



SACRAMENTO STATE

Department of Communication Sciences and Disorders

“... providing a rigorous scientific background and diverse clinical experiences while fostering a dedication to lifelong learning and community service”

CALIFORNIA STATE UNIVERSITY - SACRAMENTO

Spring 2019 SYLLABUS

CSAD 228B Methods: Speech Disorders II / CSAD 229B Practice: Speech Disorders II

Mondays

2:00 - 2:50pm

Folsom Hall (FLS) – Room 2206A

Instructor: Aishah Y. Patterson, Ph.D., CCC-SLP
Assistant Professor

Email: patterson@csus.edu

Office: Folsom Hall (FLS) 2404B

Phone: (916) 278-7341

Office Hours: Mon/Wed

10:00am - 11:30am *or by appointment*

Course Descriptions:

The methods (CSAD 228B) and practice (CSAD 229B) courses must be taken concurrently. Considered to be second level clinical practicum courses, they are generally taken by students during their second semester of the graduate program. Each clinician/graduate student will be assigned two clients for a 12-week clinical semester. These may be clients seeking services for transgender voice, voice pathology, laryngectomy, stuttering, or cleft palate. While the practicum's focus is fluency and/or voice, this may be modified to meet the needs of the individual student or client.

CSAD 228B Techniques and materials for assessing and treating speech disorders emphasizing fluency and voice. Staffings and discussion of cases in the current caseload.

Prerequisites: CSAD 123, CSAD 127 or equivalents; CSAD 228A, instructor permission.

Corequisite: CSAD 229B.

CSAD 229B Supervised clinical practice emphasizing clients whose speech is disrupted by abnormal rhythm and rate (e.g., stuttering and cluttering) or abnormal vocal pitch, loudness, and/or quality.

Prerequisite: Instructor permission. Corequisite: CSAD 228B.

Required Texts:

None. Assigned and recommended reading material will be made available online via Canvas.

Online Learning Environment:

<http://canvas.csus.edu/>

This course is paired with Canvas, an online learning resource. Students will need to log onto <https://my.csus.edu/> (accessible from any computer with an internet connection and up-to-date web browser) regularly to access posted course material, resources, announcements, and grades. Additional assistance with Canvas is available through Academic Technology Center (ATC) at <https://www.csus.edu/atc/students.html> or by phone at (916) 278-2450.

Learning Outcomes Competencies - CSAD 228B / CSAD 229B:

Mastery of each student learning outcome listed below is indicated by a grade of B or better on each component of the corresponding measures listed in the table. Students are required to track their progress toward meeting each learning outcome and must make an appointment with the instructor for any grade equal to or less than a B. The instructor will suggest strategies to help you establish competence and knowledge in these areas.

Students should track their progress toward meeting each learning outcome by listing their grades on the table below over the course of the semester. The instructor will use a variety of activities and strategies that implement both quantitative and qualitative assessment measures to ensure maximizing students' opportunities to learn and to integrate information presented in this course. The quantitative and qualitative data from these measures will be triangulated to evaluate students' mastery of each learning outcome.

CSAD 228B / CSAD 229B Specific Student Learning Outcomes:

1. Design, plan and carry out assessments using standardized tests, informal measures and observations, interviews and conferences, and review client files, predominantly in the content areas of fluency and voice pathology.
2. Demonstrate the ability to appropriately interpret and apply assessment information to design a treatment program. This program should be sequenced hierarchically and written in a behavioral objective format. This includes:
 - 2a. Long-term semester goals
 - 2b. Short-term objectives
 - 2c. Treatment methods/procedures
3. Complete a minimum of 35 total hours of client contact with at least 2 clients. *The clinician/graduate student needs to have at least 4 hours in assessment this semester.*
4. Complete a case report for each client, which contains a plan for clinical intervention that is tailored specifically for that individual client.
5. Create a set of pertinent and appropriate history questions.
6. Complete a client/caregiver interview utilizing history questions, demonstrating the ability to modify, add or delete questions, as appropriate, during the interview with the client/caregiver.
7. Implement the treatment plan in an efficient and effective manner while making the plan and treatment methods interesting and inviting to the client.

8. Discuss the assessment findings and the treatment plan in a proactive, compassionate manner with the client/caregiver.
9. Update the client/caregiver on a regular basis about the progress being made under the treatment plan.
10. Take effective data in a structured and organized manner.
11. Write Initial and Final Case Reports that reflect the work done during the semester for assessment and treatment.
12. Attend weekly conferences with the assigned clinical instructor and assist in the planning and implementation of goals for your work as a clinician.
13. Use professional behavior with the client, caregiver and clinical instructor.

