



# California State University, Sacramento

## Department of Communication Sciences and Disorders

### GRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Spring 2024	Course: CSAD 243A Clinical Practicum: Language Disorders I	Section: All
Meeting Days: Monday/Wednesday	Meeting Times: As Assigned	Location: Web Online
Instructor: Kathryn Vigil Kelly Dodge	Email: <a href="mailto:kathryn.vigil@csus.edu">kathryn.vigil@csus.edu</a> <a href="mailto:kelly.dodge@csus.edu">kelly.dodge@csus.edu</a>	Phone: Preferred phone numbers will be provided by email
Office Location: Folsom 2316	Office Hours/Appointments: See individual instructor for appointment details	

### Catalogue Course Description:

**CSAD 243A. Practice: Language Disorders I. 2 Units**

**Prerequisite(s):** Instructor permission

**Corequisite(s):** [CSAD 242A](#)

**Term Typically Offered:** Fall, Spring

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

### Place of Course in 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, aural rehabilitation, language disorders and speech sound disorders, the focus may be modified to meet client needs.

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

## Course Learning Outcomes:

Upon completion of this course, students will demonstrate clinical competency in the following areas when working with clients exhibiting speech sound disorders, language impairment, and/or aural rehabilitation needs.

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

## Textbooks and Materials:

Materials will be provided through the course website for the co-requisite, CSAD 242A.

## Course 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. Pass 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.
8. A Clinic Handbook has been provided to you via email. You are responsible for following the policies and procedures described in the Clinic Handbook.

## 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><b><u>Exceeds Performance Expectations</u></b> (Minimum assistance required)</p> <ul style="list-style-type: none"> <li>• Clinical skill/behavior well-developed, consistently demonstrated, and effectively implemented</li> <li>• Demonstrates creative problem solving</li> <li>• Clinical Instructor consults and provides guidance on ideas initiated by student</li> </ul>
4.50 - 4.64	A-	
4.35 – 4.49	B+	<p><b><u>Meets Performance Expectations</u></b></p>
4.15 – 4.34	B	<p>(Minimum to moderate assistance required)</p> <ul style="list-style-type: none"> <li>• Clinical skill/behavior is developed/implemented most of the time, but needs continued refinement or consistency</li> <li>• Student can problem solve and self-evaluate adequately in-session</li> <li>• Clinical Instructor acts as a collaborator to plan and suggest possible alternatives</li> </ul>
4.00 – 4.14	B-	
3.85 – 3.99	C+	<p><b><u>Needs Improvement in Performance</u></b> (Moderate assistance required)</p> <ul style="list-style-type: none"> <li>• Inconsistently demonstrates clinical skill/behavior</li> <li>• Student’s efforts to modify performance result in varying degrees of success</li> <li>• Moderate and ongoing direction and/or support from Clinical Instructor required to perform effectively</li> </ul>
3.65 – 3.84	C	
3.50 – 3.64	C-	
3.35 – 3.49	D+	<p><b><u>Needs Significant Improvement in Performance</u></b> (Maximum assistance required)</p> <ul style="list-style-type: none"> <li>• Clinical skill/behavior is beginning to emerge, but is inconsistent or inadequate</li> <li>• Student is aware of need to modify behavior, but is unsure of how to do so</li> <li>• Maximum amount of direction and support from clinical Supervisor required to perform effectively.</li> </ul>
3.15 – 3.34	D	
3.00 – 3.14	D-	
0 – 2.99	F	<p><b><u>Unacceptable Performance</u></b> (Maximum assistance is not effective)</p> <ul style="list-style-type: none"> <li>• Clinical skill/behavior is not evident most of the time</li> <li>• Student is unaware of need to modify behavior and requires ongoing direct instruction from Clinical Instructor to do so</li> <li>• Specific direction from Clinical Instructor does not alter unsatisfactory performance</li> </ul>

## Course Policies/Procedures:

### General Course Policies

1. Attendance: Prompt attendance at clinic treatment sessions 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.
2. Paperwork: Submission of the Initial Case Report, revised Initial Case Report, and Final Case Report are required. Failure to submit case reports in a timely fashion will result in failure of the Writing and/or Professional Behavior competencies. In addition, graduate clinicians are expected to submit weekly lesson plans, SOAP notes, and/or reflective journaling as indicated by the Clinic Coordinator and Clinical Instructors.
3. Clinical Instructors: Your clinical instructor and your therapy times have been assigned to you by 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 development is not being adequately addressed, you should first talk with your clinical instructor. If you remain concerned, speak with the Clinic Coordinator.
4. Clinic Handbook: A Clinic Handbook will be provided to you at the start of the semester. The Clinic Handbook is updated every semester. You are responsible for following the policies and procedures described in the Clinic Handbook. You are expected to have read the clinic handbook prior to the first day of clinic. You are responsible for abiding by all policies as described in the **current** Clinic Handbook.

