



# California State University, Sacramento

## Department of Communication Sciences and Disorders

### GRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Spring 2026	Course: CSAD 295I and S Internship: Speech-Language and Hearing Services in Schools (SLHS) Internship: Speech-Language Pathology in Private Practice	Section: 01
Meeting Days: Per internship site's agreement	Meeting Times: Per internship site's agreement	Location: Assigned school site(s)
Instructor: Razi Zarchy, SLPD, CCC-SLP	Email: razi.zarchy@csus.edu	Phone: 916-278-7732
Office Location: FLS 2316	Office Hours/Appointments: By appointment	

#### Catalogue Course Description:

**CSAD 295I: Internship: Speech-Language and Hearing Services in Schools (SLHS)**

**CSAD 295S: Internship: Speech-Language Pathology in Private Practice**

**4 Units**

**Prerequisite(s):** All previous semesters' clinical practica and coursework must be completed; achievement of a passing score on the CBEST.

**Corequisite(s):** [CSAD 250](#). Graded: Credit/No Credit Units: 4

Supervised clinical practice in a school setting. Students are expected to conform to the schedules of the placement(s) to which they are assigned. The student must furnish his/her own transportation.

Credit/No Credit

## Place of Course in Program

**Place of Course in the Program:** The purpose of this course is to provide the student with supervised public school experience in all aspects of an itinerant Language, Speech, and Hearing program and/or a Communication Disabled Special Day Class experience on a full-time, five-day-per-week basis. This course fits into the overall Speech-Language Pathology Services Credential with or without the Special Day Class Authorization in that the student will be involved in the following: screening, assessing/evaluating, scheduling, implementing, and conducting a Language, Speech, and Hearing program in the public schools, and/or conducting evaluations and preparing and implementing curriculum delivery in the Special Day Class environment. The implementation will be conducted using all techniques, methods, procedures, and written reporting required under current laws, regulations, and district policies.

**Requirements and Prerequisites:** Concurrent enrollment in the CSAD 250 Seminar course is required unless the student has obtained permission from the instructor. Prerequisites for this course include: successful completion of an undergraduate major in Communication Sciences and Disorders (or equivalent as determined by the Department) and the advanced specialization coursework and clinical requirements (except for internships) for the Speech-Language Pathology Services Credential and Special Day Class Authorization, with the exception of the CSAD 250 course, which is to be taken concurrently. **\*\*Note:** Please be advised that you may not begin the placement until you have successfully submitted the required documentation to the department for filing as required by the Clinic Coordinator. This documentation includes, among other things, the California Commission on Teacher Credentialing (CTC) Certificate of Clearance, TB Test verification, CPR certification, Hep B vaccination, and California Basic Educational Skills Test (CBEST) results.

Please Note: Clinical Supervisors will need to check with their districts regarding any additional district-specific background check/fingerprinting requirements. Students will need to satisfy any such requirements for the assigned district prior to beginning the internship placement. These requirements may vary and Clinical Supervisors are required to ensure that they are completed at the district level

You must earn a minimum of 100 clock hours to pass this experience.

This supervised, clinical practicum course is placed in the curriculum at the graduate level following completion of all coursework and graduate clinical work at the Maryjane Rees Language, Speech and Hearing Center.

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

## Course Learning Outcomes:

### GRADUATE

#### **CSAD 295I and S SPECIFIC STUDENT LEARNING OUTCOMES:**

This course has been designed to be in direct support of the specific American Speech-Language-Hearing Association (ASHA) Knowledge and Skills Acquisition (KASA) Standards. Successful completion of this course means that you have passed ASHA's KASA Standards listed on the pages at the end of this syllabus. In alignment with these Standards and the clinical competencies, the student clinician will be responsible for learning and completing the following:

This course has been designed to be in direct support of the following:

- A. The specific American Speech-Language Hearing Association (ASHA) Knowledge and Skills Acquisition Standards listed on the pages at the end of this syllabus
- B. The following California Commission on Teacher Credentialing (CTC) Standards:
  - Program Design Standard 1 (Intern Delivery Model)
  - Program Design Standard 8 (Participating in IFSP/IEPs and Post-Secondary Transition Planning)
  - Speech-Language Pathology Services Credential Standard 6 (School Field Experience)
  - Speech-Language Pathology Services Credential Standard 7 (Consultation and Collaboration)
  - Speech-Language Pathology Services Credential Standard 8 (Assessment of Candidate Performance)
  - Special Day Class Authorization Standard 1 (Knowledge and Skills of Assessment in General Education)
  - Special Day Class Authorization Standard 2 (Curricular and Instructional Skills in General Education)
  - Special Day Class Authorization Standard 3 (General Education Field Experiences)
  - Special Day Class Authorization Standard 4 (Assessment of Academic Abilities)
  - Special Day Class Authorization Standard 5 (Academic Instruction)

