

**CALIFORNIA STATE UNIVERSITY, SACRAMENTO**  
**Department of Communication Sciences and Disorders**  
**Spring 2022 Syllabus**

**CSAD 146-50 Introduction to Clinical Methods,  
Ethical Practices and Legal Issues**  
**Tuesday and Thursday**  
**8:00 – 9:15 a.m.**  
**WEBONLINE**

**Instructor:** Darla K. Hagge Ph.D., CCC-SLP

**Office:** Folsom Hall/ Phone / Zoom

**Phone:** (916) 278-6695

**Email:** hagge@csus.edu

**Office Hours:** By appointment, please contact Dr. Hagge directly by email

*Date of last revision: 1/20/2022*

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\*Note: In order to maintain confidentiality for clients and students,  
audio recordings during class are not allowed in this course\*

**PLACE OF COURSE IN PROGRAM**

This course will generally be taken by students as one of their senior level courses. This course will orient students to fundamental clinical procedures in speech-language pathology, in addition to introducing ethical and legal issues as they pertain to speech-language pathologists and speech-language pathology assistants.

**COURSE DESCRIPTION**

Methods and materials used in clinical procedures are introduced. Work with graduate students, clinicians, and clients provides introduction to actual procedures and ethical practices. Introduction to ASHA Code of Ethics and legal issues in professional practice including federal and state laws and regulations, funding sources and scope of practice, survey of professional settings for speech and hearing services, including multidisciplinary settings.

**PREREQUISITES**

Prior to enrolling in the first course involving direct client contact (CSAD 140L) the student must meet or demonstrate the criteria listed below.

1. Be physically capable of dealing with young children and physically disabled persons.
2. Have and maintain sufficient emotional stability to work with difficult clients.
3. Major GPA of 3.2 with no CSAD course grade below "C".
4. CHDV 30, DEAF 51, PSYC 2, STAT 1, CSAD 110, 111, 112, 125, 126, 130, 145 or equivalents)

## **REQUISITES**

1. Provide documentation of all medical requirements for the SLPA internship including but not limited to: negative TB (PPD) test and initiation or completion of the Hepatitis B series.
2. Complete the department's authorized background check/fingerprint/internship paperwork as required. Please see the department's website and the Student SLPA Internship Handbook for instructions regarding completing the background check and more.

## **Learning Outcomes Competencies (CSAD 146):**

Mastery of each student learning outcome listed below is indicated by a grade of C 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 C. The instructor will suggest strategies to help you establish competence and knowledge in these areas.

## **SPECIFIC STUDENT LEARNING OUTCOMES:**

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

1. Define and identify (un)ethical behavior in the practice of speech pathology and audiology, including confidentiality and informed consent, as determined by the American Speech and Hearing Association (ASHA). (Code of Ethics)
2. Critically discuss and answer questions about the scope of practice for SLPs and Audiologists versus SLPAs.
3. Identify (in writing and verbally), the differing requirements made by the CA State Licensing Board between the SLP and the SLPA, including the responsibilities not to be performed by the SLPA.
4. State or write and discuss the tenets of Universal Precautions.
5. Discuss HIPAA regulations to clinical practice verbally and in writing.
6. Observe clinical practicum and identify (in writing) client objectives, teaching methods, reinforcers, and client behavior.
7. Design treatment objectives, detailing performance, conditions, and criterion.
8. Demonstrate (in writing and verbally) the ability to set up a treatment session based on the client objectives established by the SLP, including appropriate teaching methods, and reinforcement.
9. Formulate a written treatment plan, including treatment objectives and materials and teaching methods, for clients
10. Collect and report treatment data in a standardized manner as required by the supervising SLP.
11. Collect and interpret treatment data in a standardized manner.

12. Utilize standard treatment/teaching methods under the guidance of the supervising SLP.
13. Identify in writing the difference between a complete client assessment and a screening.
14. Describe (in writing and verbally) the non-treatment duties of a SLPA
15. Discuss in writing a model of best-practice supervision, the supervision requirements for a SLPA, as well as the CEUs in supervision required for the supervising SLP.
16. Describe the requirements and processes for registering as a SLPA.

Course Learning Outcome	Components Indicating Competence	Grades Received
1	COE in-class activity	
2	Exam 1	
3	Exam 1	
4	Universal Precautions quiz	
5	HIPAA quiz	
6	Journal project	
7	Exam 1; in-class activity	
8	Exam 1; Case presentation	
9	Exam 1; Case Presentation; small-group project	
10	Journal project	
11	Journal project	
12	Journal project; Case presentation	
13	Exam 1	
14	Exam 1	
15	Exam 1	
16	In-class discussions	

\*PowerPoint Presentations and additional information/resources will be posted on Canvas.