The above learning outcomes will be assessed through weekly written lesson plans, Initial and Final Case Reports, skill with client assessment, the creation and implementation of therapy techniques, and professional behavior. A midterm and final competency evaluation will be completed by the clinical instructor (CI) and presented to the clinician/graduate student in writing, as well as via verbal discussion if requested.

Specifically, this course is designed to examine the etiologies and characteristics of the disorders of fluency; the etiologies and characteristics for disorders of voice and resonance, including respiration and phonation; and the social aspects of communication (challenging behavior, ineffective social skills, lack of communication opportunities, etc.).

Course Learning Outcome	Components Indicating Competence	Grades Received
1, 5, 6	Client File Review, Interview Question Development, Class Participation/Discussion, and Client Contact	
2, 4, 7, 8, 9	Assessment Plan, Treatment Plan, Class Participation/Discussion, Initial and Final Case Reports	
3, 7, 8, 9, 10, 11	Client Contact, Initial and Final Case Reports	
12, 13	Weekly CI conferencing, Client Contact, Class Participation/Discussion	

Course Procedures:

CSAD 228B will meet on Mondays from 2:00 – 2:50pm in Folsom Hall (FLS), room 2206A. Meetings will consist of, but are not limited to, discussions and demonstrations of therapy hierarchies and methods, client learning and behaviors, clinician learning and behaviors, treatment effectiveness, cause and effect, KASA Standards, relevant research studies, as well as clinic procedures, requirements and deadlines. **Classroom attendance and participation in discussions and demonstrations are mandatory.**

CSAD 229B clinical instructors (CIs) and client therapy times have been assigned to each clinician/graduate student based on their individual schedules, previously submitted to the scheduling office. No changes to the clinician/graduate student schedule may be made without prior approval of the Clinic Coordinator. Clinical instructors are required to meet with clinicians/graduate students on a weekly basis. Those meetings may consist of individual conferences to discuss clients and assessment/treatment plans, or group conferences. Meeting format is at the discretion of the clinical instructor. **Clinician/graduate student attendance at conferences is mandatory.** For concerns regarding clinic, the clinician/graduate student should first address clinic issues with their clinical instructor. If the clinic concern has not been addressed, the clinician/graduate student should then address the issue with the Clinic Coordinator.

Student Responsibilities:

1. **Attendance** The clinician/graduate student is responsible for attending class meetings and individual/group conferences with clinical instructors. Attendance is mandatory. **Missed classes will result in a 5-point deduction. Class tardiness will result in a 2.5-point deduction.**

Prompt attendance at clinic treatment sessions is required at all times. Any missed assessment or treatment sessions must be made up during the week between the end of clinic and finals week. Make-up sessions require the knowledge and approval of the clinical instructor. Clinic assessment and treatment sessions must be supervised by a clinical instructor at all times.

2. **Professionalism** Participation in class discussions and demonstrations, conferences with clinical instructors and client/caregiver interactions should be conducted in a professional manner. At a minimum, students must maintain a level of respectful, courteous behavior expected of a professional in the field of speech-language pathology.
3. **Participation** Clinicians/graduate students are expected to actively participate in all discussions, demonstrations, and conferences.
4. **Clinical Competency** Grading will be based on demonstrated clinical competencies.

Please read the Clinical Competency Form carefully.

- Provide name, current phone numbers and email address.
- Attend weekly meetings. Be prepared with questions.
- Plan and conduct initial interviews and assessments. Have client or parent sign permission and/or agreement forms. Submit these forms to the clinical instructor

for signature. Carefully consider your need for information release forms. Audio record the client/caregiver interview. Maintain recording until the end of the semester, at which time, it is destroyed. Confirm that client/caregiver understands how to cancel a session. Combine assessment and trial therapy (assessment probes) to ensure that the proposed treatment plan may be initiated once the assessment has been completed.