The student will work with students from different age/grade ranges with a variety of speech, language, hearing, and communication disorders (articulation, fluency, voice and resonance, receptive and expressive language, hearing impaired, autism, etc.) who communicate with a wide variety of communication modalities (oral, manual, AAC) in a wide variety of academic placements (individual, small group, and/or large group instruction) to obtain practice and develop skills in the following areas:

- A. Methods of prevention and appropriate assessment and intervention of communication disorders, including all procedures and written reporting required by laws, regulations, and district policies
- B. Participation in (including information presentation) during IFSP/IEP meetings, including eligibility and planning meetings and transition planning meetings. Participation in Student Study Team meetings related to classroom accommodations and modifications of curriculum and monitoring of student progress to develop an understanding of multi-tiered systems of support (Response to Intervention)
- C. Creation of measurable teaching objectives
- D. Program scheduling and implementation

- E. Planning and implementation of appropriate daily teaching procedures/lesson plans
- F. Choice and use of appropriate testing and measurement materials and techniques for assessing oral language, reading and written language skills. Choice and use of appropriate teaching materials.
- G. Sequencing teaching tasks
- H. Understanding the relationship between language and the core academic curriculum and the impact/interaction of speech, language, and hearing disorders on student performance
  - 1. Understanding (Itinerant and SDC) and demonstrating (SDC) a variety of pedagogical approaches to reading, writing, and mathematics teaching
  - 2. Development of curriculum relevant goals
  - 3. Participation in consultation with general education classroom teachers
  - 4. Participation in consultation with other general education and special education professionals
  - 5. Understanding how the linguistic, cognitive, and social aspects of communication impact the student's ability across the curriculum.
- I. Development of appropriate reinforcement techniques
- J. Behavior management
  - 1. Planning strategies for maintaining on-task behavior
  - 2. Implementation of strategies for maintaining on-task behavior
- K. Accurate data recording to ensure a record of individual student progress
- L. Making appropriate referrals based on information obtained from the assessment and/or teaching process
- M. Developing written documentation that is pertinent, accurate, clear, concise, well-organized, and grammatically correct. Effective communication with parents, families, and related professionals
- N. Formulation and use of criteria for improving one's own instructional competence
- O. Orientation to and experience with ongoing professional education and contemporary professional issues and ethical conduct.
- P. Processes used in research and the integration of research principles into evidence-based clinical practice
- Q. Begin to develop methods for self-evaluating effectiveness of practice
- R. Assessment of and delivery of services to students from culturally and linguistically diverse backgrounds
  - 1. Assessing speech, language, cognitive, voice, and learning using the methods and tools available on site and as guided by the on-site supervisor
  - 2. Planning and writing treatment goals and objectives for clients. Objective, measurable, client centered SMART goals are required
  - 3. Writing daily notes as applicable to the job site, including the documentation of measurable outcomes and analysis
  - 4. Writing evaluation, progress, and/or discharge reports as required of employees at this setting
  - 5. Conducting treatment with a wide variety of patients/clients, five days per week for 9 weeks (100 hour minimum)
  - 6. Interpreting test and therapy results with the students, and family/caregivers (when applicable)
  - 7. Demonstrating the ability to participate efficiently and effectively with the interprofessional team as appropriate for the setting
  - 8. Learning and practicing how speech therapy integrates successfully with the entire educational team to ensure the highest quality of patient/client care
  - 9. Making referrals as needed
  - 10. Developing an understanding of the current fiscal issues in education, which impacts documentation, report writing, and student program planning
  - 11. Completing any other therapy related activities which enhances this experience as required by the on-site supervisor (e.g., additional reading assignments, presenting an inservice, etc)

12. Participating in both midterm and final performance evaluations

## Expected Learning Outcomes (ELO)

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

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

Course Learning Outcome	Components Indicating Competence	Grades Received
1-12	Mid-Term Competencies	
1-12	Final Competencies	

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### Textbooks and Materials:

