**California State University, Sacramento**  
**Department of Communication Sciences and Disorders**

## GRADUATE SYLLABUS & COURSE OUTLINE

<table>
<thead>
<tr>
<th>Semester/Year:</th>
<th>Course:</th>
<th>Section:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2019</td>
<td>CSAD 229C Practice: Speech Disorders III</td>
<td>01-04</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Meeting Days:</th>
<th>Meeting Times:</th>
<th>Location:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, Wednesday</td>
<td>4:00-7:00 pm</td>
<td>Folsom Hall, Clinic</td>
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<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Email:</th>
<th>Phone:</th>
</tr>
</thead>
<tbody>
<tr>
<td>01 Lois DeMartini</td>
<td><a href="mailto:demartil@saclink.csus.edu">demartil@saclink.csus.edu</a></td>
<td>530-400-1970 (D’Angelo)</td>
</tr>
<tr>
<td>02 Debra Harms</td>
<td><a href="mailto:debra.harms@csus.edu">debra.harms@csus.edu</a></td>
<td>Text or emergencies only</td>
</tr>
<tr>
<td>03 Andrea O'Donnell</td>
<td><a href="mailto:andrea.odonnell@csus.edu">andrea.odonnell@csus.edu</a></td>
<td>Contact CI directly as needed</td>
</tr>
<tr>
<td>04 Tracy Stage</td>
<td><a href="mailto:Tracy.stage@csus.edu">Tracy.stage@csus.edu</a></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Office Location:</th>
<th>Office Hours/Appointments:</th>
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</thead>
<tbody>
<tr>
<td>Folsom Hall 2316 (D’Angelo)</td>
<td>Wednesday 3:30-4:30, Thursdays 11:30-1:30 (D’Angelo; contact CI for meeting time)</td>
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### Catalogue Course Description:

**CSAD 229C. Practice: Speech Disorders III. 2 Units**

**Prerequisite(s):** Instructor permission  
**Corequisite(s):** CSAD 228C  
**Term Typically Offered:** Fall, Spring

Supervised clinical practice emphasizing children and adults whose speech is disrupted secondary to developmental disorders and syndromes, degenerative disorders or complex problems.

### Place of Course in Program

**Place of Course in Program**

This supervised clinical practicum course is placed in the curriculum at the graduate level while they graduate student is completing related coursework (228C Speech III Methods) concurrently with this practicum in multiple speech and language disorders and augmentative communication.
Sacramento State Graduate Learning Goals (GLG)

<table>
<thead>
<tr>
<th>Disciplinary knowledge:</th>
<th>Master, integrate, and apply disciplinary knowledge and skills to current, practical, and important contexts and situations.</th>
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</thead>
<tbody>
<tr>
<td>Communication:</td>
<td>Communicate key knowledge with clarity and purpose both within the discipline and in broader contexts.</td>
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<tr>
<td>Critical thinking/analysis:</td>
<td>Demonstrate the ability to be creative, analytical, and critical thinkers.</td>
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<tr>
<td>Information literacy:</td>
<td>Demonstrate the ability to obtain, assess, and analyze information from a myriad of sources.</td>
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<tr>
<td>Professionalism:</td>
<td>Demonstrate an understanding of professional integrity.</td>
</tr>
<tr>
<td>Intercultural/Global Perspectives:</td>
<td>Demonstrate relevant knowledge and application of intercultural and/or global perspectives.</td>
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</table>

Course Learning Outcomes:

**GRADUATE**

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.

1. Assess the client’s current communication disorder, by designing and carrying out an individualized assessment
2. Create pertinent history interview questions
3. Add and/or revise history questions based on information provided by client/caregiver during interview
4. Interpreting test and therapy results with the client/caregiver at least three times in the semester in the therapy room
5. Creation of a home program during and at the conclusion of the semester that includes a client/caregiver training system
6. Interpret the assessment results and create the semester’s specific, objective, measurable goals and objectives for each client
7. Competently complete required clock hours
8. Write lesson plans and SOAP notes which include long term goals, short term objectives, treatment methods/procedures and data for each session
9. Write initial and final case reports for each client that includes history, evaluation and therapy (including goals and objectives) information that is written to professional standards
10. Attend meetings with your supervisor on a weekly basis
11. Evaluate the students own clinical strengths and challenges
12. Participate in a midterm and final performance evaluations and conferences
13. Implement professional and ethical behaviors and demonstrate these behaviors during interactions with clients, caregivers, clinical instructors and clinic staff
## CSAD 229C SPECIFIC STUDENT LEARNING OUTCOMES/Grading:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Performance Expectations</th>
</tr>
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<tbody>
<tr>
<td>95 – 100%</td>
<td>A (Exceeds Performance Expectations) (Minimum assistance required)</td>
</tr>
<tr>
<td>90 – 94%</td>
<td>A-</td>
</tr>
<tr>
<td>87 – 89%</td>
<td>B+</td>
</tr>
<tr>
<td>83 – 86%</td>
<td>B (Clinical skill/behavior is developed/implemented most of the time, but needs continued refinement or consistency)</td>
</tr>
<tr>
<td>80 – 82%</td>
<td>B-</td>
</tr>
<tr>
<td>77 – 79%</td>
<td>C+</td>
</tr>
<tr>
<td>73 – 76%</td>
<td>C</td>
</tr>
<tr>
<td>70 – 72%</td>
<td>C-</td>
</tr>
<tr>
<td>67 – 69%</td>
<td>D+</td>
</tr>
<tr>
<td>64 – 66%</td>
<td>D</td>
</tr>
<tr>
<td>60 – 63%</td>
<td>D-</td>
</tr>
<tr>
<td>0 – 59%</td>
<td>F</td>
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### Textbooks and Materials: none

### Online Resources:

**Canvas:** This course is embedded into a Web Course format. You **must** have an active csus email and use CSUS’s Canvas platform to access handouts, course assignments, class discussions and class email.

