Spring 2019

Dear Principal:

The Special Education Department in your district has agreed to have student teacher interns placed with Master Clinicians. The Language, Speech, and Hearing Specialist or teacher of the Language/Communication Disabled Classroom at your site has agreed to be a supervisor for one of our students and we are greatly appreciative.

It is important to be training future educators. Thank you for participating with us in this endeavor.

Sincerely,

Robert A. Pieretti, Ph.D., CCC-SLP
Professor and Chair
Public School Internship Coordinator
December 10, 2018

Dear Master Clinicians and Public School Interns:

Welcome to the Spring 2019 Public School Internship Reception and Training!

The nine-week (45 day) itinerant placement begins on approximately January 21, 2019 and ends on approximately March 22, 2019. The internship may not begin before January 21. SDC/CH placements begin on approximately March 25, 2019, and end nine weeks (45 days later), on approximately May 24, 2019.

Be advised that these dates are approximate and may change according to the particular public school calendar(s) under which you are completing the internship(s). You must complete 45 days of internship service in both itinerant and SDC/CH placements, so interns and Master Clinicians should calendar exact dates together. Because of this, students will need to plan subsequent hospital internship start dates carefully. You must obtain a minimum of 100 direct client contact hours at each site.

Excessive absences or school vacations will involve placement extensions. Please do not schedule job interviews or observations at future internship sites during your public school internship day.

Students are expected to observe one full day with the itinerant and one full day with the SDC teacher between now and the beginning of the placement. These observations will most likely need to be completed before the school summer recess, so please plan accordingly. Students must submit a one-page observation report, signed by the Master Clinician, at the first meeting of the SPHP 250 methods class.

All students have been issued a Certificate of Clearance through the California Commission on Teacher Credentialing (http://www.cte.ca.gov/help/application/cert-of-clear.html) and have passed a TB screening. Master Clinicians will need to check with their districts regarding any additional district-specific requirements for fingerprinting/background check. Students will need to satisfy any such requirements for the assigned district prior to beginning the internship placement. These requirements may vary and Master Clinicians are required to ensure that they are completed at the district level.

The following information has been included in the electronic handbook and attachments that have been sent to each of you. This information will be discussed in detail at the Public School Internship Reception:

- Internship Policies, Procedures, and Practices
- Placement Syllabus—SPHP 2951/S
- Letter for school Principal/Site Administrator
- Important Department Policies
- Suggested timelines for participation: Itinerant and Special Day Class Placements
- Student Clinician Personal Objective Sheet
- Daily Treatment Log
- Reminder Memo for start of semester
- Master Clinician Receipt of Packet Form

We look forward to working with you!

Sincerely,

Robert Pieretti, Ph.D., CCC-SLP
Professor/Public School Internship Coordinator
Department Chair
**Course:** CSAD 295 I and S  
-Internship: Speech-Language and Hearing Services in Schools (295I)  
-Internship: Special Class Authorization Eligibility (295S)

**Instructor:** Robert Pieretti, Ph.D., CCC-SLP  
**Office:** Folsom Hall 2406  
**Phone:** 916-278-6759  
**Email:** rpieretti@csus.edu  
**Office Hours:** TBA

**Location:** Public Schools  
**Times:** 5 days/week. 45 days. Minimum of 100 clinical clock hours per experience (295 I, S)

**Place of Course in the Program:** The purpose of this course is to provide the student with supervised public school experience in all aspects of an itinerant Language, Speech, and Hearing program and/or a Communication Disabled Special Day Class experience on a full time, five day per week basis. This course fits into the overall Speech-Language Pathology Services Credential with or without the Special Day Class Authorization in that the student will be involved in the following: screening, assessing/evaluating, scheduling, implementing, and conducting a Language, Speech, and Hearing program in the public schools, and/or conducting evaluations and preparing and implementing curriculum delivery in the Special Day Class environment. The implementation will be conducted using all techniques, methods, procedures, and written reporting required under current laws, regulations, and district policies.