None

### Online Resources:

Canvas

### Course Requirements/Components:

The following outlines the basic expectations of a student clinician:

1. Maintain professional and ethical conduct at all times and with particular regard to issues of confidentiality (HIPAA)
2. Prepare daily treatment plans (e.g., plan of care) and all other required documentation, as indicated by Clinical Supervisor
3. Attend regularly scheduled conferences with Master Clinician and University Supervisor, as indicated
4. Attend all staff and other meetings arranged by Clinical Supervisor
5. As with other practicum experiences, once the student has begun the practicum, dropping the class is prohibited, except in the case of medical necessity or extraordinary circumstances as approved by the Department of Communication Sciences and Disorders
6. Sign, date and submit the Student Agreement during a CSAD 250 class meeting (document listed below)
7. Maintain all clinical clock hour documentation, including required signatures
8. Adherence to the facility's official internship start and end dates
9. Compliance with all applicable requirements as listed in the CSUS CSAD Student Clinician Handbook

10. Compliance with Guideline and Policy Student Agreement for CSAD 295M
11. If a student clinician is **ill or has a medical emergency**, they should (a) complete the fillable form available at: [Internship Attendance Form](#) and (b) submit a doctor's note directly to the clinic coordinator. Any excused absence **requires** medical documentation, and this excused absence shall last no longer than two days. Please review the contract in this syllabus for additional information.
12. If a student clinician is **absent, tardy, or leaves early for any reason from their full-time internship, the student clinician must complete the Internship Attendance Form above**. Student completion and submission of the e-form is a clinic requirement that should be completed if there is *any* reason that a student clinician is not at their site for their assigned schedule. As a reminder, student clinicians should **not** (a) leave early "just because sessions are done," (b) arrive late to their internship site, and (c) ask for days off to study, take care of personal errands, participate in a job interview, prepare for sessions/assessments at home, or attend a doctor's appointment. Excused or unexcused absences need to be submitted to Dr. Zarchy--not just asked of the student clinician's on-site supervisor. This is because a request for "time off" places the onsite supervisor in an unfair position. Further, it is not considered to be professional behavior by the student clinician. **Failure to comply with this requirement may result in the immediate administration of a performance improvement plan (PIP) and/or an automatic failure of this course** (even if the student clinician has earned all of the required clinical clock hours).

### Public School Placements (see [Clinic Student Handbook](#) for additional information)

- School internships and Special Day Class internships will be for a minimum of 100 hours in length as determined by the onsite Clinical Supervisor and the Clinic Coordinator.
- The internship will be determined by the onsite Clinical Supervisor's schedule.
- Clinical Supervisors must be onsite whenever the student intern is onsite.
- A minimum of 25% supervision of therapy and 25% supervision of diagnostic sessions is required.
- The minimum number of direct client contact hours to be obtained in this internship is 100.
- A University liaison, who is a full or part-time faculty member, will be assigned to each placement and conducts a minimum of one site visit following initial communication about the placement details.
- Any problems or concerns during the internship should be reported immediately to the University Liaison and the Internship Coordinator. Additional site visits (as many as needed) are scheduled in cases where additional support or supervision is required in order for a student to have the opportunity to obtain the clinical competence required to acquire the independence to enter independent professional practice. The liaison will also support the onsite Supervisor in the writing and administration of any Performance Improvement Plans (PIP).
- Onsite Clinical Supervisors will complete and submit a mid-term and final student evaluation in CALIPSO and assign the student grade.
- The student must complete and submit an evaluation of the onsite Clinical Supervisor, University Liaison, and the internship site(s).

### 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.***

**NOTE:** Unexcused absences and/or ending an internship early is a breach of professional behavior. Any student who fails to maintain attendance and participation at their assigned internship site through the originally-established end date may receive a “No Credit” grade for the course.

