



California State University, Sacramento
Department of Communication Sciences and Disorders
Master of Science Degree
SYLLABUS & COURSE OUTLINE

Semester/Year: Spring, 2026	Course: CSAD 229B Practice: Speech Disorders II	Section: ALL sections
Meeting Days: Monday/Wednesday	Meeting Times: 1:00pm – 5:00 PM	Location: Folsom (FLS) Hall Maryjane Rees Language, Speech & Hearing Center
Instructors: Sean Green Kathryn Vigil Tasha Unninayar Alicia Fletcher Aathirai Sharma	Email: sean.green@csus.edu kathryn.vigil@csus.edu tasha.unninayar@csus.edu a.fletcher@csus.edu aathirai.sharma@csus.edu	Phone: 916-278-4867
Office Location: Folsom (FLS) Hall 2000	Virtual Office Hours/Appointments: By Appointment per Clinical Instructor	

Catalogue Course Description:

CSAD 229B Practice: Speech Disorders II

2 Units

Prerequisite(s): Instructor permission.

Corequisite(s): CSAD 228B

Term Typically Offered: Fall, Spring

Supervised clinical practice emphasizing clients whose speech is disrupted by abnormal rhythm and rate (e.g., stuttering and cluttering) or abnormal vocal pitch, loudness, and/or quality.

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

Expected Learning Outcomes (ELO)

Expected Learning Outcomes (ELO) 1

Demonstrate clinical competency in evaluation while working with clients exhibiting disorders of fluency and/or voice.

Expected Learning Outcomes (ELO) 2

Demonstrate clinical competency in intervention while working with clients exhibiting disorders of fluency and/or voice.

Expected Learning Outcomes (ELO) 3

Demonstrate clinical competency in writing while working with clients exhibiting disorders of fluency and/or voice.

Expected Learning Outcomes (ELO) 4

Demonstrate clinical competency in interaction and personal qualities (Professional Behavior) while working with clients exhibiting disorders of fluency and/or voice.

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 students acquire in this course and during their time at Sac State), are critical to becoming career ready, a successful student, and post-graduate. In this syllabus, assignments, readings, in-class activities, and exams are all opportunities where students 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 students' 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 Deomonstrated:	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></p> <ul style="list-style-type: none"> Clinical Documentation and Correspondence Clinical Planning, Briefings, and Debriefings Clinical Service Delivery <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></p> <ul style="list-style-type: none"> Clinical Documentation and Correspondence Clinical Planning, Briefings, and Debriefings Clinical Service Delivery <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 	<ul style="list-style-type: none"> Demonstrate awareness, understanding, and ability to perform professional 	<p><u>This Course:</u></p> <ul style="list-style-type: none"> Clinical Documentation and Correspondence

<p>make appropriate changes as needed.</p>	<p>problem solving, communication repair, and resolution including on-time behaviors for clinic, notes, assignments, meetings, orientations, misunderstandings, etc.</p>	<ul style="list-style-type: none"> • Clinical Planning, Briefings, and Debriefings • Clinical Service Delivery <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 facilitate access to services in both sectors. 	<ul style="list-style-type: none"> • Demonstrate understanding and ability to advocate for clients/loved ones across the lifespan. • Educate and facilitate client/family self-advocacy knowledge and skills. 	<p><u>This Course:</u></p> <ul style="list-style-type: none"> • Clinical Documentation and Correspondence • Clinical Planning, Briefings, and Debriefings • Clinical Service Delivery <p><u>The Program:</u></p> <ul style="list-style-type: none"> • Clinic Orientation • Internship Orientation • Professional Development Series • Interprofessional Education (IPE) Learning Experiences
<p>Effective Communication Skills</p>		
<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></p> <ul style="list-style-type: none"> • Clinical Documentation and Correspondence • Clinical Planning, Briefings, and Debriefings • Clinical Service Delivery <p><u>The Program:</u></p> <ul style="list-style-type: none"> • Clinic Orientation • Internship Orientation • Professional Development Series