### **TEXTBOOKS:**

#### ***Required Text:***

Roth, F. P., & Worthington, C. K. (2018). *Treatment resource manual for speech-language pathology 6<sup>th</sup> Edition*. San Diego: Singular Pub. Group.

#### ***Recommended Texts:***

Dwight, D. (2015). *Here's How to Do Therapy: Hands-On Core Skills in Speech-Language Pathology*, 2<sup>nd</sup> edition. San Diego, CA: Plural Publishing.

Ostergren, Jennifer A. (2014). *Speech-Language Pathology Assistants: A Resource Manual*. San Diego, CA: Plural Publishing.

**Required Readings: (Available at the URL provided)**

1. American Speech-Language-Hearing Association. (2016). *Code of ethics* [Ethics]. Available from [www.asha.org/policy/](http://www.asha.org/policy/). See more at: <https://www.asha.org/siteassets/publications/et2016-00342.pdf>
2. ASHA's Information Page – Ethics  
<https://www.asha.org/practice/ethics/>

**Selected Resources:**

1. ASHA State-by-state. Available at: <http://www.asha.org/advocacy/state/>
2. Speech-Language Pathology and Audiology Board (as posted by the State of California, 2015). Excerpts from the California Business and Professions Code for Speech-Language Pathology Assistant. Available at: [http://leginfo.ca.gov/faces/codes\\_displayText.xhtml?lawCode=BPC&division=2.&title=&part=&chapter=5.3.&article=7.5](http://leginfo.ca.gov/faces/codes_displayText.xhtml?lawCode=BPC&division=2.&title=&part=&chapter=5.3.&article=7.5).
3. Speech-Language Pathology and Audiology Board. SLPA Application Packet. Available at: [https://www.speechandhearing.ca.gov/forms\\_pubs/app\\_pack\\_slp\\_assist.pdf](https://www.speechandhearing.ca.gov/forms_pubs/app_pack_slp_assist.pdf)
4. ASHA SLPA Certification and Standards  
<https://www.asha.org/certification/2020-slpa-certification-standards/>

**COURSE POLICIES AND ASSIGNMENTS****Participation in Class Meetings:**

There will be a moderate amount of lecture to this course. Many/most classes will also consist of small group and whole group exercises, activities, and discussions. Verbal discussions and presentations are essential parts of this course. Students are expected to attend class regularly, and be prepared to participate in class discussions and activities.

**Attendance/Participation:**

Attendance and participation are required for each class meeting and represents a significant part of each student's grade. Kindly note that it is the student's responsibility to obtain missing lecture notes and concepts as all lectures will be represented on the exam. Attendance is also mandatory for all student presentations. Note: Failure to attend class on presentation days will result in a loss of 15 points from your overall grade.

**Participation as a SLPA Intern:**

During this course, students will be engaged in a clinical internship (CSAD 140L), under the supervision of a Master Clinician who holds a current California license in Speech-Language Pathology or a current Speech-Language Pathology or Clinical Rehabilitation Services Credential. Students will perform administration and/or clerical duties associated with the clinical process, as well as participate in direct, clinical contact activities. Under no circumstance shall students participate in any activity outside the scope of duties of a SLPA [as described in the California state law (Title 16 Business and Professions Code-1399.170—1399.170.20.1, 2358—2538.7 and Title 5 Education Code 56363)]. The clinical practicum (CSAD 140L) will take place at off-campus sites.

1. As part of this course you will be **REQUIRED** to complete a minimum of 9 weeks of a clinical practicum at a work site under the guidance of a SLP and completing SLPA duties **ONLY**. This practicum will consist of two to three days a week, totaling a minimum of 100 clinical clock hours.
2. You are required to furnish your own transportation to this practicum.
3. If you cannot work this requirement into your schedule, please talk to the instructor and program coordinator, Dr. Heather Thompson, as soon as possible.