**Requirements and Prerequisites:** Concurrent enrollment in the CSAD 250 Seminar course is required unless the student has obtained permission from the instructor. Prerequisites for this course include: successful completion of an undergraduate major in Communication Sciences and Disorders (or equivalent as determined by the Department) and the advanced specialization coursework and clinical requirements (except for internships) for the Speech-Language Pathology Services Credential and Special Day Class Authorization, with the exception of the CSAD 250 course, which is to be taken concurrently. **Note:** Please be advised that you may not begin the placement until you have successfully submitted the required documentation to the department for filing as required by the Clinic Coordinator. This documentation includes, among other things, the California Commission on Teacher Credentialing (CTC) Certificate of Clearance, TB Test verification, CPR certification, Hep B vaccination, and California Basic Educational Skills Test (CBEST) results.

**Please Note:** Master Clinicians will need to check with their districts regarding any additional district-specific background check/fingerprinting requirements. Students will need to satisfy any such requirements for the assigned district prior to beginning the internship placement. These requirements may vary and Master Clinicians are required to ensure that they are completed at the district level.

You must work 45 days onsite and earn a minimum of 100 clock hours to pass this experience.

**I. Course Objectives**

This course has been designed to be in direct support of the following:

A. The specific American Speech-Language Hearing Association (ASHA) Knowledge and Skills Acquisition Standards listed on the pages at the end of this syllabus

B. The following California Commission on Teacher Credentialing (CTC) Standards:
The student will work with students from different age/grade ranges with a variety of speech, language, hearing, and communication disorders (articulation, fluency, voice and resonance, receptive and expressive language, hearing impaired, autism, etc.) who communicate with a wide variety of communication modalities (oral, manual, AAC) in a wide variety of academic placements (individual, small group, and/or large group instruction) to obtain practice and develop skills in the following areas:

A. Methods of prevention and appropriate assessment and intervention of communication disorders, including all procedures and written reporting required by laws, regulations, and district policies
B. Participation in (including information presentation) during IFSP/IEP meetings, including eligibility and planning meetings and transition planning meetings. Participation in Student Study Team meetings related to classroom accommodations and modifications of curriculum and monitoring of student progress to develop an understanding of multi-tiered systems of support (Response to Intervention)
C. Creation of measurable teaching objectives
D. Program scheduling and implementation
E. Planning and implementation of appropriate daily teaching procedures/lesson plans
F. Choice and use of appropriate testing and measurement materials and techniques for assessing oral language, reading and written language skills. Choice and use of appropriate teaching materials.
G. Sequencing teaching tasks
H. Understanding the relationship between language and the core academic curriculum and the impact/interaction of speech, language, and hearing disorders on student performance
   1. Understanding (Itinerant and SDC) and demonstrating (SDC) a variety of pedagogical approaches to reading, writing, and mathematics teaching
Development of curriculum relevant goals
3. Participation in consultation with general education classroom teachers
4. Participation in consultation with other general education and special education professionals
5. Understanding how the linguistic, cognitive, and social aspects of communication impact the student’s ability across the curriculum.

I. Development of appropriate reinforcement techniques

J. Behavior management
   1. Planning strategies for maintaining on-task behavior
   2. Implementation of strategies for maintaining on-task behavior

K. Accurate data recording to ensure a record of individual student progress
L. Making appropriate referrals based on information obtained from the assessment and/or teaching process
M. Developing written documentation that is pertinent, accurate, clear, concise, well-organized, and grammatically correct. Effective communication with parents, families, and related professionals

N. Formulation and use of criteria for improving one’s own instructional competence
O. Orientation to and experience with ongoing professional education and contemporary professional issues and ethical conduct.