		<ul style="list-style-type: none"> • 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></p> <ul style="list-style-type: none"> • Clinical Documentation and Correspondence • Clinical Planning, Briefings, and Debriefings • Clinical Service Delivery <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></p> <ul style="list-style-type: none"> • Clinical Documentation and Correspondence • Clinical Planning, Briefings, and Debriefings • Clinical Service Delivery <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 	<ul style="list-style-type: none"> • Identify the four domain areas of IPE (CERT). • Recognize and model respect, teamwork, collaboration, and 	<p><u>This Course:</u></p> <ul style="list-style-type: none"> • Clinical Documentation and Correspondence • Clinical Planning, Briefings, and Debriefings • Clinical Service Delivery

<p>effectively with other disciplines and community resources.</p>	<p>professionalism with other disciplines.</p> <ul style="list-style-type: none"> Educate and advocate for the profession with other disciplines during all interactions. 	<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> <ul style="list-style-type: none"> Clinical Documentation and Correspondence Clinical Planning, Briefings, and Debriefings Clinical Service Delivery <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> <ul style="list-style-type: none"> Clinical Documentation and Correspondence Clinical Planning, Briefings, and Debriefings Clinical Service Delivery <p><u>The Program:</u></p> <ul style="list-style-type: none"> Clinic Orientation Internship Orientation Professional Development Series Interprofessional Education (IPE) Learning Experiences

Textbooks and Materials

The following texts are recommended for the Speech II Clinic and are available in the clinic library, accessible via consultation with the Clinical Instructor. *Please inquiry with the Speech II Methods Instructor regarding access.*

Adler, R. K., Hirsch, S., & Pickering, J. (2019). Voice and Communication Therapy for the Transgender/Gender Diverse Client: A Comprehensive Clinical Guide (3rd ed.). San Diego, CA: Plural Publishing, Inc ISBN: 1944883304

Boone, Daniel (2019). Boone, D. R., McFarlane, S. C., Von Berg, S. L., & Zraick R. I. (2019). The Voice and Voice Therapy (10th ed.). Boston, MA: Pearson Education, Inc. ISBN: 0134893654

Guitar, B. (2019). Stuttering: An integrated approach to its nature and treatment (5th ed.). Philadelphia, PA: Wolters Kluwer ISBN: 1496346122

Olszewski, A., Sullivan, S., & Cabral, A. (2019). Here's How to Teach Voice and Communication Skills to Transgender Women. San Diego, CA: Plural Publishing, Inc ISBN: 1635500656

Shipley, K.G. & McAfee, J.G. (2015). *Assessment in speech-language pathology: A resource manual* (5th ed.). Boston, MA: Cengage Learning ISBN: 978-1285198057

Online Resources

<http://canvas.csus.edu/>

This course is paired with Canvas, an online learning resource. Students are required to log onto <https://my.csus.edu/> (accessible from any computer with an internet connection and up-to-date web browser) **regularly** to access posted course materials, resources, announcements and grades. Virtual technical support is available through Information Resources & Technology (IRT) at:

<https://www.csus.edu/information-resources-technology/get-support-consultation/>.

Remote Learning Resources for students, including laptop checkout, laptop discount program, drive-in Wi-Fi, and remote computer lab access, can be found at <https://www.csus.edu/information-resources-technology/remote-learning/>.

Course Requirements/Components

The student clinician will be responsible for:

- a. Examining the etiologies and characteristics of the disorders of fluency; the etiologies and characteristics for disorders of voice and resonance, including respiration and phonation; and the social aspects of communication (challenging behavior, ineffective social skills, lack of communication opportunities, etc.).
- b. Conducting and evaluating intervention with two (2) clients for a total of four (4) hours/weekly, totaling approximately 30 client contact hours. This clinic begins week #3 (**week of 2/9/26**). All therapy sessions must be completed by Friday, **5/8/26**. If a client cancels, the session is generally not made up. If the Student Clinician, Clinical Instructor, or Clinic Coordinator cancels the session for any reason, it must be made up. All make-up sessions must be completed the same week (or during dead week).

