CALIFORNIA STATE UNIVERSITY SACRAMENTO  
Department of Communication Sciences & Disorders (CSAD)  
Formerly known as: Department of Speech Pathology and Audiology  
Fall Semester, 2017

Course Title: Internship: Speech-Language Pathology in Private Practice  
Units: 4  
Course: CSAD 295P  
Class Number: #85516  
Day of the week: Per internship site’s agreement  
Class Time: Per internship site’s agreement  
Building/Room: Assigned private practice site(s)  
Instructor: Darla K. Hagge Ph.D. CCC-SLP

Office: Shasta Hall, #268  
Office Hours: By appointment only (please contact professor directly)  
Contact Information: hagge@csus.edu, 714/749-2799 (c) or 916/278-6695 (o)

The information below is at the discretion of the individual course instructor and may be changed at any time with prior notice to students in the course.

Prerequisite(s): All previous semester’s clinical practica and coursework must be completed.

Corequisite(s): CSAD 250

Graded: Credit/No Credit

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

A. PLACE OF COURSE IN PROGRAM
This supervised, clinical practicum course is placed in the curriculum at the graduate level following completion of all coursework and graduate clinical work at the Maryjane Rees Language, Speech and Hearing Center. The purpose of the course is to provide private practice and private clinic experience in all aspects of working with adults who present with swallowing, voice, cognitive and/or linguistic deficits in a private practice setting on a full-time, five day per week basis (maximum of 40 hours per week) for 9-12 weeks.

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

1. Assessing speech, language, cognitive, voice and/or swallowing disorders, using the methods and tools available on site and as guided by the on-site supervisor
2. Planning and writing treatment goals and objectives for clients. Objective, measurable, client centered SMART goals are required
3. Writing daily notes as applicable to the job site, including the documentation of measurable outcomes and analysis
4. Writing evaluation, progress, and/or discharge reports as required of employees at this setting
5. Conducting treatment with a wide variety of patients/clients, five days per week for 9-12 weeks
6. Interpreting test and therapy results with the patients/clients, as well as their family/caregivers (when applicable)
7. Demonstrating the ability to participate efficiently and effectively with the interprofessional team as appropriate for the setting
8. Learning and practicing how speech therapy integrates successfully with the entire rehabilitation team to ensure the highest quality of patient/client care
9. Making referrals as needed
10. Developing an understanding of the current fiscal issues in rehabilitation care, which impacts documentation, report writing, and patient program planning
11. Completing any other therapy related activities which enhances this experience as required by the on-site supervisor (e.g., additional reading assignments, presenting an inservice, etc)
12. Participating in both midterm and final performance evaluations

C. COURSE POLICIES AND SCHEDULE:
The following outlines the basic expectations of a student clinician:

1. Maintain professional and ethical conduct at all times and with particular regard to issues of confidentiality (HIPAA)
2. Prepare daily treatment plans (e.g., plan of care) and all other required documentation, as indicated by Master Clinician
3. Attend regularly scheduled conferences with Master Clinician and University Supervisor, as indicated
4. Attend all staff and other meetings arranged by Master Clinician
5. As with other practicum experiences, once the student has begun the practicum, dropping the class is prohibited, except in the case of medical necessity or extraordinary circumstances as approved by the Department of Communication Sciences and Disorders
6. Sign, date and submit the Student Agreement during a CSAD 250 class meeting (document listed below)
7. Maintain all clinical clock hour documentation, including required signatures
8. Adherence to the facility’s official internship start and end dates
9. Compliance with all applicable requirements as listed in the CSUS CSAD Student Clinician Handbook
10. Compliance with Guideline and Policy Student Agreement for CSAD 295M (see below)

D. GRADING POLICY

Grading Policy: A passing grade for clinic performance is based on the Final Clinical Competency Form. You should review this form BEFORE clinic starts so that you aware of all items that will become part of your formative and summative assessment for this clinic. The Clinical Competency form will be completed by your clinical instructor at midterm and at final, but it is the final Clinical Competency Report on which your clinic grade is based. The Clinical Competency Form is separated into four (4) general competency categories: Writing, Assessment, Treatment, and Professional Behavior. Each general competency area consists of numerous individual line items.

