



California State University, Sacramento

Department of Communication Sciences and Disorders

SYLLABUS & COURSE OUTLINE

Semester/Year: Spring 2026	Course: CSAD 241S Practice: Hearing Screenings	Section: 01
Meeting Days: Methods: Tuesdays Practicum: Fridays	Meeting Times: Methods: 12-12:50pm Practicum: Approx. 8:30am-12pm	Location: Methods: Folsom Hall 2206B Practicum: School sites
Instructor: Lauren Cook, MA, CCC-SLP	Email: Lauren.cook@csus.edu	Phone: (209) 625-9495
Office Location: Virtual	Office Hours/Appointments: Fridays 1:30-3:30pm or by appointment (Zoom)	

Catalogue Course Description:

CSAD 241S Practice: Hearing Screenings.

1 Unit

Prerequisite(s): [CSAD 130](#)

Supervised clinical practice in the administration of hearing screening tests. The student must furnish their own transportation. Fifteen to twenty hours for one unit.

Credit/No Credit

Course Description here from catalog [Communication Sciences and Disorders \(CSAD\)](#)

Place of Course in Program:

This course provides advanced study and practical experiences related to hearing-related communication difficulties in children and adults. Students taking this course will meet weekly to review concepts related to hearing and hearing loss while preparing for practical experiences with clients with hearing impairments. Students will also be guided through hearing screenings with preschool and school-aged children, and group aural rehabilitation classes with older adults with hearing loss. Topics covered include a review of the foundations of audiology, hearing testing and interpretation of findings, principles of aural rehabilitation, the scope of practice of speech-language pathologists, effects of hearing loss on the individual and his/her communication partners, advocacy and resource identification, communication strategies, and lipreading.

Sacramento State Graduate Learning Goals (GLG)

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

Expected Learning Outcomes:

Upon completion of this course, students will demonstrate clinical competency in the following areas when working with clients exhibiting reduced hearing:

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

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> This course supports students within the community setting and emphasizes compliance in accordance to HIPAA and FERPA guidelines when working directly with students and community members as a professional. Course material covers ethics regarding administrating of hearing screenings.</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> This course specifically targets service delivery in community-based schools.</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> This course emphasizes problem solving during both hypothetical and real time scenarios when working with a variety of different ages, ability levels, and demographics.</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 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> This course encompasses patient education and communication between clinician and parents in regards to results of hearing screenings and communicating next steps if they are warranted.</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
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> This course teaches communication between a variety of stakeholders, including patients, colleagues, and community members. Explicit instructions in regards to expectations for effective and appropriate communication are taught and modeled through the course.</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> Best and most recent EBP is embedded into all aspects of this course.</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> This course teaches an SLPs role in conducting hearing screenings, and when to make appropriate referrals to other departments and entities.</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> This course specifically coordinates with audiology in order to explicitly demonstrate interdisciplinary understanding and 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> This course invites members of the Deaf and Hard of Hearing community to share perspectives and experiences throughout the course. Advocacy and patient rights are an integral part of the curriculum.</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> The course instructor will be present in order to model as needed throughout all patient experiences. Throughout the course, the course instructor will encourage and foster more independence from each student while administering hearing screenings.</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

Textbooks, Materials and Online Resources:

There is no textbook required for this class. However, an “Audiometric Interpretation” workbook is available in the library for additional practice.

Required reading materials will be available on Microsoft Teams. Any worksheets or activities that need to be ready for class will also be available on Teams. **It is the student’s responsibility to check Teams before each class meeting.**

Other recommended textbooks:

Title: Foundations of aural rehabilitation: Children, adults, and their family members

Author: Nancy Tye-Murray. Edition: 6th (2024)

ISBN13: 978-1-63550-420-0

Course Requirements/Components:

The student clinician will be responsible for:

1. Attending all Tuesday class meetings (12:00-12:50pm) and assigned hearing screenings
2. Completing all assignments
3. Keeping track of their own screening hours to submit on CALIPSO at the end of the semester

Grading Policy:

This course is graded as Credit/No Credit. Students will receive credit for successful completion of at least 3 hearing screenings, class and practicum attendance, and class and practicum participation and activities. CALIPSO will be used for recorded hours.

According to the Clinic Handbook, students must dress and conduct themselves in a professional manner and demonstrate professional responsibility.

Course Policies/Procedures:

1. **Attendance Policy: Communication is rewarded with flexibility.** Students who experience a home or work hardship and are unable to attend the Tuesday seminars or a school screening **MUST** contact the instructor immediately and discuss options for making up classwork or screening hours.
2. **Class Discussions:** If you need to speak to your classmate on an issue not pertaining to the lecture, please leave the room. If it pertains to the class, please ask me or address the entire class. Please keep your behavior in class professional.
3. **Cell Phone Policy:** Please keep your cell phones turned off during class. If you absolutely need it to be on, please keep it on “vibrate” mode and sit near the exit. If you need to take a call, please leave the classroom silently and come back when you are finished. You do not need to ask permission to leave or enter the class.
4. **Technology Use:** It is a course expectation that you will participate fully in class discussion and give classmates and discussion your full and undivided attention. You are not permitted to engage in other homework or extracurricular activities during class time. “Multitasking” will not be permitted. Please silence your cell phone to avoid distractions during class time.
5. **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.
6. **Course Evaluations:** This class is continually modified to promote student learning and to knowledgeable entry into the profession. At the completion of the course, you are expected to comment on the nature of this course. This procedure allows me to modify segments of the course to make it more applicable to future students’ educational and professional growth. You are encouraged to use this modality to voice concerns directly and appropriately. Your voice matters.
7. **Health and Safety Information:** If you are sick, stay home and do not attend class. Notify your instructor. Please self-diagnose if you are experiencing any COVID-like symptoms (fever, cough, sore throat, muscle aches, loss of smell or taste, nausea, diarrhea, or headache) or have had exposure to someone who has tested positive for COVID contact Student Health & Counseling Services (SHCS) at 916-278-6461 to receive guidance and/or medical care. The CDC provides a good source of information regarding COVID-19 and a way to self-check symptoms: [Coronavirus Disease 2019 \(COVID-19\)](#)