- c. Interpreting results of therapy with the client and/or client's family members/caretaker and working with them on carryover home assignments.
- d. Writing daily lesson plans using the standard Clinic Lesson Plan Template as directed by your Clinical Instructor. Measurable outcomes must be documented on a daily basis.
- e. Documenting progress in daily/weekly Lesson Plans.
Writing Initial and Final Reports of Therapy. **Two late submissions automatically drop your final Writing area clinical competency grade by one letter grade through reduction of points. There are no exceptions to this. Remember, all final reports AND required paperwork must be completed, signed, distributed to the client, and filed on the last scheduled therapy day for each of your clients.**
- f. As with other practicum experiences, once the student clinician has met with their clients, dropping clinical practicum classes by the student clinician is prohibited, except for medical reasons or extraordinary circumstances, as approved by the Department.
- g. 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.
- h. **Meeting with your Clinical Instructor on a once-weekly basis is mandatory.** Your Clinical Instructor will be available to you at other times also, but the weekly meeting should center on specific questions/concerns you have about your clients' programs. Prepare for these weekly meetings: Have specific questions written and ready to discuss. If you are unable to keep your appointment, you must cancel prior to the meeting time and reschedule with your Clinical Instructor.
- i. Evaluating your clinical strengths and identifying areas in which you wish to develop. During meetings and evaluations, you will discuss your developing areas of strengths and areas you wish to strengthen. You will be asked to be self-evaluative, noting specifically what you need to do better and what you plan to do to strengthen these areas. Your Clinical Instructor will also commit to what they can do to help you in these areas. In keeping with ASHA's expectations, we will use formative assessment ("ongoing measurement during educational preparation for the purpose of improving student learning") to evaluate students' critical thinking, decision making, and problem-solving skills across oral and written components and in clinical competency.

Grading Policy

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 midterm and at final, but it is the **final** Clinical Competency Report on which your clinic grade is based. The Clinical Competency Form is separated into four (4) general competency categories: Writing, Assessment, Treatment, 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 4 general competency categories, provided that the student achieves: (a) an

average rating of 4.0 or better for **each** of the 4 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 4 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>
4.15 – 4.34	B	(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
4.00 – 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 • 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

		<ul style="list-style-type: none"> • Specific direction from Clinical Instructor does not alter unsatisfactory performance
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Course Policies/Procedures

Please refer to the current Student Clinic Handbook for clinic policies and procedures, in addition to any new policies. Student clinicians are asked to pay particular information to the following:

ICR/FCR Reports:

1. Please follow the standardized ICR/FCR format provided in the handbook and provided in class as templates for this clinic.
2. Please edit all submitted reports including mechanics (e.g., spelling, grammar) and formatting (e.g., margins, font, etc.).
3. Please comply with all HIPAA regulations (i.e., use of “the client,” client file #, and date of birth only).
4. For all edits, please use the software’s editing tool (e.g., “track changes” in Microsoft Word) or follow the assigned Clinical Instructor’s instructions.

Therapy Observation Comments:

- (a) Be sure to **always** initial the Clinical Instructor’s comments once read.
- (b) Please be sure to answer any questions that are asked on the lined paper and feel free to ask questions for the Clinical Instructor.
- (c) Be sure to bring your assigned client folders to every weekly conference with the Clinical Instructor.

Weekly Conferences:

Student clinicians will meet with the assigned Clinical Instructor every week in group or individual format. This weekly meeting schedule will be created at the beginning of the semester. Please prepare for each weekly conference with the assigned Clinical Instructor. Student clinicians will receive ongoing written and verbal feedback from the assigned Clinical Instructor throughout the semester. Student clinicians are expected to integrate all clinical recommendations into the intervention. As a result, the midterm and final evaluation reports/conferences should be a reflection of the ongoing collaboration and discussions.

Recordings:

If a student clinician wishes to record a therapy session, the student should leave a post-it note on the assigned clinical instructor’s computer before the start of therapy.

Confidentiality:

Please consult the current clinic handbook regarding client confidentiality. Any violation of these policies will result in the student clinician receiving a failing grade in the clinic.

General Policies:

Absences: Student clinicians are expected to meet all clinic appointments. If a student clinician is ill and cannot attend clinic, please contact assigned clients and Clinical Instructor. Any sessions canceled by the student clinician must be offered as a make-up session during dead week (sessions canceled by clients do not necessarily need to be made up).

Dropping: As with other practicum experiences, once the student clinician has met with assigned clients, dropping clinical practicum classes by the student clinician is prohibited, except for medical reasons or extraordinary circumstances, as approved by the Department. See the department catalog for details.

Submission of Written Work: Documenting progress in daily/weekly Lesson Plans online via Microsoft Teams; Written work also includes writing Initial and Final Reports of therapy. Two late submissions automatically drop the final Writing Area clinical competency grade by one letter grade through reduction of points. There are no exceptions to this. Remember, all final reports AND required paperwork must be completed, signed, distributed to the client, and filed on the last scheduled therapy day for each assigned client.