SCORE	GRADE	DESCRIPTION
4.65 - 5.00	A	<b><u>Exceeds Performance Expectations</u></b> (Minimum assistance required) <ul style="list-style-type: none"><li>• Clinical skill/behavior well-developed, consistently demonstrated, and effectively implemented</li><li>• Demonstrates creative problem solving</li><li>• Clinical Instructor consults and provides guidance on ideas initiated by student</li></ul>
4.50 - 4.64	A-	
4.35 – 4.49	B+	<b><u>Meets Performance Expectations</u></b>
4.15 – 4.34	B	(Minimum to moderate assistance required) <ul style="list-style-type: none"><li>• Clinical skill/behavior is developed/implemented most of the time, but needs continued refinement or consistency</li><li>• Student can problem solve and self-evaluate adequately in-session</li><li>• Clinical Instructor acts as a collaborator to plan and suggest possible alternatives</li></ul>
4.00 – 4.14	B-	
3.85 – 3.99	C+	<b><u>Needs Improvement in Performance</u></b> (Moderate assistance required) <ul style="list-style-type: none"><li>• Inconsistently demonstrates clinical skill/behavior</li><li>• Student’s efforts to modify performance result in varying degrees of success</li><li>• Moderate and ongoing direction and/or support from Clinical Instructor required to perform effectively</li></ul>
3.65 – 3.84	C	
3.50 – 3.64	C-	
3.35 – 3.49	D+	<b><u>Needs Significant Improvement in Performance</u></b>

		(Maximum assistance required) <ul style="list-style-type: none"> <li>• Clinical skill/behavior is beginning to emerge, but is inconsistent or inadequate</li> <li>• Student is aware of need to modify behavior, but is unsure of how to do so</li> <li>• Maximum amount of direction and support from clinical Supervisor required to perform effectively.</li> </ul>
3.15 – 3.34	D	
3.00 – 3.14	D-	
1.00 – 2.99	F	<b><u>Unacceptable Performance</u></b> (Maximum assistance is not effective) <ul style="list-style-type: none"> <li>• Clinical skill/behavior is not evident most of the time</li> <li>• Student is unaware of need to modify behavior and requires ongoing direct instruction from Clinical Instructor to do so</li> <li>• Specific direction from Clinical Instructor does not alter unsatisfactory performance</li> </ul>

**CALIFORNIA STATE UNIVERSITY, SACRAMENTO**  
**Department of Communication Sciences and Disorders (CSAD)**

CSAD 295I and S

Internship: Speech-Language Pathology in a Public School or Special Day Class Setting

**Guideline and Policy Student Agreement for CSAD 295 I and S**

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*(Print first and last name)*

**The above-named CSUS CSAD graduate student understands, agrees and will comply with all of the following guidelines and/or policies:**

The above-named student ...

- Is responsible for earning and obtaining a minimum of 50 documented clinical clock hours that are approved, signed, and dated by supervisor(s).
- Will not use a personal cell phone for any purpose during internship hours, unless approval/permission has been obtained from the onsite supervisor.
- Will observe all HIPAA requirements throughout the entire internship.
- Will maintain CSUS CSAD's official clinical clock hour documentation and obtain the onsite supervisor's signature and professional information (e.g., ASHA and license numbers).
- Will comply with the internship facility's official dress code.
- Will maintain the highest level of professional behaviors.
- Will complete a **minimum** of a 9-week, 100-hour internship (*Note:* Individual sites may require a longer internship).
- Will spend time independently studying for and/or prepping for students.
- Agrees to begin the internship on the scheduled start date, will attend each scheduled day/week of the internship without fail or excuse, and will complete the internship on the final scheduled date.
- Understands that an "excused absence" for any day of the internship is defined as a documented illness or medical issue.
- Will contact the onsite supervisor by phone, text, or email, and the clinic coordinator by submitting the completed e-form immediately if an illness or medical issue prevents participation in the internship for one or more days with no more than 2 days allowed out, and will provide supportive signed/dated medical documentation to onsite supervisor and clinic coordinator.
- If a student clinician is absent, tardy, or leaves early for any reason from their full-time internship, the student clinician must complete and submit a fillable form, [Internship Attendance Form](#)
- Understands that *all* absences must be "made up" and will result in a mandatory extension of the internship.
- Will *immediately* communicate any concerns or issues with the assigned university liaison.
- Understands that a school internship will involve working on a holiday(s).
- Will schedule any prospective employment interviews outside of the internship schedule.
- Understands that a grade for this internship will not be issued until each of the above requirements is met. If all of the above and syllabus requirements are not met, then the student may fail this course. No exceptions.
- Understands that a copy of this signed agreement will be provided to the on-site supervisor at the beginning of the internship by the CSUS CSAD clinic coordinator.