### **Attendance as a SLPA Intern**

1. Consistent attendance is **REQUIRED** and will be considered as part of the final lab/internship grade.
2. Absences from your duties as a SLPA intern **must** be reported to the instructor by email, and to your assigned SLP Master Clinician. You must give sufficient advanced notice so the SLP Master Clinician may accommodate your absence.
3. **CSAD 146 and 140L are considered co-requisites.** Unreported absences from the internship site will result in a grade of “F” for the course and immediate withdrawal from the course and from the practicum.
4. A total of 100 successful and competent practicum hours is required to receive a passing grade for the course. Each student is required to track and document his or her clinical activities and hours and have the documentation signed by the supervising SLP.
5. The supervising SLP will grade/assign points for the completion of the internship using the clinical competency form you have been provided as a guide. While every attempt is made to be objective when grading a practicum, being successful in a clinical setting has a subjective component. Your grade may, in part, reflect that subjective component as well as the larger objective component.

### **Due Dates for All Assignments:**

Due dates are not negotiable. Late submission will result in decreased points for the assignments (10 points per day). Failure to submit or complete one assignment or quiz/exam will result in the reduction of one full letter grade; failure to submit or complete two assignments or quizzes/exam will result in the reduction of two full letter grades, etc.

### **GRADED ACTIVITIES**

#### **Exams/Quizzes:**

One exam and three quizzes will be given. The exam will be based on lectures and readings and is worth 100 points. All make-up exams/quizzes will be arranged on a case-by-case basis with the instructor. If you are absent from class, you are responsible for all material covered. Please remember that 3 units of class time = 9 hours of study per week.

#### **Guided Reflection Journal Project:**

You are required to maintain a journal in which you will record a total of 10 entries/assignments worth 100 points total. This exercise will compel you to reflect on your SLPA internship experience designed to help you record your clinical experiences, think about what you have learned, and document sources you have used as evidenced-based rationales for the decisions and actions you take during your therapy sessions. General requirements and guidelines regarding format and submission will be provided at the beginning of this course and reinforced throughout the semester.

**Code of Ethics In-Class Activity and Quiz:**

Each student will be responsible for participating in a code of ethics in-class activity. General requirements and guidelines regarding the format for this assignment will be discussed in class. This assignment will be worth 30 points and students must be in attendance to receive credit. If a student is absent for this in-class assignment, the student will be required to write a 5-page paper on ethical practices as they relate to the field of Speech-Language Pathology as assigned by the professor.

**Therapy Activity Project:**

Each student will be responsible for participating in a small-group in-class therapy project focusing on developing therapy objectives and activities. General requirements and guidelines regarding the format for this assignment will be discussed in class. This assignment will be worth 25 points and students must be in attendance to receive credit. If a student is absent for this in-class assignment, the student will be required to write a 5-page paper discussing evidence-based therapy approaches and activities for certain diagnostic profiles as assigned by the professor. Additional instructions for this therapy activity project will be available on CANVAS.

**HIPAA quiz:**

A quiz will be given following a lecture on the Health Insurance Portability and Accountability Act. The quiz will be worth 25 points.

**Universal Precautions quiz:**

A quiz will be given following a lecture on Universal Precautions. The quiz will be worth 20 points.

**Case Presentation:**

This assignment is your **FINAL PROJECT** for this class and is worth 100 points. Each student will prepare a 20-minute case study PowerPoint presentation. General requirements and instructions, including rules for confidentiality will be discussed in class and posted on Canvas. Attendance is mandatory for colleague presentations. Students will sacrifice 15 overall class points for absences on case presentation days. As audience members, all students will complete a reflection for each case presentation and upload at the end of the class. The reflection form will be available on CANVAS.

**Drop/Adds:**

Any adds or drop petitions will need to be handled through the College of Continuing Education and will require approval from the instructor and department chair.

**Grading:**

*Exam (1)	100	points
*Journal 1	50	points
*Journal 2	50	points
*Code of Ethics Quiz	30	points
*Therapy Activity Project	25	points
*HIPAA quiz	25	points
*Universal Precautions quiz	20	points
*Case Presentation	100	points
<b>TOTAL POINTS</b>	<b>400</b>	<b>points</b>

## GRADING POLICY

Your grade will be based upon a total # of points you achieve for the semester out of the total # of points possible. Letter grades will be based upon the following:

94.5-100	A	73.5-76.499	C
89.5-94.499	A-	69.5-73.499	C-
86.5-89.499	B+	66.5-69.499	D+
83.5-86.499	B	63.5-66.499	D
79.5-83.499	B-	59.5-63.499	D-
76.5-79.499	C+	Below 59.5	F

Students who receive below a B- on any test, quiz, assignment/project, or presentation will be expected to conference with me, during office hours, to discuss deficient areas and what can be done to ensure competency in the deficient area.

