Outcomes		
Competency Area:	Examples of Skills to be Demonstrated:	Competency Enriched Activity (CEA)
Accountability:		
<ul style="list-style-type: none"> • Adhere to the professional codes of ethics, the speech-language pathology scope of practice documents, professional fiduciary responsibility for each client/patient/student served, and federal state, and institutional regulations and policies related to the profession of speech-language pathology and its services, including compliance with confidentiality issues related to the Health Insurance Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA). 	<ul style="list-style-type: none"> • Comply with all HIPAA and FERPA requirements. • Comply with all of ASHA's code of ethics. 	<p><u>This Course:</u> Lecture and discussion on HIPAA, ASHA Code of Ethics, Ethics in medical environments</p> <p><u>The Program:</u></p> <ul style="list-style-type: none"> • Clinic Orientation • Internship Orientation • Professional Development Series • Interprofessional Education (IPE) Learning Experiences • All CSU Compliance Trainings, completed by the end of the first week of the semester
<ul style="list-style-type: none"> • Differentiate service delivery models based on practice sites (e.g., hospital, school, private practice). 	<ul style="list-style-type: none"> • Demonstrate understanding of SLP service differences between employment settings. • Demonstrate understanding of differences between levels of care in medical SLP services. 	<p><u>This Course:</u> Lecture and discussion on medical settings</p> <p><u>The Program:</u></p> <ul style="list-style-type: none"> • Clinic Orientation • Internship Orientation • Professional Development Series • Interprofessional Education (IPE) Learning Experiences
<ul style="list-style-type: none"> • Demonstrate an understanding of the effects of their actions and make appropriate changes as needed. 	<ul style="list-style-type: none"> • Demonstrate awareness, understanding, and ability to perform professional problem solving, communication repair, and resolution including on-time behaviors for clinic, notes, assignments, meetings, orientations, misunderstandings, etc. 	<p><u>This Course:</u> Lecture and discussion on professional behavior in medical settings</p> <p><u>The Program:</u></p> <ul style="list-style-type: none"> • Clinic Orientation • Internship Orientation • Professional Development Series • Interprofessional Education (IPE) Learning Experiences
<ul style="list-style-type: none"> • Explain the health care and education landscapes and how to 	<ul style="list-style-type: none"> • Demonstrate understanding and ability to advocate for 	<p><u>This Course:</u> Lecture and discussion on health care inequities, access to care</p>

facilitate access to services in both sectors.	<p>clients/loved ones across the lifespan.</p> <ul style="list-style-type: none"> Educate and facilitate client/family self-advocacy knowledge and skills. 	<p><u>The Program:</u></p> <ul style="list-style-type: none"> Clinic Orientation Internship Orientation Professional Development Series Interprofessional Education (IPE) Learning Experiences
Effective Communication Skills		
<ul style="list-style-type: none"> Demonstrate the ability to communicate in a responsive and responsible manner with clients/patients/students, communities, and interprofessional team colleagues and other professionals. 	<ul style="list-style-type: none"> Demonstrate active listening skills, respect, and understanding of multiple perspectives in all written and/or oral communications. Respond to others in a timely, thoughtful, considerate, reflective, and respectful manner. 	<p><u>This Course:</u> Lecture and discussion on team collaboration</p> <p><u>The Program:</u></p> <ul style="list-style-type: none"> Clinic Orientation Internship Orientation Professional Development Series Interprofessional Education (IPE) Learning Experiences
Evidence-Based Practice		
<ul style="list-style-type: none"> Access and critically evaluate information sources, apply information to appropriate populations, and integrate evidence in provision of speech-language pathology services. 	<ul style="list-style-type: none"> Identify, discuss, use, and integrate EBP into all aspects of clinical work and plan of care including assessments, therapeutic approaches, goals, education, counseling, etc.. 	<p><u>This Course:</u> Review of evidence based practice in medical SLP; article discussions</p> <p><u>The Program:</u></p> <ul style="list-style-type: none"> Clinic Orientation Internship Orientation Professional Development Series Interprofessional Education (IPE) Learning Experiences
Professional Duty		
<ul style="list-style-type: none"> Demonstrate knowledge of one's own role and those of other professions to appropriately assess and address the needs of the individuals and populations served. 	<ul style="list-style-type: none"> Understand the role that an SLP performs in all clinical services Demonstrate understanding and ability to provide the highest level of care in meeting the needs of clients including the provision of education, resources, home exercise programs, counseling, etc. 	<p><u>This Course:</u> Lecture and discussion on assessment; MBSImp modules, report</p> <p><u>The Program:</u></p> <ul style="list-style-type: none"> Clinic Orientation Internship Orientation Professional Development Series Interprofessional Education (IPE) Learning Experiences
<ul style="list-style-type: none"> Demonstrate knowledge of the roles and importance of interdisciplinary/ interprofessional assessment and intervention and be able to interact and coordinate care effectively with other disciplines and community resources. 	<ul style="list-style-type: none"> Identify the four domain areas of IPE (CERT). Recognize and model respect, teamwork, collaboration, and professionalism with other disciplines. Educate and advocate for the profession with other disciplines during all interactions. 	<p><u>This Course:</u> Lecture and discussion on team collaboration</p> <p><u>The Program:</u></p> <ul style="list-style-type: none"> Clinic Orientation Internship Orientation Professional Development Series Interprofessional Education (IPE) Learning Experiences