Attendance and Participation Addendum Spring, 2026

University Immigration-Related Accommodations

In recognition of immigration-related events, fears, and/or family circumstances, it is recognized that there could be circumstances that impact the student's ability to attend classes and complete course requirements as per the course schedule. Under university guidance, the instructor of this course has adopted flexible course policies to maintain a welcoming space for all students, regardless of immigration status, national origin, and/or background.

In an effort to support the academic success of impacted students, various accommodations have been established to support the student with successfully meeting course requirements. Students may email the instructor with "Support Needed" in the subject line. There is no need to disclose additional information to request assistance. If unable to connect with the course instructor in-person or via email, the impacted student may send the request for support via a trusted peer.

Campus Immigration Resources and Supports

[Immigration Resources](#)

[Dreamer Resource Center](#)

Dean of Students Office: 916-278-6602

[Counseling Services](#): 916-278-6461

TENTATIVE Course Schedule/Outline:

TENTATIVE CLINIC SCHEDULE AND EXPECTATIONS (PLEASE VERIFY SPECIFIC DATES WITH YOUR CLINICAL INSTRUCTOR)

For additional information, please see the

(a) Student Clinic Handbook or the (b) Student Clinic Handbook, Clinical Instructor edition

Date	Expectations	
Weeks:	Student will:	Clinical Instructor will:
<p>WEEKS #1 and #2</p> <p>Week of 1/26/26</p> <p>Week of 2/2/26</p>	<p>Clients assigned. Client file information accessed via the Clinical Instructor (CI). Make appointment with CI to plan first sessions and develop assessment plan.</p> <p>Set up weekly meetings. These may be conducted in group format at the discretion of the CI, but you, or your CI, may request an individual meeting at any time.</p> <p>Begin writing your INITIAL CASE REPORT during your client file review!</p>	<p>Meet with each student individually.</p> <p>Set up weekly meetings. These may be conducted in group format at the discretion of the Clinical Instructor, but you, or the student clinician, may request an individual meeting at any time.</p> <p>Confirm Assessment Plan with student clinician.</p>
<p>WEEK #3 2/9/26</p>	<p>Submit SOAP notes. First week of clinic for Speech II clients (week of 2/9/26). Conduct interview. Have the client/ caretakers review all required forms. Prepare for and meet with Clinical Instructor.</p>	<p>Provide supervision and written feedback. Instruct/model techniques as necessary.</p> <p>Meet with student clinician.</p>
<p>WEEK #4 2/16/26</p>	<p>Submit SOAP notes. Conduct assessments as appropriate. Develop semester goals and objectives. Chart baseline behaviors as appropriate. Prepare for and meet with Clinical Instructor.</p>	<p>Provide supervision and written feedback. Instruct/model techniques as necessary.</p> <p>Meet with student clinician.</p>
<p>WEEK #5 2/23/26</p>	<p>Submit SOAP notes. Continue assessment; begin therapy. Prepare for and meet with Clinical Instructor.</p>	<p>Provide supervision and written feedback. Instruct/model techniques as necessary. Meet with student clinician.</p> <p><i>Confirm expectations for Initial Case Report.</i></p>