P. Processes used in research and the integration of research principles into evidence-based clinical practice
Q. Begin to develop methods for self-evaluating effectiveness of practice
R. Assessment of and delivery of services to students from culturally and linguistically diverse backgrounds

II. Course Details

Readings: Specific readings may be assigned by the Master Clinician.
Materials: Materials will be created by the student clinician and/or shared by the Master Clinician.
Content: Course content will include, but not be limited to:
   • Observations
   • Daily supervised instruction
   • Supervised review of daily teaching procedures/lesson plans, written reports, etc.
   • Regularly scheduled conferences with the Master Clinician and University Supervisor
   • Participation in mid-semester and final evaluation conferences with the Master Clinician and University Supervisor

Policies: The following outline the basic expectations of a student clinician:
   • Maintain professional and ethical conduct at all times and with particular regard to issues of confidentiality
   • Prepare daily lesson plans including objectives, methods, criteria, and reports of response to instruction for each client
   • Attend regularly scheduled conferences with Master Clinician and University Supervisor
   • Attend all staff and other meetings arranged by Master Clinician.
   • 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.

III. Grading Policy

1. 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 are 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:

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<tr>
<th>SCORE</th>
<th>GRADE</th>
<th>DESCRIPTION</th>
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<tr>
<td>4.65 - 5.00</td>
<td>A</td>
<td><strong>Exceeds Performance Expectations</strong></td>
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<td>(Minimum assistance required)</td>
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<td></td>
<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>• Demonstrates creative problem solving</td>
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<td>• Clinical Instructor consults and provides guidance</td>
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<td>on ideas initiated by student</td>
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<td>4.50 - 4.64</td>
<td>A-</td>
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<tr>
<td>4.35 - 4.49</td>
<td>B+</td>
<td><strong>Meets Performance Expectations</strong></td>
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<td>4.15 - 4.34</td>
<td>B</td>
<td>(Minimum to moderate assistance required)</td>
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<td>• Clinical skill/behavior is developed/implemented</td>
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<td>most of the time, but needs continued refinement or</td>
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<td>consistency</td>
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<td>• Student can problem solve and self-evaluate adequately</td>
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<td>• Clinical Instructor acts as a collaborator to plan and</td>
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<td>suggest possible alternatives</td>
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<tr>
<td>4.00 - 4.14</td>
<td>B-</td>
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<tr>
<td>3.85 - 3.99</td>
<td>C+</td>
<td><strong>Needs Improvement in Performance</strong></td>
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<td>(Moderate assistance required)</td>
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<td>• Inconsistently demonstrates clinical skill/behavior</td>
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<td>• Student’s efforts to modify performance result in</td>
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<td>varying degrees of success</td>
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<td>• Moderate and ongoing direction and/or support</td>
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<td>from Clinical Instructor required to perform effectively</td>
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<tr>
<th>Score Range</th>
<th>Grade</th>
<th>Description</th>
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<tr>
<td>3.65 – 3.84</td>
<td>C</td>
<td>Needs Significant Improvement in Performance</td>
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<td>(Maximum assistance required)</td>
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<td>• Clinical skill/behavior is beginning to emerge, but is inconsistent or inadequate</td>
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<td>• Student is aware of need to modify behavior, but is unsure of how to do so</td>
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<td>• Maximum amount of direction and support from clinical Supervisor required to perform effectively.</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>
<td>D</td>
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<td>3.00 – 3.14</td>
<td>D-</td>
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<tr>
<td>1.00 – 2.99</td>
<td>F</td>
<td>Unacceptable Performance</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 requires ongoing direct instruction from Clinical Instructor to do so</td>
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<td>• Specific direction from Clinical Instructor does not alter unsatisfactory performance</td>
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CSAD 295I: Internship: Speech-Language and Hearing Services in Schools
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 295I Internship: Speech-Language and Hearing Services in Schools (SLHS)
Standard IV-E, IV-G, IV-H: Contemporary Professional Issues
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: standards of ethical conduct.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: contemporary professional issues and advocacy.
Standard IV-F: Research
• The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: processes used in research and integration of research principles into evidence-based clinical practice.