## TENTATIVE COURSE SCHEDULE

*Note: Please read assigned textbook readings before class meetings; all topics/activities subject to change per instructor discretion.*

Date Week Of:	Topic	Readings PPP=Power point presentation	Assignments
1/24	<b>Introductions</b> <b>Clinical Clock Hour form</b> <b>Course design; syllabus review; course Assignments</b> <b>SLPA/SLP Role &amp; Relationship; Scope of Practice</b> <b>SLP/SLPA Duties/Supervision and Mentoring/CEU's</b> <b>Successful Supervisor/Supervisee Interactions</b>	Internship Handbook Syllabus ASHA Scope of Practice – SLP & SLPA	<b><i>Submit all required            medical verifications,            and placement site            requirements</i></b>
1/31	<b>Universal Precautions (1.0 hour)</b> <b>Learning Theories to S-L intervention</b> <b>Developmental Domains</b> <b>Foundations for Tx</b>	PPPs Roth/Worthington (2021) Ch. 1	<b><i>Universal            Precautions            Quiz – On Canvas            Due Date: TBD</i></b>
2/7	<b>HIPAA (1.0 hour)</b> <b>Hands on Core Skills</b> <b>Baseline Data- probe trials vs. session notes</b> <b>Basic Structure</b> <b>Peripheral Management Issues</b>	PPPs Roth/Worthington (2021) Ch. 2	<b><i>HIPAA Quiz – On            Canvas            Due Date: TBD</i></b>
2/14	<b>SLPA Role in Screening and Assessment</b> <b>Implementing Treatment</b> <b>Goal/Objective writing</b> <b>Scaffolding</b>	PPPs Roth/Worthington (2021) Ch. 1	
2/28	<b>Goal/Objective writing</b> <b>Scaffolding</b> <b>Prompting Hierarchy</b>	PPPs Roth/Worthington (2021) Ch. 1 Appendices	
3/7	<b>Data Collection</b> <b>Lesson Plans</b> <b>SOAP Notes</b>	PPPs Roth/Worthington (2021) Ch. 1	
3/14	<b>Best-Practice Supervision in the field of SLP</b> <b>Anderson's Continuum of Supervision &amp; beyond</b>	ASHA Clinical Education & Supervision PPPs	<b><i>Journal 1 Due            Entries 1-5            Due Date: TBD</i></b>

3/21	Spring Break	No Class Meeting	<b>Exam on CANVAS</b> Due date: TBD
3/28	ASHA's Code of Ethics (1.0 hour) Interprofessional Education and Collaborative Practice Attitudes, Stereotypes and Bias Licensure Requirements, Application Process	ASHA's COE ASHA Certification For SLPA PPPs Roth/Worthington (2021), pg 477 – 484 34, 371	<i>Code of Ethics</i> <b>ASHA COE quiz – On canvas</b> Due date: TBD
4/4	<u>Therapy Lecture Topics:</u> Developing Academic Vocabulary Skills Basic Principles & Procedures in Tx of SSDs	PPP Roth/Worthington (2021) 166-168, 153, 171, 221, 229	
4/11	Therapy Activity Project, Prep & Present (Graded In-class activity)	PPP Roth/Worthington (2021)	<i>Small group in-class assignment (instructions to be posted on CANVAS)</i>
4/18	Therapy Activity Project, continued as needed <u>Therapy Lecture Topics:</u> Childhood Apraxia of Speech Therapy for Individual Phonemes Motor-based Approaches to Intervention	PPP Roth/Worthington (2021), Ch. 3, 8	
4/25	Final Project Case Presentations (Total # of students=21 students) Students #1-6	Reflection, see CANVAS & review Roth/Worthington 467-468	<i>See CANVAS for order of student presentations</i>
5/2	Final Project Case Presentations (n=6) Students #7-12	Reflection, see CANVAS & review Roth/Worthington 467-468	
5/9	Final Project Case Presentations (n=6) Students #13-19	Reflection, see CANVAS & review Roth/Worthington 467-468	<b><u>Journal 2 Due</u></b> <b><u>Entries 6-10</u></b> Due date: TBD
5/16 Finals Week	Final Project Case Presentations (n=6) Students #20 & 21 Additional therapy lecture topics, if time permits	Reflection, see CANVAS & review Roth/Worthington 467-468	



## Additional Information

**Health & Safety Information:** If you are sick, stay home and do not attend class. Notify your instructor. Please self-diagnose if you are experiencing any COVID- like symptoms (fever, cough, sore throat, muscle aches, loss of smell or taste, nausea, diarrhea, or headache) or have had exposure to someone who has tested positive for COVID contact Student Health & Counseling Services (SHCS) at 916-278-6461 to receive guidance and/or medical care. The CDC provides a good source of information regarding COVID-19 and a way to self-check symptoms: <https://www.cdc.gov/coronavirus/2019-ncov/index.html>

Students must adhere to COVID-19 policies regarding mask wearing and vaccinations as described on the CSUS website. Please see <https://www.csus.edu/compliance/risk-management/coronavirus.html> and <https://www.csus.edu/return-to-campus/return-to-campus-faq.html> for more information and updates.