### ASHA Code of Ethics Statement

As a future clinician, I expect you to follow the Sacramento State Commitment to Integrity (see Additional Information) as well as the American Speech Language Hearing Association (ASHA) Code of Ethics.

*The four Principles of Ethics form the underlying philosophical basis for the Code of Ethics and are reflected in the following areas:*

- (I) *responsibility to persons served professionally and to research participants, both human and animal;*
- (II) *responsibility for one's professional competence;*
- (III) *responsibility to the public; and*
- (IV) *responsibility for professional relationships.<sup>1</sup>*

### Written Assignments:

All students are required to complete daily paperwork for each session, lesson plans/SOAP notes in accordance to individual CI due dates, the initial case report, and the final case report. In some circumstances, students will also be expected to prepare additional documents, such as providing session data in tables, or writing referrals to other providers. All written assignments should be your own work. You may not copy wording directly from previous reports – this is considered plagiarism (see Academic Integrity, below).

### In-Session Observation:

All students are supported at a *minimum* of a 1:4 instructor:student ratio. The CI will provide written feedback on every session, which the student is to read and respond to. In addition, the CI will provide oral feedback before, during, and/or after sessions. The CI may enter clinical sessions in order to model a technique or to facilitate a discussion.

### Midterm and Final Competencies:

Students will be provided with a current grade in the course twice during the semester. Midterm and final competency ratings cover the four areas of clinical practice and are completed in the CALIPSO software. Midterm

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<sup>1</sup> <https://www.asha.org/code-of-ethics/>

competencies ratings are used to provide students with feedback using a graded standard. **Your final competencies will be your semester grade**, *not* an average of the two ratings.

**Meetings with Clinical Instructors:**

Students are expected to attend all meetings with CI, arriving prepared and ready to discuss clients. It is inappropriate for students to be late, unprepared, to have failed to read assigned materials, or to have failed to turn in assigned activities or assignments. It is expected that student meet (individually or in group) for an hour a week outside of their scheduled sessions with their CIs. Students have the right to request individual meetings or additional meetings with their CIs.

**Hours Log:**

Students are expected to maintain their own log of hours, to be signed by the CI. If you do not believe you are on track to complete the required hours for this clinic, please speak to both your clinical instructor and the clinic director.

## TENTATIVE Course Schedule/Outline:

TENTATIVE CLINIC SCHEDULE AND EXPECTATIONS (VERIFY SPECIFIC DATES WITH YOUR CLINICAL INSTRUCTOR) <i>(For additional information, please see the (a) Student Clinic Handbook or the (b) Student Clinic Handbook, Clinical Instructor edition)</i>		
Date	Topic/Class Content	Expectations
Week 1	Receive client assignment.	Student will: Read client files and clinic handbook. Make appointment with Clinical Instructor (CI) to plan first session. Write a summary of client information to take to your first meeting with CI. Start writing Initial Case Reports (ICRs) for clients using information in the client file.  Clinical Instructor will: Meet with student to discuss the case and initial preparation. Review learning style with student and discuss mentoring relationship dynamics.
Week 2	Interview questions due to clinical instructors.	Student will: Write a list of pertinent interview questions. Review tests and prerequisite coursework. Propose tests to CI and practice prior to initiation of therapy.  Clinical Instructor will: Provide guidance on which tests to administer and address student questions/concerns.
Week 3	First week of clinic for most clients.	Student will: Read clinic documents again. Read test manuals in their entirety and practice selected tests. 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.  Clinical instructor will meet weekly with student throughout the semester. CI will provide guidance and suggestions on ways the student can improve in his/her clinical practice.
Week 4	Conduct evaluations.	Student will: Read test manuals for tests administered to complete scoring. 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.  Clinical Instructor will provide guidance on probing/baseline procedures and data collection. Review student scoring for standardized tests. Review notes of informal assessment data collected.
Week 5	Write ICR. Start intervention.	Student will: Read literature on relevant diagnoses. Continue assessment, score tests, analyze test results, and write the assessment section of your Initial Case Report.  Clinical Instructor will provide guidance on test scoring/interpretation and goal writing.
Week 6	Continue to provide intervention. Edit ICR.	Student will: Read literature on relevant intervention approaches. Discuss assessment results with family/client/parent/caregiver. Provide information on diagnoses, goals, prognosis. Provide information regarding intervention plan. Finalize intervention methodology in ICR.  Clinical Instructor will provide information on relevant intervention procedures and assist the student to connect concepts presented in the literature to clinical practice.
Week 7	Provide intervention.	Student will: Read literature on prognosis for relevant disorders. Initial Case Report is due in the CSAD 242A class this week. A  Clinical Instructor will provide feedback on parent/clinician interaction. Clinical Instructor will provide feedback to