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

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

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

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

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

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

Standard V-B 1e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention
• The student will demonstrate the ability to interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention 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 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 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 procedures
- The student will demonstrate the ability to conduct screening 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 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 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 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 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 (involve 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 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 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.
CSAD 295S Internship: Special Class Authorization Eligibility

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 295S Internship: Special Class Authorization Eligibility**

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

**Standard IV-F: Research**
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: processes used in research and integration of research principles into evidence-based clinical practice.
- **Standard V-A: Oral and Written Communication**
- The student will demonstrate skill in oral and written or other forms of communication sufficient for entry into professional practice.

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

**Standard V-B 1a. Conduct screening and prevention procedures (including prevention activities)**
- The student will demonstrate the ability to conduct screening and prevention procedures in the area of 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.
- The student will demonstrate the ability to refer clients/patients for appropriate services in the area of hearing.
- 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 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 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 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.
To Whom It May Concern:

While a complete list of Internship Policies, Procedures, and Practices has been provided to you, there are three Speech Pathology and Audiology Department Internship Policies that must be understood by Master Clinicians before a student begins an internship assignment.

First, the Department of Speech Pathology and Audiology at California State University, Sacramento requires that student interns have a qualified speech-language-pathology supervisor (possessing ASHA CCC, CA License, and appropriate California Credential) on site 100 percent of the time that they are on the assigned campus. Please contact Robert Pieretti at 916-278-6759 if there is a problem with providing this supervision.

Second, the student clinician may not conduct IEP meetings or attend any meetings without the Master Clinician in attendance.

Third, a student may not serve as a substitute teacher or clinician during the internship experience, even if the student has a credential waiver.

If you have any questions about these policies, please feel free to contact me.

Thank you for your continued support of our Public School Internship Program.

Robert Pieretti, Ph.D., CCC-SLP
Public School Internship Coordinator
Suggested Expectations for Itinerant Student Interns by Week
Compiled by Itinerant Master Clinicians

**Ongoing Responsibilities:** Attend student study team meetings; attend IEPs; attend district speech department meetings. Go to a workshop, observe other professionals testing.

**Week 1:** Observe/actively participate during sessions; learn school routines; review IEPs and student files; review (or begin to) assessment tools commonly used at this site.

**Week 2:** Begin conducting therapy with some groups with joint planning of therapy with the Master Clinician; continue reviewing assessment tools; continue observation/active participation; begin assessment (when appropriate); escort students to and from sessions as necessary; observe some students in their academic classrooms. Observe a psychologist testing a student.

**Week 3:** Assume responsibility for more groups; begin supervised planning; review district guidelines and report formats and program options; discuss assessment results and possible IEP objectives; begin collaborating with teachers as appropriate; identify one student to begin assessment on and follow this case through the IEP process.

**Week 4:** Assume responsibility for the majority of the groups; continue collaboration with teachers.

**Week 5:** Conduct all therapy; write all lesson plans; participate in an SST; have phone contact with parent(s).

**Week 6:** Assume responsibility for screenings and referrals.

**Week 7:** Schedule IEP, or complete the IEP begun earlier; be comfortable writing objectives.

**Week 8:** Be sure to have participated in one Full-Team IEP; 3-4 SST meetings, and one Speech-Only IEP.

**Week 9:** Student takes over completely; Master clinician should feel comfortable leaving the room; Plan a good-bye activity.
Suggested Expectations for Special Day Class Student Interns by Week
Compiled by SDC Master Teachers

**Week 1:** Observe, attend staff meetings; attend student study meeting if appropriate; familiarize yourself with classroom set-up and times; help individual students if possible; monitor independent work; toward the end of the week, begin working at stations as guided by Master Teacher; assist with transition activities and “line behavior;” note the behavior management system that is in place; begin to get a general impression of the students rather than reading files too soon.

**Week 2:** Assume responsibility for some of the teaching (perhaps some stations, language groups, reading stories to the children, circle time, calendar, spelling test); observe reading groups and determine at what levels the children are functioning in different academic subjects; help “pick up or organize the room;” help document homework completion; begin planning assessment procedures if applicable; understand placement criteria and IEP process for special day classroom.