### Course Requirements/Components:

- Chart Review and Interview Questions
- Assessment Plan
- Report
- Client Summaries
Grading Policy:

Letter grades are assigned according to the following scores/percentages:

- 95-100%.....A
- 90-94%.....A-
- 87-89%.....B+
- 83-86.....B
- 80-82%.....B-
- 77-79%.....C+
- 73-76%.....C
- 70-72%.....C-
- 67-69%.....D+
- 64-66%.....D
- 60-63%.....D-
- Below 60%....F

Course Policies/Procedures:

Course Policies

Attendance: Attendance to treatment and meetings is required. Missed treatment sessions will be made up the week after clinic and before finals and requires the approval of your clinical instructor. Should you be unable to attend or tardy for an treatment session or meeting, alert your clinical instructor and follow clinic procedures.

Clinical Instructors: Therapy times have been assigned by the scheduling office. Schedule changes must be approved by the Clinic Coordinator. Meetings with your clinical instructor will be either individual or group meetings. Should a concern arise regarding clinical issues, please communicate with the clinical instructor first and then the clinic coordinator if concerns persist.

TENTATIVE Course Schedule/Outline:

After each treatment session the clinician is required to complete therapy logs and respond to supervisor comments. In addition, SOAP or lesson plans are due on a weekly basis. Your CI will provide you with a day and time that SOAP notes are due.

All SOAP notes, reports, or any other client related correspondence must be sent via CSUS email to your CI's CSUS email.

Clinical instructors may alter due dates or require additional assignments.

Week 1: Submit client summary to clinical instructor, if required.
Week 2: Interview questions due to supervisors, if required.
Week 3: Clinic begins. Complete clinic required forms and conduct interviews.
Week 4: Conduct evaluations. Therapy.
Week 5: Complete assessment. Therapy.
Week 6: Submit first draft of Initial Case Reports (ICR). This draft is graded.
Week 7: Continue therapy.
Week 8: Submit final draft of ICRs to your clinical instructor. Midterm competency meetings begin this week.
Week 9: Continue therapy.
Week 10: Continue therapy.
Week 11: Continue therapy.
Week 12: Submit Final Care Reports (FCR).
Week 13: Make FCR corrections and resubmit to your clinical instructor.
Week 14: Conduct final conference with client/caregiver. Final reports are given to clients/caregiver.
Week 15: Dead Week. Make up clinic hours if needed. Meet with CI for final competency evaluation.

Week 16: Finals Week.

Additional Information:

Commitment to Integrity:
As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

Sac State’s Academic Honesty Policy & Procedures:
“The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento expects that both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades.” Read more about Sac State’s Academic Honesty Policy & Procedures at the following website: http://www.csus.edu/umanual/student/stu-0100.htm

Definitions: At Sac State, “cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means.” Plagiarism is a form of cheating. At Sac State, “plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person’s contribution.” Source: Sacramento State University Library Note: Any form of academic dishonesty, including cheating and plagiarism, may be reported to the office of student affairs.

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.

Equal Access:
California State University-Sacramento, Department of Communication Sciences and Disorders, seeks to provide equal access to its programs, services, and activities for people with disabilities. If you have a documented disability and verification from the Office of Services to Students with Disabilities (SSWD), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student’s responsibility to provide documentation of disability to SSWD and meet with a SSWD counselor to request special accommodation before classes start. Sacramento State Services to Students with Disabilities (SSWD) offers a wide range of support services and accommodations for students in order to ensure students with disabilities have equal access and opportunity to pursue their educational goals. Working collaboratively with students, faculty, staff and administrators, SSWD provides consultation and serves as the information resource on disability related issues to the campus community. SSWD is located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) or (916) 278-7239 (TDD only) or via email at sswd@csus.edu.
Basic Needs 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 Basic Needs website to learn more about your options and resources available.
https://www.csus.edu/basicneeds/

Other Resources

Testing Center: https://www.csus.edu/testing/
Library: https://library.csus.edu/
Services to Students with Disabilities: https://www.csus.edu/sswd/
Student Health and Counseling Services at The WELL: https://www.csus.edu/shcs/
Peer & Academic Resource Center: https://www.csus.edu/parc/
Student Academic Success and Education Equity Programs: https://www.csus.edu/saseep/
Case Manager, Office of Student Affairs: https://www.csus.edu/student/casemanager/
Knowledge And Skills Acquisition (KASA) For Certification in Speech-Language Pathology

CSAD 229C Practice: Speech Disorders III

Standard IV-E, IV-G, IV-H: Contemporary Professional Issues
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: standards of ethical conduct.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: contemporary professional issues and advocacy.

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

Standard V-A: Oral and Written Communication
- The student will demonstrate skill in oral and written or other forms of communication sufficient for entry into professional practice.

Standard IV-B: Basic Human Communication Processes
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: biological bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: neurological bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: psychological bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: developmental/lifespan bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: linguistic bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: cultural bases of human communication differences.

Standard V-B 1a. Conduct screening and prevention procedures (including prevention activities)
- The student will demonstrate the ability to conduct screening and prevention procedures in the area of 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.

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.

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

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

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

- The student will demonstrate the ability to conduct screening and prevention procedures.

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.

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.

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

- The student will demonstrate the ability to adapt evaluation procedures.

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.

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.

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

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

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

- The student will demonstrate the ability to conduct screening and prevention procedures.

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.

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.
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 receptive and expressive language.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- The student will demonstrate the ability to modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients in the area of cognitive aspects.
Standard V-B 2f. Complete administrative and reporting functions necessary to support intervention

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Standard V-B 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.