	Parent conference.	required report format has been supplied to the clinical instructor and provided to you in CSAD 242A (template available on Canvas 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.	student through midterm competency form.
Week 8	Provide intervention. Assess progress on goals.	Student will: Read literature on prognosis for relevant disorders. Finalize ICR. Give completed ICR packet and grading rubrics to CI. Continue treatment plan. Update your client/caregiver about progress in therapy. <b>Midterm performance evaluations/conferences occur in this week.</b>	Clinical Instructor will continue to observe sessions and provide guidance to student through weekly meetings. Provide feedback on ICR.
Week 9	Provide intervention. Assess progress on goals.	Student will: Read clinic documentation. 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.	Clinical Instructor will provide guidance to student to evaluate dosage/treatment intensity, and assist student to revise/adjust treatment objectives, if needed.
Weeks 10 & 11	Provide intervention. Assess progress on goals.	Student will: Read clinic documentation. Continue with treatment plan. Prepare and finalize first draft of FCR for CSAD 242A. Complete FCR peer-review.	Clinical Instructor will provide guidance to student to evaluate dosage/treatment intensity, and revise/adjust goals, if needed.
Week 12	Collect final data. Write FCR.	Student will continue with treatment plan. Integrate feedback from methods instructor into FCR	Clinical Instructor will continue to mentor and teach.
Week 13	Parent conference.	Student will continue with treatment plan. Hand in draft of FCR to CI.	Clinical Instructor will continue to mentor and teach. Provide feedback on FCR.
Weeks 14-15	Finalize FCR. Final conference.	Student will continue with treatment plan. Last week of Clinic: Conduct Final Conference with Client/Caregiver. All final reports must be completed, signed and be ready to send home with family. Release forms for exchange of information should be included with report. Submit client contact hours to clinical instructor for final approval on CALIPSO.	Clinical Instructor will continue to mentor and teach. Clinical Instructor will provide feedback through final competency form. CI will sign all final paperwork and clinical documents. CI will approve hours in CALIPSO.

## 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/umannual/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.” The use of artificial intelligence, including ChatGPT, without attribution is considered plagiarism.

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 Disability Access Center (DAC), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to DAC and meet with a DAC counselor to request special accommodation before classes start. **Sacramento State Disability Access Center (DAC)** offers a wide range of support services and accommodations for students in order to ensure students with disabilities have equal access and opportunity to pursue their educational goals. Working collaboratively with students, faculty, staff and administrators, DAC provides consultation and serves as the information resource on disability related issues to the campus community. DAC is located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) or (916) 278-7239 (TDD only) or via email at [dac@csus.edu](mailto:dac@csus.edu).

## Religious Observance Policy:

No student should ever have to choose between important religious observances and academic commitments. Students who wish to participate in religious observances that conflict with other obligations should proactively make arrangements with their instructors and coaches to do so. Instructors are encouraged to accommodate students' planned absence for religious observances with respect to tests, examinations, graded assignments, deadlines, or class participation.

## 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 William "Skip" Bishop. Please email [equalopportunity@csus.edu](mailto:equalopportunity@csus.edu) or (916) 278-5770. Upon receipt of the report, the Title IX Coordinator will contact you to inform you of your rights and options as a survivor and connect you with support resources, including resolution options for holding accountable the person who harmed you. Students who elect not to discuss their experience with the Title IX Coordinator can speak confidentially to the following confidential resources:

Student Health & Counseling Services at The WELL On Campus  
Phone Number: 916-278-6461  
Website: [www.csus.edu/shcs](http://www.csus.edu/shcs)  
[Campus Confidential Advocate](#) – Laura Swartzen  
Email: [weave@csus.edu](mailto:weave@csus.edu)  
On Campus Phone Number: 916-278-5850 (during business hours)  
WEAVE 24/7 Hotline: 916-920-2952

## Basic Needs Support

If you are experiencing challenges with food, housing, financial or other unique circumstances that are impacting your education, help is available. 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](#).

## Other Resources

- The Office of Student Affairs maintains a list of campus resources/centers: <https://www.csus.edu/center/>
- Testing Center: <https://www.csus.edu/student-affairs/centers-programs/testing-center/>
- Library: <https://library.csus.edu/> for consultation: Rachel Stark, MS, AHIP, [stark@csus.edu](mailto:stark@csus.edu)
- Disability Access Center: <https://www.csus.edu/student-affairs/centers-programs/disability-access-center/>
- Student Health and Counseling Services at The WELL: <https://www.csus.edu/student-life/health-counseling/>
- Student Academic Success and Education Equity Programs: <https://www.csus.edu/student-affairs/retention-academic-success/>
- Crisis Assistance and Resource Education Support (CARES): <https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/>
- CHHS Student Success Center: <https://www.csus.edu/college/health-human-services/student-success/>
- Reading & Writing Center: <https://www.csus.edu/undergraduate-studies/writing-program/reading-writing-center.html>
- Peer & Academic Resource Center: <https://www.csus.edu/student-affairs/centers-programs/peer-academic-resource/>
- SMART Thinking (tutoring resource): <https://www.csus.edu/student-affairs/centers-programs/degrees-project/internal/documents/smarthinking.pdf>

# Knowledge And Skills Acquisition (KASA) 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.