**Week 3:** Focus on the student files (special education files, cum files, etc.); begin coordinating with the assistant to plan and carry out steps for certain lessons; perhaps take over a reading, spelling, or language arts group; complete lessons planned by the Master Teacher; continue to assess students if applicable; utilize behavior management techniques, begin thinking of a theme or unit you would like to teach to the students.

**Week 4:** Plan and carry out weekly lesson plans for a single subject OR carry out lessons in 2-3 subject groups planned with or by the Teacher; continue to assess (be familiar with academic tests also); co-teach with the Master Teacher; prepare homework.

**Week 5:** Plan and implement 2-3 subjects or groups; continue to monitor independent work; perhaps be responsible for planning for assistant and Master Teacher; prepare homework.

**Weeks 6 and 7:** Have a thematic unit in place if appropriate; follow through with student IEP and assessment if appropriate; establish some contact with parents; perhaps assume complete responsibility for the classroom.

**Weeks 8 and 9:** Assume complete responsibility for the classroom; effectively utilize behavior modification techniques at the classroom and individual student levels; effectively communicate with the classroom assistant; delegate responsibility to the other adults in the classroom (in other words, be in charge!)
Pre Midterm Objectives
Speech 295 B and D

Objective 1:
Plan for accomplishing:

**Action:**
**Progress Made:**
**Date Accomplished:**

Objective 2:
Plan for accomplishing:

**Action:**
**Progress Made:**
**Date Accomplished:**

Objective 3:
Plan for accomplishing:

**Action:**
**Progress Made:**
**Date Accomplished:**

Objective 4:
Plan for accomplishing:

**Action:**
**Progress Made:**
**Date Accomplished:**

Objective 5:
Plan for accomplishing:

**Action:**
**Progress Made:**
**Date Accomplished:**
Midterm objectives:

Objective 1: ______________________________________________________
Plan for accomplishing: ____________________________________________

Action: Progress Made: __________________________ Date Accomplished: __________

Objective 2: ______________________________________________________
Plan for accomplishing: ____________________________________________

Action: Progress Made: __________________________ Date Accomplished: __________

Objective 3: ______________________________________________________
Plan for accomplishing: ____________________________________________

Action: Progress Made: __________________________ Date Accomplished: __________

Objective 4: ______________________________________________________
Plan for accomplishing: ____________________________________________

Action: Progress Made: __________________________ Date Accomplished: __________

Objective 5: ______________________________________________________
Plan for accomplishing: ____________________________________________

Action: Progress Made: __________________________ Date Accomplished: __________
# Daily Treatment Log

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

**Student:** _______________________

**Master Clinician:** ______________________

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Memo
To: Public School Interns and Master Clinicians
From: Robert Pieretti, Public School Internship Coordinator
Re: Beginning of placement notes

Here are a few reminders and facts based on some questions that always filter in at the beginning of each semester. While we will have covered all of this at the Master Clinician Reception and Training and will cover it again in the CSAD 250 (Public School Internship Methods) course, this memo should provide some basic "notes" for you to refer to.

Remember, starting the itinerant internship early is not an option as the CSAD 250 class is a co-requisite. Some of you have discussed starting one week early with me and may have gotten approval to do so. No one has been approved to begin more than one week early.

Please refer to the assignment letter included in the email with the electronic Public School Internships Handbook for specific dates. The start date for your itinerant internship says "approximately" because you needed to discuss this with your Master Clinician based on school start dates which vary by district. Some of you may be starting after this. Remember, also, that all of your placements will have different district specific holidays, tracks, etc., so one start and finish date for all doesn’t quite work….and this will impact the start date for those of you completing hospital and SDC placements as well. The SDC placements follow the same approximate scheduling format.