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

Letter grades will be based upon the following (see next page):

<table>
<thead>
<tr>
<th>SCORE</th>
<th>GRADE</th>
<th>DESCRIPTION</th>
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<tbody>
<tr>
<td>Grade</td>
<td>Performance Expectations</td>
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<td>-------------</td>
<td>----------------------------------------------------------------</td>
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<tr>
<td><strong>A</strong></td>
<td><strong>Exceeds Performance Expectations</strong></td>
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<tr>
<td>4.65 - 5.00</td>
<td>(Minimum assistance required)</td>
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<td></td>
<td>• Clinical skill/behavior well-developed, consistently</td>
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<td>demonstrated, and effectively implemented</td>
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<td></td>
<td>• Demonstrates creative problem solving</td>
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<td>• Clinical Instructor consults and provides guidance on</td>
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<td></td>
<td>ideas initiated by student</td>
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<tr>
<td>4.50 - 4.64</td>
<td>A-</td>
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<tr>
<td>4.35 – 4.49</td>
<td><strong>Meets Performance Expectations</strong></td>
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<td>4.15 – 4.34</td>
<td>(Minimum to moderate assistance required)</td>
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<td>4.00 – 4.14</td>
<td>B-</td>
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<tr>
<td>3.85 – 3.99</td>
<td><strong>Needs Improvement in Performance</strong></td>
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<td>3.65 – 3.84</td>
<td>(Moderate assistance required)</td>
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<td>3.50 – 3.64</td>
<td>C</td>
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<td>3.35 – 3.49</td>
<td>D+</td>
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<td>3.15 – 3.34</td>
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<td>3.00 – 3.14</td>
<td>D-</td>
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<td>1.00 – 2.99</td>
<td><strong>Unacceptable Performance</strong></td>
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<td>(Maximum assistance is not effective)</td>
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<td>• Clinical skill/behavior is not evident most of the time</td>
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<td>• Student is unaware of need to modify behavior and</td>
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<td>requires ongoing direct instruction from Clinical</td>
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<td>Instructor to do so</td>
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<td>• Specific direction from Clinical Instructor does not alter</td>
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<td></td>
<td>unsatisfactory performance</td>
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(Print first and last name)

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

- Is responsible for earning and obtaining a minimum of 50 documented clinical clock hours that are approved, signed, and dated by supervisor(s)
- Will not use a personal cell phone for any purpose during internship hours
- Will observe all HIPAA requirements throughout the entire internship
- Will maintain CSUS SPA’s official clinical clock hour documentation and obtain the onsite supervisor's signature and professional information (e.g., ASHA and license numbers)
- Will comply with the internship facility's official dress code
- Will maintain the highest level of professional behaviors
- Will complete a minimum of a 9 week/45 day internship (Note: Individual sites may require a longer internship)
- Will spend time independently studying for and/or prepping for patients and/or clients
- Agrees to begin the internship on the scheduled start date, will attend each scheduled day/week of the internship without fail or excuse, and will complete the internship on the final scheduled date.
- Understands that an “excused absence” for any day of the internship is defined as a documented illness or medical issue.
- Will contact the supervisor immediately if an illness or medical issue prevents participation in the internship for one or more days with no more than 2 days allowed out, and will provide supportive signed/dated medical documentation to onsite supervisor and university professor.
- Understands that all absences must be “made up” and will result in a mandatory extension of the internship.
- Will immediately communicate any concerns or issues with the assigned university liaison.
- Understands that a medical-based internship will involve working on a holiday(s).
- Will schedule any prospective employment interviews outside of the internship schedule.
- Understands that a grade for this internship will not be issued until each of the above requirements is met. If all of the above requirements are not met, then a grade of incomplete will be received.
- Understands that a copy of this signed agreement will be provided to the on-site supervisor at the beginning of the internship by the CSUS CSAD clinic coordinator.

__________________________________________________________ _________________
Student (print full name)       Date

__________________________________________________________ _________________
Student signature        Date

_________________________________________________________ _________________
Professor Signature, CSAD 295P      Date

_________________________________________________________ _________________
Graduate Coordinator       Date
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:
Standard V-B 1c. Select and administer appropriate evaluation procedures, such as behavioral observations nonstandardized and standardized tests, and instrumental procedures
  • The student will demonstrate the ability to select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures in the area of articulation.

Standard V-B 1d. Adapt evaluation procedures to meet client/patient needs
  • The student will demonstrate the ability to adapt evaluation procedures to meet client/patient needs in the area of articulation.

Standard V-B 1e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention
  • The student will demonstrate the ability to interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention in the area of articulation.

Standard V-B 1f. Complete administrative and reporting functions necessary to support evaluation
  • The student will demonstrate the ability to complete administrative and reporting functions necessary to support evaluation in the area of articulation.