<p>WEEK #6 3/2/26</p>	<p>Submit SOAP notes. Continue assessment, begin therapy.</p> <p>Prepare for and meet with Clinical Instructor. Submit first draft(s) of initial case report(s) approximately Week 6.</p>	<p>Provide supervision and written feedback. Instruct/model techniques as necessary.</p> <p>Meet with student clinician. Begin reviewing initial case report.</p>
<p>WEEK #7 3/9/26</p>	<p>Submit SOAP notes. Continue therapy. Prepare for and meet with Clinical Instructor.</p>	<p>Provide supervision and written feedback. Instruct/model techniques as necessary.</p> <p>Meet with student clinician.</p>
<p>WEEK #8 3/16/26</p>	<p>Submit SOAP notes. Continue therapy. Prepare for and meet with Clinical Instructor.</p> <p>MID-SEMESTER COMPETENCIES EVALUATION MEETING WITH CLINICAL INSTRUCTOR DUE THIS WEEK</p>	<p>Provide supervision and written feedback. Instruct/model techniques as necessary.</p> <p>Meet with student clinician to review mid-semester competencies.</p>
<p>WEEK #9 3/23/26</p>	<p><i>Spring Recess</i></p>	<p><i>Clinic Closed 3/23/26 – 3/27/26</i></p>
<p>WEEK #10 3/30/26</p> <p><i>Cesar Chavez – campus closed 3/31/26</i></p>	<p>Submit SOAP notes. Continue therapy. Prepare for and meet with Clinical Instructor.</p> <p>Begin Post-testing and planning/writing your FINAL CASE REPORT.</p>	<p>Provide supervision and written feedback. Instruct/model techniques as necessary.</p> <p>Meet with student clinician.</p> <p>Confirm expectations for Final Case Report.</p>
<p>WEEK #11 4/6/26</p>	<p>Submit SOAP notes. Continue therapy and post-testing. Work on Final Case Report Drafts. Prepare for and meet with Clinical Instructor.</p>	<p>Provide supervision and written feedback. Instruct/model techniques as necessary.</p> <p>Meet with student clinician.</p>
<p>WEEK #12 4/13/26</p>	<p>Submit SOAP notes. Continue therapy. Prepare for and meet with Clinical Instructor.</p> <p>Submit first draft(s) of final case report(s) approximately this week.</p>	<p>Provide supervision and written feedback. Instruct/model techniques as necessary.</p> <p>Meet with student clinician.</p> <p>Begin reviewing final case reports.</p>

WEEK #13 4/20/26	Submit SOAP notes. Continue therapy. Prepare for and meet with Clinical Instructor. Continue any needed revisions to final case report(s).	Provide supervision and written feedback. Instruct/model techniques as necessary. Meet with student clinician. Continue any needed reviews of final case reports.
WEEK #14 4/27/26	Submit SOAP notes. Continue therapy. Prepare for and meet with Clinical Instructor.	Provide supervision and written feedback. Instruct/model techniques as necessary. Meet with student clinician.
WEEK #15 5/4/26	Last week of Speech II Clinic (not including make-ups). Submit SOAP notes. Conduct end of semester meeting with client and/or clients' parents/caretakers. Submit forms to Clinical Instructor regarding continuation of therapy. Prepare for and meet with Clinical Instructor. REGULAR CLINIC ENDS WEEK of 5/4/26. All make-ups must be completed by 5/15/26 . All final reports AND required paperwork must be completed, signed, distributed to the client, and filed on the last scheduled therapy day for each assigned client. <u>Final evaluation conference MUST take place by the end of the week of 5/11/26 unless otherwise scheduled.</u>	Last week of Speech II Clinic (not including make-ups). Provide supervision and written feedback. Instruct/model techniques as necessary. Meet with student clinician. REGULAR CLINIC ENDS WEEK OF 5/4/26. All make-ups must be completed by 5/15/26 . All final reports AND required paperwork must be completed, signed, distributed to the client, and filed on the last scheduled therapy day for each assigned client. <u>Final evaluation conference MUST take place by the end of the week of 5/11/26 unless otherwise scheduled.</u>
WEEK #16 5/11/26	Make-up therapy week Submit SOAP notes, if conducting therapy. Conduct end-of-semester meeting with client and/or clients' parents/caretakers. Submit forms to Clinical Instructor regarding continuation of therapy.	Make-up therapy week Provide supervision and written feedback. Instruct/model techniques as necessary. Meet with student clinician.

	<p>Prepare for and meet with Clinical Instructor.</p> <p>REGULAR CLINIC ENDS WEEK OF 5/4/26. All make-ups must be completed by 5/15/26. All final reports AND required paperwork must be completed, signed, distributed to the client, and filed on the last scheduled therapy day for each assigned client.</p> <p><u>Final evaluation conference MUST take place by the end of the week of 5/11/26 unless otherwise scheduled.</u></p> <p>Congratulations!</p>	<p>REGULAR CLINIC ENDS WEEK OF 5/4/26. All make-ups must be completed by 5/15/26. All final reports AND required paperwork must be completed, signed, distributed to the client, and filed on the last scheduled therapy day for each assigned client.</p> <p><u>Final evaluation conference MUST take place by the end of the week of 5/11/26 unless otherwise scheduled.</u></p> <p>Congratulations!</p>
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Online Learning