<ul style="list-style-type: none"> • Demonstrate knowledge of the roles and importance of individual and collective (e.g., local, national organizations) advocacy for clients/patients/students' right to care. 	<ul style="list-style-type: none"> • Understand and perform the role of an advocate • Advocate at all levels for those that our profession serves. 	<p><u>This Course:</u></p> <p>Lecture and discussion on advocacy within medical settings and in the broader community</p> <p><u>The Program:</u></p> <ul style="list-style-type: none"> • Clinic Orientation • Internship Orientation • Professional Development Series • Interprofessional Education (IPE) Learning Experiences
<ul style="list-style-type: none"> • Demonstrate knowledge of the role of clinical teaching and clinical modeling as well as supervision of students and other support personnel. 	<ul style="list-style-type: none"> • Understand, acknowledge, respect, and learn from clinical instructors and supervisors. • Model and perform professionalism when interacting with all clinic assistants and staff. 	<p><u>This Course:</u></p> <p>Lecture and discussion on competencies and training</p> <p><u>The Program:</u></p> <ul style="list-style-type: none"> • Clinic Orientation • Internship Orientation • Professional Development Series • Interprofessional Education (IPE) Learning Experiences

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.

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.

SPECIFIC STUDENT LEARNING OUTCOMES:

1. Students will demonstrate knowledge of medical terms/abbreviations.
2. Students will demonstrate knowledge of the multidisciplinary team, the medical systems of care, and of issues with access to care/health inequities.
3. Students will demonstrate knowledge of normal swallowing anatomy and physiology.
4. Students will be able to identify risk factors for dysphagia.
5. Students will demonstrate knowledge of the evaluation and treatment processes of dysphagia.
6. Students will understand clinical decision-making and ethical guidelines for evaluating and treating dysphagia.

Course Learning Outcome	Components Indicating Competence	Grades Received
1	Discussion 1 Midterm; Final Exam, MBSimP modules, virtual H&P	

2	Discussion 1; Midterm; Final Exam; SIM lab, MBSimP modules	
3	Discussion 2; Midterm; Final Exam; MBSimP modules	
4	Discussion 2; Midterm; Final Exam; Disorder PPT, MBSimP modules	
5	Discussion 2; Midterm; Final Exam, MBSimP modules; SIM Labs	
6	MBSimP modules Final Exam	

Textbooks and Materials:

Leonard, R., & Kendall, K. (Eds.). (2018). *Dysphagia assessment and treatment planning: a team approach*. Plural publishing. (available on the library website as an eBook)

MBSimP: online platform, registration info below. There is a student fee for this.

Student Enrollment Pathway:

Student Enrollment Pathway

- Navigate to NorthernSpeech.com.
- Click the **University Access** link.
- Select CSU, Sacramento in the drop menu.
- Enter access code CSUS139.
- Scroll to course **#e95 - MBSimP Training** (\$79 – no promo code needed at purchase).
- For enrollment and tech support, email tom@northernspeech.com

Online Resources:

CANVAS

Course Requirements/Components:

Discussions: Two of these will be completed. You will answer a prompt, and respond to 2 other students' responses.

MBSimP: You will be assigned modules to complete in this platform. You will be able to complete a virtual evaluation and write a report in a provided template.