Standard V-B 1g. Refer clients/patients for appropriate services
  • The student will demonstrate the ability to refer clients/patients for appropriate services in the area of articulation.

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

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 fluency.

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 fluency.

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 fluency.

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 fluency.
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 fluency.

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 fluency.

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

Standard V-B 1b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals
  • The student will demonstrate the ability to collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals in the area of voice and resonance.

Standard V-B 1c. Select and administer appropriate evaluation procedures, such as behavioral observations nonstandardized and standardized tests, and instrumental procedures
  • The student will demonstrate the ability to select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures in the area of voice and resonance.

Standard V-B 1d. Adapt evaluation procedures to meet client/patient needs
  • The student will demonstrate the ability to adapt evaluation procedures to meet client/patient needs in the area of voice and resonance.

Standard V-B 1e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention
  • The student will demonstrate the ability to interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention in the area of voice and resonance.

Standard V-B 1f. Complete administrative and reporting functions necessary to support evaluation
  • The student will demonstrate the ability to complete administrative and reporting functions necessary to support evaluation in the area of voice and resonance.

Standard V-B 1g. Refer clients/patients for appropriate services
  • The student will demonstrate the ability to refer clients/patients for appropriate services in the area of voice and resonance.

Standard V-B 1a. Conduct screening and prevention procedures (including prevention activities)
  • The student will demonstrate the ability to conduct screening and prevention procedures in the area of receptive and expressive language.
Standard V-B 1b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals
  • The student will demonstrate the ability to collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals in the area of receptive and expressive language.

Standard V-B 1c. Select and administer appropriate evaluation procedures, such as behavioral observations nonstandardized and standardized tests, and instrumental procedures
  • The student will demonstrate the ability to select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures in the area of receptive and expressive language.

Standard V-B 1d. Adapt evaluation procedures to meet client/patient needs
  • The student will demonstrate the ability to adapt evaluation procedures to meet client/patient needs in the area of receptive and expressive language.

Standard V-B 1e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention
  • The student will demonstrate the ability to interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention in the area of receptive and expressive language.

Standard V-B 1f. Complete administrative and reporting functions necessary to support evaluation
  • The student will demonstrate the ability to complete administrative and reporting functions necessary to support evaluation in the area of receptive and expressive language.

Standard V-B 1g. Refer clients/patients for appropriate services
  • The student will demonstrate the ability to refer clients/patients for appropriate services in the area of receptive and expressive language.

Standard V-B 1g. Refer clients/patients for appropriate services
  • The student will demonstrate the ability to refer clients/patients for appropriate services in the area of hearing.

Standard V-B 1g. Refer clients/patients for appropriate services
  • The student will demonstrate the ability to refer clients/patients for appropriate services in the area of swallowing.

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

Standard V-B 1b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals
  • The student will demonstrate the ability to collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals in the area of cognitive aspects.
Standard V-B 1c. Select and administer appropriate evaluation procedures, such as behavioral observations nonstandardized and standardized tests, and instrumental procedures

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- The student will demonstrate the ability to interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention in the area of social aspects.
Standard V-B 1f. Complete administrative and reporting functions necessary to support evaluation
- The student will demonstrate the ability to complete administrative and reporting functions necessary to support evaluation in the area of social aspects.

Standard V-B 1g. Refer clients/patients for appropriate services
- The student will demonstrate the ability to refer clients/patients for appropriate services in the area of social aspects.

Standard V-B 1a. Conduct screening procedures
- The student will demonstrate the ability to conduct screening procedures in the area of communication modalities.

Standard V-B 1b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals
- The student will demonstrate the ability to collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals in the area of communication modalities.

Standard V-B 1c. Select and administer appropriate evaluation procedures, such as behavioral observations nonstandardized and standardized tests, and instrumental procedures
- The student will demonstrate the ability to select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures in the area of communication modalities.

Standard V-B 1d. Adapt evaluation procedures to meet client/patient needs
- The student will demonstrate the ability to adapt evaluation procedures to meet client/patient needs in the area of communication modalities.

Standard V-B 1e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention
- The student will demonstrate the ability to interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention in the area of communication modalities.

Standard V-B 1f. Complete administrative and reporting functions necessary to support evaluation
- The student will demonstrate the ability to complete administrative and reporting functions necessary to support evaluation in the area of communication modalities.