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Student (print full name)

Date

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Student signature

Date

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Faculty Signature, CSAD 295M

Date

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Graduate Coordinator

Date

# 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 A-PIP or C-PIP.

CSUS CSAD MS Program Learning Outcomes		
Competency Area:	Examples of Skills to be Demonstrated:	Competency Enriched Activity (CEA)
<b>Accountability:</b>	<ul style="list-style-type: none"> <li>• 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).</li> </ul>	<p><b>This Course:</b></p> <ul style="list-style-type: none"> <li>• Comply with all HIPAA and FERPA requirements.</li> <li>• Comply with all of ASHA's code of ethics.</li> </ul> <p><b>The Program:</b></p> <ul style="list-style-type: none"> <li>• Clinic Orientation</li> <li>• Internship Orientation</li> <li>• Professional Development Series</li> <li>• Interprofessional Education (IPE) Learning Experiences</li> <li>• All CSU Compliance Trainings, completed by the end of the first week of the semester</li> </ul>
	<ul style="list-style-type: none"> <li>• Differentiate service delivery models based on practice sites (e.g., hospital, school, private practice).</li> </ul>	<p><b>This Course:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of SLP service differences between employment settings.</li> <li>• Demonstrate understanding of differences between levels of care in medical SLP services.</li> </ul> <p><b>The Program:</b></p> <ul style="list-style-type: none"> <li>• Clinic Orientation</li> <li>• Internship Orientation</li> <li>• Professional Development Series</li> <li>• Interprofessional Education (IPE) Learning Experiences</li> </ul>
	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of the effects of their actions and make appropriate changes as needed.</li> </ul>	<p><b>This Course:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>The Program:</b></p> <ul style="list-style-type: none"> <li>• Clinic Orientation</li> <li>• Internship Orientation</li> <li>• Professional Development Series</li> <li>• Interprofessional Education (IPE) Learning Experiences</li> </ul>
	<ul style="list-style-type: none"> <li>• Explain the health care and education landscapes and how to facilitate access to services in both sectors.</li> </ul>	<p><b>This Course:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding and ability to advocate for clients/loved ones across the lifespan.</li> <li>• Educate and facilitate client/family self-advocacy knowledge and skills.</li> </ul> <p><b>The Program:</b></p> <ul style="list-style-type: none"> <li>• Clinic Orientation</li> <li>• Internship Orientation</li> <li>• Professional Development Series</li> <li>• Interprofessional Education (IPE) Learning Experiences</li> </ul>
<b>Effective Communication Skills</b>		