Students must adhere to COVID-19 policies regarding mask-wearing and vaccinations as described on the CSUS website. Please see [Campus Coronavirus/COVID-19 Safety Information](#) and [Coming to Campus](#) for more information and updates.

TENTATIVE Course Schedule/Outline:

See Microsoft Teams for school sites, guest speakers, and other updates. Guest speakers often cover topics such as: interprofessional practice (with school nurses, teachers of the deaf, educational audiologists), supporting families, working with interpreters, supporting use of hearing assistive technology, and more.

Date	Guest Speaker	Topic
1/27/26	N/A	Introduction, preparation for hearing screenings
2/3/26	N/A	Play audiometry, Laws and regulations
2/10/26	N/A	Ear anatomy and impacts on hearing Audiometric interpretation review
2/17/26	N/A	Understanding Audiograms (continued) Presentation Rubric/Sign Up
2/24/26	N/A	Presentations

3/3/26	N/A	Presentations
3/10/26	N/A	Presentations
3/17/26	Dr. Martin Crudo	An Introduction to Working with Signed Language Interpreters
3/24/26	NO CLASS	Spring Break (campus closed)
3/31/26	NO CLASS	Cesar Chavez Day (campus closed)
4/7/26	Dr. Ariel Cassar	Tour of Audiology Department/Clinic
4/14/26	Molly Walker	Working with DHH children in educational and medical settings
4/21/26	TBA	Guest Speaker
4/28/26	N/A	Interactive Activity
5/5/26	Dr. Leah Geer	Experiences with hearing screening in school: Hearing changes and communication preferences
5/12/26	N/A	Course Wrap Up

Hornet Honor Code

[Hornet Honor Code](#)

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 and also integrity in your behavior in and out of the classroom.

Sac State's Academic Honesty Policy & Procedures

"The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento expects that both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades." Read more about Sac State's Academic Honesty Policy & Procedures at the following website:

<https://sacramentostate.policystat.com/policy/11300038/latest>

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.

Department Policy on Use of APA Format

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

Understand When You May Drop This Course

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

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 SSWD and meet with a SSWD counselor to request special accommodation before classes start. **Sacramento State Disability Access Center (DAC)** 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 Additional information can be found on the DAC website: <https://www.csus.edu/student-affairs/centers-programs/disability-access-center/>

Crisis Assistance & Resource Education Support (CARES) Support

If you are experiencing challenges in the area of food and/or stable housing, help is just a click, email or phone call away! Sacramento State offers basic needs support for students who are experiencing challenges in these areas.

Please visit our Crisis Assistance & Resource Education Support (CARES) website to learn more about your options and resources available.

<https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/>

Supporting All Students: Immigration-Related Accommodations

Statement of Support

This classroom is a welcoming space for all students, regardless of immigration status, national origin, or background. I am committed to creating an inclusive learning environment where every student can succeed academically while feeling safe and supported.

Flexible Policies

I recognize that immigration-related events, fears, or family circumstances may impact your ability to attend class or complete assignments on schedule. If you are experiencing challenges related to immigration enforcement activities, family circumstances, or anxiety about current events, please reach out to me as soon as possible.

Available Accommodations:

- Extended deadlines for assignments
- Alternative arrangements for missed classes or exams
- Modified participation requirements
- Referrals to campus support services

Confidentiality

All communications regarding your personal circumstances will be kept strictly confidential. You are not required to disclose specific details—simply let me know you need support.

Campus Resources:

- [Immigration Resources](#)
- Dreamer Resource Center
- Counseling and Psychological Services
- Dean of Students Office: 916-278-6602

How to Request Support:

- [Email me](#) directly with “Support Needed” in the subject line
 - Speak with me after class or during office hours
 - Have a trusted classmate reach out if you’re unable to contact me directly
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Title IX

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

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 Mary Lee Vance. 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: <https://www.csus.edu/student-life/health-counseling/counseling/>
- Campus Confidential Advocate Email: weave@csus.edu
- On Campus Phone Number: 916-278-5850 (during business hours)

WEAVE 24/7 Hotline: 916-920-2952

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/testing/>
- Library: <https://library.csus.edu/>
- Student Health and Counseling Services at The WELL: <https://www.csus.edu/shcs/>
- Sacramento State Disability Access Center (DAC):
<https://www.csus.edu/student-affairs/centers-programs/disability-access-center/>
- Peer & Academic Resource Center: <https://www.csus.edu/parc/>
- Student Academic Success and Education Equity Programs: <https://www.csus.edu/saseep/>
- 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>
- SMART Thinking (tutoring resource):
https://www.csus.edu/student-affairs/centers-programs/degrees-project/internal_documents/smarthink_ing.pdf

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

CSAD 241S Practice: Hearing Screenings

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 IV-B: Basic Human Communication Processes

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: acoustic bases of human communication.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Standard V-B 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 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.