SIM Labs: We will demonstrate, teach, and discuss a bedside swallowing evaluation. We will also have a FEES SIM Lab with Denise Rule (TBA), and a treatment SIM lab. All will be involved informal "debriefing sessions". Your score will be based on participation, and written response.

Presentation on Disorders: Each student will be assigned an associated disorder/clinical population and be required to create and do a presentation. The presentation will include but is not limited to the following:

- ✓ Description and definition of the disorder/clinical population, including prevalence and etiology;
- ✓ Discussion of the effects of the disorder on swallowing function; specify phases or physiology most affected;

- ✓ Discussion of appropriate/effective treatment strategies and prognosis.

There must be at least 3 references from peer-reviewed journals (sources other than the course textbook), and these must be on the last slide of your presentation or turned in as an uploaded document (if you are not creating PPT).

Exams: All exams are cumulative. Exam dates are tentative except the final exam. All exams will be a combination of multiple choice, true/false, short answer, essay questions, video recording observation of studies, and/or writing a report.

Total Course Points:

Virtual H&P	50 points
Disorder Presentation	100 points
Sim Lab participation	150 points
Discussion Posts	50 points
MBS report	100 points
Midterm and final	200 points
MBSimP modules	100 points
Total	750 points

Grading Policy:

Source	Points
Discussions (2)	50 (25 x2)
SIM Labs	150
MBS Report	100
Disorder present	100
Midterm Exam	100
Final Exam	100
MBSimP	100
Virtual H&P	50

Letter grades are assigned according to the following scores

%	Letter
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
0-59	F

Course Policies/Procedures

Make-up Exams: No make-up exams are given unless there is a documented medical situation or personal situation (death in family, computer broke etc.), and you have written proof. **You are responsible for contacting the instructor to schedule this make-up exam. If you take a make-up exam, it may be in the last week of class, at the testing center (small charge), and in all essay format.**

Late Assignments: No late papers/presentations are allowed given the tight course schedule.

Attendance: Students are expected to attend class on a regular basis. You are responsible for the information presented in class. If you have Covid and are sick or quarantining, see below and communicate with me directly.

Drop/Add: Students may drop and add classes according to University Policy. Students must fill out appropriate forms and meet University deadlines to drop or add classes. It is the student's responsibility to understand when he/she needs 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.

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/um anual/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, may be reported to the office of student affairs.

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 Disability Access Center (DAC), 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 DAC and meet with a DAC counselor to request special accommodation before classes start. Sacramento State Disability Access Center 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, DAC provides consultation and serves as the information resource on disability related issues to the campus community. DAC 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 dac@csus.edu

Inclusivity: Students in this class are encouraged to speak up and participate through in-person, online, or discussion posts. Each of us must show respect for each other because our class represents a diversity of beliefs, backgrounds, and experiences. I believe that this is what will enrich all of our experiences together. I recognize that our individual differences can 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 me early in the semester so that we can work together to help you become an active and engaged member of our class and community.

Accessibility/Equity: The goal for all of our students is for access to all information and remove as many barriers as possible to learning. If you feel that you have difficulty accessing the information for WHATEVER reason, please talk to me. We have ways of lending technology (through IRT), helping with disabilities and gaining

accommodations (SSWD), and emergency needs for housing, food, etc.. If it doesn't fall into those categories, please talk to me anyways: we can figure it out.

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 web page](#)

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.

Title IX

Students and faculty each have responsibility for maintaining a safe and respectful space to express their reasoned opinions. Professional courtesy and consideration for our classroom community are especially important with respect to topics dealing with differences in race, color, gender and gender identity/expression, sexual orientation, national origin, religion, disability, and age.

While making personal connections with the topics studied in any course can be a meaningful and important endeavor, please be aware of the following policy regarding confidentiality and disclosures of incidents of sexual misconduct/sexual violence. As your instructor, one of my responsibilities is to help maintain a safe learning environment on our campus. In the event that you choose to write, speak or otherwise disclose information about having experienced sexual misconduct/sexual violence, including rape, sexual assault, sexual battery, dating violence, domestic violence, or stalking and specify that this violence occurred while you or the perpetrator were a Sac State student, federal and state laws require that I, in my capacity as a "responsible employee," must notify Sac State's Title IX Coordinator. The Title IX Coordinator will contact you to inform you of your rights and options and connect you with support resources, including possibilities for holding accountable the person who harmed you. Please be advised that you will not be forced to share information and your level of involvement will be your choice.