Standard V-B 1g. Refer clients/patients for appropriate services
- The student will demonstrate the ability to refer clients/patients for appropriate services in the area of communication modalities.

Standard V-B 2a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process
- The student will demonstrate the ability to 1) develop setting-appropriate intervention plans with measurable and achievable goals that meet clients’/patients’ needs and 2) collaborate with clients/patients and relevant others in the planning process in the area of articulation.
Standard V-B 2b. Implement intervention plans (involve clients/patients and relevant others in the intervention process)
- The student will demonstrate the ability to implement intervention plans (involves clients/patients and relevant others in the intervention process) in the area of articulation.

Standard V-B 2c. Select or develop and use appropriate materials and instrumentation for prevention and intervention
- The student will demonstrate the ability to select or develop and use appropriate materials and instrumentation for prevention and intervention in the area of articulation.

Standard V-B 2d. Measure and evaluate clients'/patients' performance and progress
- The student will demonstrate the ability to measure and evaluate clients'/patients' performance and progress in the area of articulation.

Standard V-B 2e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients
- The student will demonstrate the ability to modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients in the area of articulation.

Standard V-B 2f. Complete administrative and reporting functions necessary to support intervention
- The student will demonstrate the ability to complete administrative and reporting functions necessary to support intervention in the area of articulation.

Standard V-B 2g. Identify and refer clients/patients for services as appropriate
- The student will demonstrate the ability to identify and refer clients/patients for services as appropriate in the area of articulation.

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

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 fluency.

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 fluency.

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 fluency.
Standard V-B 2c. 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 fluency.

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 fluency.

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 fluency.

Standard V-B 2a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process
  • The student will demonstrate the ability to 1) develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs and 2) collaborate with clients/patients and relevant others in the planning process in the area of voice and resonance.

Standard V-B 2b. Implement intervention plans (involve clients/patients and relevant others in the intervention process)
  • The student will demonstrate the ability to implement intervention plans (involves clients/patients and relevant others in the intervention process) in the area of voice and resonance.

Standard V-B 2c. Select or develop and use appropriate materials and instrumentation for prevention and intervention
  • The student will demonstrate the ability to select or develop and use appropriate materials and instrumentation for prevention and intervention in the area of voice and resonance.

Standard V-B 2d. Measure and evaluate clients'/patients' performance and progress
  • The student will demonstrate the ability to measure and evaluate clients'/patients' performance and progress in the area of voice and resonance.

Standard V-B 2e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients
  • The student will demonstrate the ability to modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients in the area of voice and resonance.

• Standard V-B 2f. Complete administrative and reporting functions necessary to support intervention
  • The student will demonstrate the ability to complete administrative and reporting functions necessary to support intervention in the area of voice and resonance.

Standard V-B 2g. Identify and refer clients/patients for services as appropriate
  • The student will demonstrate the ability to identify and refer clients/patients for services as appropriate in the area of voice and resonance.
Standard V-B 2a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process  
  - The student will demonstrate the ability to 1) develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs and 2) collaborate with clients/patients and relevant others in the planning process in the area of receptive and expressive language.

Standard V-B 2b. Implement intervention plans (involve clients/patients and relevant others in the intervention process)  
  - The student will demonstrate the ability to implement intervention plans (involves clients/patients and relevant others in the intervention process) in the area of receptive and expressive language.

Standard V-B 2c. Select or develop and use appropriate materials and instrumentation for prevention and intervention  
  - The student will demonstrate the ability to select or develop and use appropriate materials and instrumentation for prevention and intervention in the area of receptive and expressive language.

Standard V-B 2d. Measure and evaluate clients'/patients' performance and progress  
  - The student will demonstrate the ability to measure and evaluate clients'/patients' performance and progress in the area of receptive and expressive language.

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

Standard V-B 2f. Complete administrative and reporting functions necessary to support intervention  
  - The student will demonstrate the ability to complete administrative and reporting functions necessary to support intervention in the area of receptive and expressive language.

Standard V-B 2g. Identify and refer clients/patients for services as appropriate  
  - The student will demonstrate the ability to identify and refer clients/patients for services as appropriate in the area of receptive and expressive language.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- The student will demonstrate the ability to identify and refer clients/patients for services as appropriate in the area of cognitive aspects.
Standard V-B 2a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- The student will demonstrate the ability to implement intervention plans (involves clients/patients and relevant others in the intervention process) in the area of communication modalities.
Standard V-B 2c. Select or develop and use appropriate materials and instrumentation for prevention and intervention

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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