<ul style="list-style-type: none"> <li>Demonstrate the ability to communicate in a responsive and responsible manner with clients/patients/students, communities, and interprofessional team colleagues and other professionals.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate active listening skills, respect, and understanding of multiple perspectives in all written and/or oral communications.</li> <li>Respond to others in a timely, thoughtful, considerate, reflective, and respectful manner.</li> </ul>	<p><b><u>This Course:</u></b></p> <ul style="list-style-type: none"> <li>Onsite, full-time internship</li> </ul> <p><b><u>The Program:</u></b></p> <ul style="list-style-type: none"> <li>Clinic Orientation</li> <li>Internship Orientation</li> <li>Professional Development Series</li> <li>Interprofessional Education (IPE) Learning Experiences</li> </ul>
<p><b>Evidence-Based Practice</b></p> <ul style="list-style-type: none"> <li>Access and critically evaluate information sources, apply information to appropriate populations, and integrate evidence in provision of speech-language pathology services.</li> </ul>	<ul style="list-style-type: none"> <li>Identify, discuss, use, and integrate EBP into all aspects of clinical work and plan of care including assessments, therapeutic approaches, goals, education, counseling, etc..</li> </ul>	<p><b><u>This Course:</u></b></p> <ul style="list-style-type: none"> <li>Onsite, full-time internship</li> </ul> <p><b><u>The Program:</u></b></p> <ul style="list-style-type: none"> <li>Clinic Orientation</li> <li>Internship Orientation</li> <li>Professional Development Series</li> <li>Interprofessional Education (IPE) Learning Experiences</li> </ul>
<p><b>Professional Duty</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the role that an SLP performs in all clinical services</li> <li>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.</li> </ul>	<p><b><u>This Course:</u></b></p> <ul style="list-style-type: none"> <li>Onsite, full-time internship</li> </ul> <p><b><u>The Program:</u></b></p> <ul style="list-style-type: none"> <li>Clinic Orientation</li> <li>Internship Orientation</li> <li>Professional Development Series</li> <li>Interprofessional Education (IPE) Learning Experiences</li> </ul>
<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the four domain areas of IPE (CERT).</li> <li>Recognize and model respect, teamwork, collaboration, and professionalism with other disciplines.</li> <li>Educate and advocate for the profession with other disciplines during all interactions.</li> </ul>	<p><b><u>This Course:</u></b></p> <ul style="list-style-type: none"> <li>Onsite, full-time internship</li> </ul> <p><b><u>The Program:</u></b></p> <ul style="list-style-type: none"> <li>Clinic Orientation</li> <li>Internship Orientation</li> <li>Professional Development Series</li> <li>Interprofessional Education (IPE) Learning Experiences</li> </ul>
<ul style="list-style-type: none"> <li>Demonstrate knowledge of the roles and importance of individual and collective (e.g., local, national organizations) advocacy for clients/patients/students' right to care.</li> </ul>	<ul style="list-style-type: none"> <li>Understand and perform the role of an advocate</li> <li>Advocate at all levels for those that our profession serves.</li> </ul>	<p><b><u>This Course:</u></b></p> <ul style="list-style-type: none"> <li>Onsite, full-time internship</li> </ul> <p><b><u>The Program:</u></b></p> <ul style="list-style-type: none"> <li>Clinic Orientation</li> <li>Internship Orientation</li> <li>Professional Development Series</li> <li>Interprofessional Education (IPE) Learning Experiences</li> </ul>
<ul style="list-style-type: none"> <li>Demonstrate knowledge of the role of clinical teaching and clinical modeling as well as supervision of students and other support personnel.</li> </ul>	<ul style="list-style-type: none"> <li>Understand, acknowledge, respect, and learn from clinical instructors and supervisors.</li> <li>Model and perform professionalism when interacting with all clinic assistants and staff.</li> </ul>	<p><b><u>This Course:</u></b></p> <ul style="list-style-type: none"> <li>Onsite, full-time internship</li> </ul> <p><b><u>The Program:</u></b></p> <ul style="list-style-type: none"> <li>Clinic Orientation</li> <li>Internship Orientation</li> <li>Professional Development Series</li> <li>Interprofessional Education (IPE) Learning Experiences</li> </ul>

## Hornet Honor Code

[https://www.csus.edu/student-affairs/\\_internal/\\_documents/hornet-honor-code.pdf](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.

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## 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.

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## 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.

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## 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.

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## 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. Prefer 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.

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## 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](mailto:dac@csus.edu) Additional information can be found on the DAC website: <https://www.csus.edu/student-affairs/centers-programs/disability-access-center/>

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## 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/>

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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](mailto: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](mailto:weave@csus.edu)

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

WEAVE 24/7 Hotline: 916-920-2952

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## 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/smarthinking.pdf](https://www.csus.edu/student-affairs/centers-programs/degrees-project/_internal/_documents/smarthinking.pdf)

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

ASHA Knowledge And Skills Acquisition (KASA) tracking for courses and clinics in the MS program can be found online in the student's CALIPSO account.

## **CSAD 295I or S Internship: Speech-Language Pathology in the School or Special Day Class Setting**

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

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

### **Standard IV-F: Research**

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

### **Standard V-A: Oral and Written Communication**

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

### **Standard IV-B: Basic Human Communication Processes**

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

### **Standard IV-B: Swallowing Processes**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Standard V-B 1a. Conduct screening procedures**

- The student will demonstrate the ability to conduct screening procedures in the area of communication modalities.

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

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

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

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

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

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

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

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

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

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

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

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

**Standard V-B 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 articulation.

**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 articulation.

**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 articulation.

**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 articulation.

**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 articulation.

**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 articulation.

**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 articulation.

**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 receptive and expressive language.

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

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

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

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

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

- The student will demonstrate the ability to measure and evaluate clients'/patients' performance and progress in the area of receptive and expressive language.
- Standard V-B 2e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients
- The student will demonstrate the ability to modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients in the area of receptive and expressive language.

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

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

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

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

**Standard V-B 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 hearing.

**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 swallowing.

**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 swallowing.

**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 swallowing.

**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 swallowing.

**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 swallowing.

**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 swallowing.

**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 swallowing.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Standard V-B 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 communication modalities.

**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 communication modalities.

**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 communication modalities.

**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 communication modalities.

**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 communication modalities.

**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 communication modalities.

**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 communication modalities.

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

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

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

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

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

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

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

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