Sac State's Title IX Coordinator: Skip Bishop Director of Equal Opportunity Del Norte Hall 2005
william.bishop@csus.edu 916-278-5770

If you do not want the Title IX Coordinator notified, instead of disclosing the experience to me, you can speak confidentially by contacting the following confidential resources:

* Campus Confidential Advocate – Laura Swartzen Email: weave@csus.edu or phone Number: 916-278-5850
(during business hours) WEAVE 24/7 Hotline: 916-920-2952

Other Resources

Testing Center: <https://www.csus.edu/student-affairs/centers-programs/testing-center/>

Library: <https://library.csus.edu/>

Student Health and Counseling Services at the WELL: <https://www.csus.edu/student-life/health-counseling/>

Peer & Academic Resource Center: <https://www.csus.edu/student-affairs/centers-programs/peer-academic-resource/>

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/>

TENTATIVE Course Schedule/Outline:

<u>DATE/ Week of</u>	<u>TOPIC</u>	<u>READINGS/ASSIGNMENTS</u>
Aug 25	-Introduction/Review of syllabus -Medical Terms & Abbreviations	Course Syllabus Start MBSimP
	-Definitions of Dysphagia -Role of the SLP in hospital/adult settings & The Dysphagia Team -Healthcare System and Inequities/Access to Care	Ch. 1 MBSimP
Sept. 1	-Anatomy & Physiology Review -Head and Neck Exam	Ch. 1, 2 MBSimP
	Techniques for Assessing Swallowing	Ch. 3, 6, 9 MBSimP; Virtual H&P due
Sept. 8	Techniques for Assessing Swallowing	MBSimP; Discussion #1
	Bedside Swallowing Evaluation	MBSimP
Sept. 15	Assessment, MBS	Ch.3, 6, 9 MBSimP
	SIM Lab: bedside swallow evaluation	MBSimP
Sept. 22	MBS	MBSimP;
	MBS, FEES	MBSimP
Sept. 29		Ch. 7, MBSimP; Discussion #2
	FEES, Impaired Swallow Symptoms & Disorders	Ch. 4, 15, MBSimP
Oct. 6	Impaired Swallow Symptoms & Disorders	Ch. 15
	CSE Report Writing, Impaired Swallow Symptoms	MBSimP, Ch 15, Template posted
Oct. 13	SIM Lab: FEES in person demo/presentation	Guest Speaker, Denise Rule TBA MBSimP
	Clinical Decision Making & Management of Dysphagia	Ch. 10, 11, 12 MBSimP
Oct. 20	Midterm Clinical Decision Making & Management of Dysphagia	MBSimP
Oct. 27	Spinal Cord Injuries/Disorders	Ch. 18, MBSimP
	Gastro-Esophageal Reflux (GER), Esophageal dysphagia; SIM Lab: Treatment Approaches	Ch. 14, 17, MBSimP
Nov. 3	Tracheostomy & Speaking Valves	Ch. 11, 233-237, MBSimP
	Dysphagia & CA Patients	Ch. 16, MBSimP
Nov. 10	Dysphagia & CA Patients	MBSimP
	Infant/Pediatric Swallowing & Feeding Disorders	Possible Guest Speaker, MBSimP
Nov. 17	Infant/Pediatric Swallowing & Feeding Disorders	
Nov. 24	Presentations	MBSimP
	No class Nov 27 😊	MBSimP THANKSGIVING! Eat! Swallow!
Dec. 1	Presentations	MBSimP
	Guest Lecturer?: Burns	VFSS/MBS Reports Due
Dec. 8	FINALs week	

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

CSAD 227 Dysphagia and the Medical Setting

This course has been designed to be in direct support of the following American Speech-Language Hearing Association (ASHA) Knowledge and Skills Acquisition for certification in Speech-Language Pathology:

Standard IV-C: Speech, Language, Hearing, Communication, and Swallowing Disorders and Differences

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: swallowing disorders (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction,) including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, and executive functioning), including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: social aspects of communication (e.g., behavioral and social skills affecting communication), including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.

Standard IV-D: Prevention, Assessment, and Intervention

- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction).
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, and executive functioning).
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding social aspects of communication (e.g., behavioral and social skills affecting communication).

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

Standard IV-B: Swallowing 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: 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 swallowing.

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 swallowing.

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 swallowing.

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 swallowing.

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 swallowing.

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 swallowing.

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 swallowing.

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.