For additional information, please review the [CSAD Handbooks](https://www.csus.edu/college/health-human-services/communication-sciences-disorders/csad-handbooks.html) 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 a Remote Instruction Period (e.g., COVID-19), 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

Hornet Honor Code:

<https://www.csus.edu/student-affairs/internal/documents/hornet-honor-code.pdf>

As proud members and representatives of the Sacramento State Hornet community, we commit ourselves to actively promoting honesty, integrity, respect, and care for every person, ensuring a welcoming campus environment, and striving to help every member of our Hornet family feel a strong sense of belonging.

As Hornets, we will:

- Promote an inclusive campus and community
- Listen and respect each other's thoughts, interests, and views
- Value diversity and learn from one another
- Engage daily with mutual trust, care, and integrity
- Support a culture of honor and adhere to campus policies for honesty, ethics, and conduct
- Be proud to be Sac State Hornets

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, as well as integrity in your behavior in and out of the classroom.

Sacramento 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 Sacramento State's Academic Honesty Policy & Procedures at the following website:

<https://www.csus.edu/umannual/student/stu-100.htm>

Definitions: At Sacramento 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 Sacramento 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, Division of Student Affairs.

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 they need to consider disenrolling from a course. Refer to the Sacramento 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.

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

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 the Disability Access Center (DAC) to discuss eligibility. A current accommodation letter from the DAC is required before any modifications, above and beyond what is otherwise available for all other students in this class will be provided.

The 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.

California State University (CSU) policy prohibits discrimination on the basis of age, disability (physical and mental), gender (or sex), gender identity (including transgender), gender expression, genetic information, marital status, medical condition, nationality, race or ethnicity (including color or ancestry), religion (or religious creed), sexual orientation, sex stereotype, and veteran or military status. California State University prohibits all forms of discrimination, harassment (including harassment, sexual misconduct, dating and domestic violence, and stalking) and retaliation. The University Policy Manual is available at <http://csus.edu/umannual/>.

Crisis Assistance & Resource Education Support (CARES) Support:

If you are experiencing challenges in the area of food, stable housing, or other unique circumstances that are impacting your education, help is just a phone call or email away. The CARES office at Sacramento State offers basic needs support for students experiencing challenges in these areas. Please 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](https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/) to learn more. <https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/>

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 their professor or the Title IX Coordinator may speak to someone confidentially by contacting Student Health and Counseling Services.

Sac State is committed to supporting students and fostering a campus environment free of sexual misconduct and gender-based discrimination. If a student chooses to disclose to a faculty or staff member an experience related to sexual misconduct which includes rape, relationship violence, or stalking, all faculty and staff are obligated to report this disclosure to the university's Title IX Coordinator. Sac State's Title IX Coordinator is William "Skip" Bishop.

Please email equalopportunity@csus.edu or (916) 278-5770. Upon receipt of the report, the Title IX Coordinator will contact you to inform you of your rights and options as a survivor and connect you with support resources, including resolution options for holding accountable the person who harmed you. Students who elect not to discuss their experience with the Title IX Coordinator can speak confidentially to the following confidential resources:

Student Health & Counseling Services at The WELL On Campus

Phone Number: 916-278-6461 Website: www.csus.edu/shcs

Campus Confidential Advocate – Email: weave@csus.edu

On Campus Phone Number: 916-278-5850 (during business hours)

WEAVE 24/7 Hotline: 916-920-2952

<https://www.csus.edu/student-life/health-counseling/sexual-violence-support/>

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
- Sacramento State Disability Access Center (DAC): <https://www.csus.edu/student-affairs/centers-programs/disability-access-center/>
- 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/>
- Virtual Calming Room: <https://www.csus.edu/administration-business-affairs/emergency-employee-information/virtual-calming-room.html>

Knowledge And Skills Acquisition (KASA) For Certification in Speech-Language Pathology CSAD 229B Practice: Speech 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: 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: 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 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 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 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 fluency.

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 fluency.

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 fluency.

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 fluency.

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 fluency.

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 fluency.

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 fluency.

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 voice and resonance.

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 voice and resonance.

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 voice and resonance.

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 voice and resonance.

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 voice and resonance.

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 voice and resonance.

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 voice and resonance.

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.