You want to start as close to the stated start date as possible to keep yourselves on track. Remember that the internship is 45 days. This is 9 weeks, as long as holidays or school tracking does not get in the way. 45 days is the "magic number" to remember. For those of you whose schools may have a break, you need to make those days up at the end so that you total 45 days. Sometimes a district has two tracks or your Master Clinician may need to be gone for workshops, etc. In these cases, your Master Clinician may try to arrange for you to be doing something else with another Master Clinician with ASHA CCC, CA License, and CA Credential but you will need to discuss this with your campus liaison. Your campus liaison will be assigned to you in the SPHP 250 Methods course and will be a member of the faculty in the Department of Speech Pathology and Audiology. You should feel free to contact the liaison for help and/or guidance at any point during the placement. Once the campus liaison assignments have been made, you and your Master Clinician will be contacted to schedule a site visit at APPROXIMATELY the midpoint of your internship. This visit usually involves about ½ hour of observation of a therapy session and an equal amount of time with you and your Master Clinician to review the completed Clinical Competencies form for mid-semester. The liaison will also be contacting you and/or your Master Clinician throughout the semester to check progress. Clinical Competency evaluation forms are to be completed within CALIPSO. Competency evaluations must be completed by your Master Clinician at both the mid and final dates of your placement. Master Clinicians are to email the site liaison and Jeannette Reiff at Jeannette.reiff@csus.edu once the final competency evaluation has been reviewed with the student and finalized within CALIPSO, indicating completion. The site liaison will not be able to submit your grade as Credit until they have received confirmation from Jeannette Reiff that the final competency evaluation has been submitted. You will need to demonstrate clinical competency in the placement by obtaining a passing grade. A passing grade can be obtained by mastering the clinical competencies as outlined in the syllabus: If you are having difficulty in any area you and/or your Master Clinician should contact your site liaison as soon as possible to discuss a remediation plan.

The minimum number of direct client contact hours needed per internship is 100. Direct client contact hours include time spent assessing and treating clients individually or in groups. It does not include planning, preparation, or IEP attendance, but you will be expected to be involved in all of these activities during the 45 day placement. Students should be vigilant about tracking hours with the working form provided in your packets so that you know that you are on track. You can then use this form as a guide when you enter your hours into CALIPSO. It is recommended that
you enter hours into CALIPSO frequently and regularly. You will be obtaining a significant amount of hours during this internship placement. Being diligent about completing the hours log within CALIPSO is recommended to ensure accurate tracking of all hours acquired. You will also be required to complete a survey at the end of the experience evaluating all master clinicians and sites to which you are assigned.

As you already know, you must have completed the checklist (TB Test, CPR certification, Commission on Teacher Credentialing Certificate of Clearance, Hep B vaccination) provided to you by the Clinic Coordinator and have provided documentation of all of the above (in one packet) to her before arriving at your school site. I believe that many, if not all of these, have come in. If you have not yet submitted this information, please do so ASAP. Make sure the packet includes a copy of the Certificate of Clearance printed out from the CTC website, copies of both sides of the CPR card, etc……..Please contact Dr. Pieretti immediately if you do not feel you will have completed the above in time. You may not arrive at your site(s) without these documents on file with us and any additional clearances required by the site(s) on file with the appropriate office.

Other than that, we can’t wait to see all of the students back on campus in the 250 Class. Remember, we meet one evening a week during the semester…..

Robert Pieretti, Ph.D., CCC-SLP
Professor and Chair
Public School Internship Coordinator
Department of Communication Sciences and Disorders
California State University, Sacramento
The following information has been provided to you in the Internship Handbook or by email:

- Assignment letter
- Clinic Handbook
- Letter for site administrator/school principal
- Placement syllabus (SPHP 295I, S)
- Important department policies letter
- Suggested timelines for participation
- Student Clinician Personal Objective Sheet
- Daily Treatment Log
- Reminder Memo for start of semester
- Clinical Competencies

Please sign the statement below to indicate receipt of the packet.

I have received, read, and reviewed the electronic Master Clinician handbook packet provided by the Department of Communication Sciences and Disorders at California State University, Sacramento. I understand that the handbook will be explained in detail at the Master Clinician Reception and Training.

Signed:

__________________________________________
Master Clinician

__________________________________________
Date