Campus health and safety protocols regarding COVID-19 will be updated to match county, state, or CSU system standards. Please comply with campus requirements/protocols for vaccine certification and testing, indoor masking, physical distancing, COVID-19 symptom screening, contact tracing, and other safety measures to minimize the spread of COVID-19. If you are attending an in-person class:

- You must certify with the University that you are fully vaccinated or have an approved medical or religious exemption.
- Masks are required for everyone, including the instructor, until the indoor mask mandate ends. According to the university, refusal to wear a mask is disruptive to the learning environment, and the [Disruptive Student Behavior Policy](#) will apply.
- If you have any [COVID-19-related symptoms](#) or you are unvaccinated and have come into close contact with someone who has a confirmed positive COVID-19 test, please contact the Student Health Center or your medical provider. If you have symptoms, do not come to class until you have tested negative or have received clearance from the Student Health Center.
- Illness due to COVID-19 or exposure to a confirmed positive individual that requires quarantine or isolation is a qualifying emergency and late work, make-up assignments, and virtual attendance will be allowed in consultation with me.

If you wish to confer privately with me about your vaccination, exposure, or positive test status, you should first affirm that you are voluntarily disclosing your medical information. Any information you share with me will be treated securely and only be shared with the Student Health Center to follow established safety protocols.

### 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

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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://www.csus.edu/umannual/student/stu-100.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, shall be reported to the [Office of Student Conduct](#).

### Department Policy on Use of APA format

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

### Understand When You May Drop This Course:

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

### Inclusivity:

Students in this class are encouraged to be active participants in all aspects of the course, including but not limited to lectures, synchronous and asynchronous activities, discussion posts, etc. Each of us must show respect for each other, as our class represents a diversity of beliefs, backgrounds, and experiences. This enriches all of our learning experiences together. Our individual differences deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from our classroom community, or if you have a specific need, please contact the instructor early in the semester. Your instructor will work with you to ensure that you become an active and engaged member of our class and community.

### Equal Access:

California State University-Sacramento, Department of Communication Sciences and Disorders, seeks to provide equal access to its programs, services, and activities for people with disabilities. If you have a documented disability and verification from the 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](mailto:sswd@csus.edu).

*Sacramento State is committed to ensuring an accessible learning environment where course or instructional content are usable by all students and faculty. If you believe that you require disability-related academic adjustments for this class (including pregnancy-related disabilities), please immediately contact Services for Students with Disabilities (SSWD) to discuss eligibility. A current accommodation letter from SSWD is required before any modifications, above and beyond what is otherwise available for all other students in this class will be provided. Please be advised that disability-related academic adjustments are not retroactive. SSWD is located on the first floor of Lassen Hall 1008. Phone is 916-278-6955 and e-mail is [sswd@csus.edu](mailto:sswd@csus.edu). For a complete listing of services and current business hours visit <https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/>*

## Basic Needs Support

If you are experiencing challenges with food, housing, financial or other unique circumstances that are impacting your education, help is just a phone call or email away! The CARES office provides case management support for any enrolled student. Email the CARES office at [cares@csus.edu](mailto:cares@csus.edu) to speak with a case manager about the resources available to you. Check out the [CARES website](#).

## 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.

**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 146: Introduction to Clinical Issues and Methods**

**Standard IV-C: Speech, Language, Hearing, Communication, and Swallowing Disorders and Differences**

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: phonology, articulation disorders (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: fluency disorders (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: voice and resonance disorders (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: receptive and expressive language disorders (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, and executive functioning), including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: social aspects of communication (e.g., behavioral and social skills affecting communication), including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: communication modalities, including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.

**Standard IV-D: Prevention, Assessment, and Intervention**

- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding articulation.
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding fluency.
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding

voice and resonance.

- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities.
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, and executive functioning).
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding social aspects of communication (e.g., behavioral and social skills affecting communication).
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of assessment and intervention regarding communication modalities.

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

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

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

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

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

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