



Department of Communication Sciences and Disorders
California State University, Sacramento

SPRING 2019

**CSAD 243A-01: PRACTICE - LANGUAGE DISORDERS I
SYLLABUS & COURSE OUTLINE**

Methods Instructor:

Heather Thompson, PhD CCC-SLP
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Office Hours:

Mondays and Wednesdays 11:00am-12:30pm
Office Location: Folsom Hall 2404G
Telephone: 916/278-6654

Date, Time and Location:

As scheduled, Maryjane Rees Language Speech and Hearing Clinic

Number of Weeks:

16 week course; 13-14 week clinical semester

Units:

2

Clinical Instructors:

Speech 1 Clinical Instructors

James Chuchas	james.chuchas@csus.edu
Sandy Kaul	sandra.kaul@csus.edu
Karen Oakley	karen.oakley@csus.edu
Shauna Brown	shbrown@egusd.net

Language 1 Clinical Instructors

Debra Harms	debra.harms@csus.edu
Kathryn Vigil	kathryn.vigil@csus.edu
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COURSE DESCRIPTION

Supervised clinical practice in language disorders emphasizing children and adults with peripheral hearing loss or central auditory processing disorders (CAPD).

PLACE OF THE COURSE IN THE PROGRAM

This course will generally be taken by students during their first semester of the graduate program and is considered to be the entry practicum course in language disorders, aural rehabilitation and auditory processing. The methods course (CSAD 242A) is a co-requisite to this practicum course. Each clinician/graduate student will be assigned one client for whom they are responsible for an approximately 13-14 week clinical semester. While the

practicum's focus will be auditory processing disorders (AP), aural rehabilitation (AR), and language and/or phonologically-based speech sound disorders (PD), the focus may be modified to meet the needs of the client

PRE-REQUISITIES

Instructor permission

CO-REQUISITE

CSAD 242A

OTHER REQUIREMENTS

1. GPA in prerequisite speech pathology courses of 3.00 or better.
2. Grades of C or better in all courses taken in the major.
3. Be concurrently enrolled in CSAD 242A.
4. Passing of speech and language screening required by department.
5. Department Background Check (if not already done).
6. Purchase of student professional liability insurance.
7. Completion of a TB test and the 3 shot Hepatitis (HBV) series of vaccinations.

LEARNING OUTCOMES COMPETENCIES (CSAD 243A)

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 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. The instructor will use a variety of activities and strategies that implement both quantitative and qualitative assessment measures to ensure maximizing students' opportunities to learn and to integrate information presented in this course. The quantitative and qualitative data from these measures will be triangulated to evaluate students' mastery of each learning outcome.

SPECIFIC STUDENT LEARNING OUTCOMES

Upon completion of this course the student will be able to:

1. Design, plan and carry out individualized AR, AP and PD client assessments using standardized tests, informal measures and observations, interviews and conferences, and review of client records.
2. Create a set of pertinent history/interview questions.
3. Complete a client/caregiver interview, utilizing a question set, but be able to listen to the client/caregiver and be able to add and/or revise questions as necessary during the interview.
4. Interpret assessment results and design and individualized and appropriate treatment plans for client with AR, AP and/or PD. This treatment plan should be sequenced hierarchically and written in a behavioral objective format. This includes: a) long term semester goals, b) short term objectives, c) treatment methods/procedures and d) baseline and final data.
5. Discuss with the client the assessment findings and the treatment plan in a proactive, yet compassionate manner.
6. Implement the treatment plan in a time efficient and effective manner, yet making the plan and treatment methods with client engagement in mind.
7. Competently complete a total of 22-48 clock hours of client contact with at least one client. A minimum of two hours in assessment is required.
8. Integrate research principles into evidence-based clinical practice.
9. Update the client on a regular basis about the progress being made under the treatment plan.

10. Take effective data in a structured and organized manner.
11. Write a Final Case Report for each client that contains a plan for clinical intervention that is tailored specifically for that individual client and that is written to professional standards.
12. Attend weekly conferences with the assigned clinical instructor and assist her/him in the planning and implementation of goals for that conference.
13. Develop and implement professional and ethical behaviors as required, with the client, caregiver, and clinical instructor.

The above learning outcomes will be assessed through weekly written lesson plans and/or SOAP notes, draft and final reports (ICR and FCR), skill with client assessment, the design and implementation of therapy techniques, and the use of professional behavior. A midterm and final competency evaluation will be completed by the clinical instructor in writing and presented in a verbal discussion with the graduate clinician.

COURSE POLICIES:

Attendance: Prompt attendance at clinic treatment sessions and weekly AR preparation meetings is required at all times. Any missed assessment or treatment sessions must be made up during the week between the end of clinic and finals week and with the approval of your clinical instructor. A clinical instructor must be supervising your sessions at all times. A schedule of the required attendance dates for the AR preparation meetings and the AR classes will be provided.

Clinical Instructors: Your clinical instructor and your therapy times have been assigned to you based upon the schedule that you provided to the scheduling office. No change to your schedule may be made without the approval of the Clinic Coordinator. Your Clinical Instructors are required to meet with you on a weekly basis. Those meetings may be individual or group conferences to discuss clients and assessment/treatment plans. Attendance at these conferences is mandatory. If you have concerns that your clinical issues are not being adequately addressed, you should first talk with your clinical instructor. If you continue to remain concerned, speak with the Clinic Coordinator.

Reflection paper: After finishing your two required AR sessions, you will submit a reflection paper on your experiences with preparation and participation. The requirements for this reflection paper and the accompanying rubric are available online.

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.

CLINIC POLICIES:

Clinic Handbook: A Clinic Handbook will be provided to you at the start of the semester. You are responsible for following the policies and procedures described in the Clinic Handbook.

Video Recordings: Video Recordings of clients MUST remain in the clinic. All video recordings may be downloaded to a flash drive and must be immediately deleted after the student has reviewed the recorded session. They can be viewed in an available therapy room or the Student Clinician’s room. They can also be used for classroom presentations, then deleted. These recordings may not be taken home. A violation of this policy will result in the student receiving a failing grade in the clinic.

Grading Policy: A passing grade for clinic performance is based on the Final Clinical Competencies. You should review competencies 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 Competencies 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 Competencies are separated into four (4) general categories: Writing, Assessment, Treatment, and Professional Behavior. Each general competency area consists of numerous individual line items.

A passing grade for each clinic is a B- or higher. A passing grade is obtained by achieving a rating of 4.0 or better on the average combined score of the 4 general competency categories, provided that the student achieves; (a) an average rating of 4.0 or better for **each** of the 4 general competency categories **and** (b) a minimum score of 3.0 on **all** individual competency line items. **Therefore, any student receiving (a) a rating of 2.99 or less on any one (or more) specific line item or (b) a rating of 3.99 or less for a competency category will not pass the clinic, even if their average combined score of the 4 general competency categories is a B- or higher. In such cases, a grade of C+ will be given for the clinic.**

Letter grades will be based upon the following:

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

3.50 – 3.64	C-	
3.35 – 3.49	D+	<p><u>Needs Significant Improvement in Performance</u> (Maximum assistance required)</p> <ul style="list-style-type: none"> • Clinical skill/behavior is beginning to emerge, but is inconsistent or inadequate • Student is aware of need to modify behavior, but is unsure of how to do so • Maximum amount of direction and support from clinical Supervisor required to perform effectively.
3.15 – 3.34	D	
3.00 – 3.14	D-	
0 – 2.99	F	<p><u>Unacceptable Performance</u> (Maximum assistance is not effective)</p> <ul style="list-style-type: none"> • Clinical skill/behavior is not evident most of the time • Student is unaware of need to modify behavior and requires ongoing direct instruction from Clinical Instructor to do so • Specific direction from Clinical Instructor does not alter unsatisfactory performance

**California State University, Sacramento
 CALIPSO Clinical Competencies**

Performance Rating Scale

5 = Exceeds Performance Expectations (Minimum assistance required)

- Clinical skill/behavior well-developed, consistently demonstrated, and effectively implemented
- Demonstrates creative problem solving
- Clinical Instructor consults and provides guidance on ideas initiated by student

4= Meets Performance Expectations (Minimum to moderate assistance required)

- Clinical skill/behavior is developed/implemented most of the time, but needs continued refinement or consistency
- Student can problem solve and self-evaluate adequately in-session
- Clinical Instructor acts as a collaborator to plan and suggest possible alternatives

3= Needs Improvement in Performance (Moderate assistance required)

- Inconsistently demonstrates clinical skill/behavior
- Student’s efforts to modify performance result in varying degrees of success
- Moderate and ongoing direction and/or support from Clinical Instructor required to perform effectively

2= Needs Significant Improvement in Performance (Maximum assistance required)

- Clinical skill/behavior is beginning to emerge, but is inconsistent or inadequate
- Student is aware of need to modify behavior, but is unsure of how to do so

- Maximum amount of direction and support from clinical Supervisor required to perform effectively

1= Unacceptable Performance (Maximum assistance is not effective)

- Clinical skill/behavior is not evident most of the time
- Student is unaware of need to modify behavior and requires ongoing direct instruction from Clinical Instructor to do so
- Specific direction from Clinical Instructor does not alter unsatisfactory performance

Areas of Evaluation

Articulation: Production of speech sounds and phonology.

Fluency: Dysfluency, including the assessment and treatment of fluency disorders.

Voice: Voice and Resonance, including respiration and phonation.

Language: Receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, and writing.

Hearing: Hearing, including the impact on speech and language, and the effects of hearing impairment on communication in adults. Rehabilitation of adults with hearing loss through communication strategies, auditory training, speechreading, technology, instruction and counseling, and advocacy.

Swallowing: Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myology).

Cognition: Cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning).

Social Aspects: Social aspects of communication (including challenging behavior, ineffective social skills, lack of communication opportunities).

Augmentative and Alternative Communication Modalities: Communication modalities (including oral, manual, augmentative and alternative communication techniques and assistive technologies).

TENTATIVE SCHEDULE

- Week 1** Clients are assigned. Read client files. Make appointment with Clinical Instructor (CI) to plan first sessions. Write a summary of client information to take to your first meeting with CI.
- Week 2** Interview questions due to clinical instructors, if required. Review tests and prerequisite course notes. Decide on tests and practice prior to initiation of therapy. Start writing the Pertinent History section of the Initial Case Report with information contained in the client's file.
- Week 3** First week of clinic for most clients. Have client sign Client Permission form and complete first session paperwork. Review clinic policies and procedures, including the Notice of Privacy Practice form. Conduct interviews. Play with child clients and obtain a language & speech sample. Obtain a speech & language sample from adult clients by chatting; maybe begin testing with adult clients. Revise Pertinent History section of the Initial Case Report to include a summary of the interview information. **Bring speech sample analysis (with summary of client's speech errors) to methods class.**
- Week 4** Conduct evaluations. Complete informal probing to determine candidate goals, narrow down candidate goals to 3-4 with CI approval. Chart baseline behaviors/collect baseline data on candidate goals. Summary of interview due to clinical instructor if required. Score all formal/informal tests administered to date. Finalize the Pertinent History section of the Initial Case Report. Score your assessment protocols on the same day as you complete the assessment.
- Week 5** Continue assessment, score tests, analyze test results and write the assessment section of your Initial Case Report.
- Week 6** **Initial Case Report is due in the CSAD 242A class this week.** A required report format has been supplied to the clinical instructor and provided to you in CSAD 242A (template available on SacCT under "report format"). Make revisions to your ICR following peer feedback. You may begin treatment objectives, especially with your adult client. At the end of this week or the beginning of the next week meet with your client/caregiver to discuss your assessment findings and your semester treatment plan. Make revisions to your ICR after receiving feedback from your Methods instructor. Continue your treatment plan.
- Week 7** Finalize ICR. Give completed ICR packet and grading rubrics to CI. Continue treatment plan. Update your client/caregiver about progress in therapy. Midterm performance evaluations/conferences occur in this week or next week.
- Week 8** Make revisions to ICR following CI feedback. Midterm performance evaluations/conferences occur in this week or in the previous week. Provide CI with a copy of your treatment plan.
- Week 9** **For Language 1 clients starting 02/27/19 or later, ICR with peer editing due to methods instructor in class.**
- Weeks 10-11** Continue with treatment plan. Prepare first draft of Final Case Report. Finalize first draft of FCR for CSAD 242A. Complete FCR peer-review.
- Week 12** Continue with treatment plan.
- Week 13** Make revisions to FCR following Methods Instructor feedback. Finalize FCR and assemble End of Semester Packet, and turn into CI as per their due date. Hand in final writing rubric to CI.

Weeks 14-15 Last week of Clinic: Conduct Final Conference with Client/Caregiver. All final reports must be completed, signed and ready to go into the client's file. Release forms for exchange of information should be included with report. Submit client contact hours form to clinical instructor.

CSAD 243A: PRACTICE - LANGUAGE DISORDERS I

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

CSAD 243A Practice: Language Disorders I

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 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 1a. Conduct screening and prevention procedures (including prevention activities)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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 hearing.

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 hearing.

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 hearing.

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 hearing.

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 hearing.

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 social aspects.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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