- Follow clinical instructor/supervisor instructions regarding SOAP Notes. Place session notes in the client's working file with clinical instructor/supervisor notes and therapy plan.
- Maintain therapy logs for each client. Therapy logs should be kept in the client's working file.
- Be sure that the clinical instructor/supervisor has reviewed all test protocols prior to placing test protocols in the client's file.
- Review clinical instructor/supervisor observation notes, initial notes after each session and place in working file (clinician/graduate student may write comments on observation notes).
- Prepare Initial Case Report draft for clients/caregivers after the 6th session. All drafts will be graded. Initial drafts must be double-spaced.
- Prepare homework for client and family to complete outside of therapy sessions.
- Prepare Final Case Report (13th week of clinic). The Final Case Report will be signed and placed in the client's file. See final evaluation form.
- After the Final Case Report has been accepted, signed and submitted, destroy previous printed and electronic copies of the report. If the clinician/graduate student wishes to maintain a template, all identifying information must be completely removed (i.e., names of clients, parents, family members, physicians, therapists, and other service providers; addresses; phone numbers; birthdates; file numbers; etc.).
- Conduct final conference with client/caregiver.
- Complete make-up sessions during dead week (as applicable).
- Submit final materials for each client: signed, final draft of reports; therapy log; client continuation form; two copies of the client clock hour form (signed by clinical instructor/supervisor).
- Participate in end-of-semester evaluation with clinical instructor/supervisor during dead week (or finals week), as requested.

Course Assessment Plan:

Grading Policy – CSAD 228B Methods: Speech Disorders II

The Methods class is associated with a total of 100 points. Each student will begin the semester with 100 points (A). Point deductions will occur on the following schedule:

1. Missing class (5-point deduction)
2. Tardiness (2.5-point deduction)
3. Missing assignment (5-point deduction)
4. Non-participation in class discussion and demonstrations (5-point deduction)
5. Repeated inappropriate/unprofessional behavior (5-point deduction)

Class comments and discourse should be constructive and respectful – of each other, of clients, and clinical personnel at all times. Inappropriate or unprofessional behavior will be provided a warning. Continued inappropriate or unprofessional behaviors will result in point deductions per associated incident.

Points	Grade
100 - 90	A
89 - 85	B
84 - 80	B-
≤ 79	F

Grading Policy – CSAD 229B Practice: Speech Disorders II

A passing grade for clinic performance is based on the Final Clinical Competency Form. Students should review this form BEFORE the start of clinic to ensure awareness of all items that will become part of the formative and summative assessment for this clinic. The Clinical Competency Form will be completed by the clinical instructor/supervisor at midterm and final, but it is the **final** Clinical Competency Report on which the clinician's/graduate student's 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 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 scores of the four (4) general competency categories, provided that the student achieves; (a) an average rating of 4.0 or better for **each** of the four (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 four (4) general competency categories is a B- or higher. In such cases, a grade of C+ will be given for the clinic.**

CSAD 229B Letter grades will be based on the following:

Score	Grade	Description
4.65 – 5.00	A	<p><u>Exceeds Performance Expectations</u> (Minimum assistance required)</p> <ul style="list-style-type: none"> • Clinical skill/behavior well-developed, consistently demonstrated, and effectively implemented • Demonstrates creative problem solving • Clinical Instructor consults and provides guidance on ideas initiated by student
4.50 – 4.64	A-	
4.35 – 4.49	B+	<p><u>Meets Performance Expectations</u> (Minimum to moderate assistance required)</p> <ul style="list-style-type: none"> • Clinical skill/behavior is developed/implemented most of the time, but needs continued refinement or consistency • Student can problem solve and self-evaluate adequately in-session • Clinical Instructor acts as a collaborator to plan and suggest possible alternatives
4.15 – 4.34	B	
4.00 – 4.14	B-	
3.85 – 3.99	C+	<p><u>Needs Improvement in Performance</u> (Moderate assistance required)</p> <ul style="list-style-type: none"> • Inconsistently demonstrates clinical skill/behavior • Student’s efforts to modify performance result in varying degrees of success • Moderate and ongoing direction and/or support from Clinical Instructor required to perform effectively
3.65 – 3.84	C	
3.50 – 3.64	C-	
3.35 – 3.49	D+	<p><u>Needs Significant Improvement in Performance</u> (Maximum assistance required)</p> <ul style="list-style-type: none"> • Clinical skill/behavior is beginning to emerge, but is inconsistent or inadequate • Student is aware of need to modify behavior, but is unsure of how to do so • Maximum amount of direction and support from Clinical Instructor to perform effectively
3.15 – 3.34	D	
3.00 – 3.14	D-	
1.00 – 2.99	F	<p><u>Unacceptable Performance</u> (Maximum assistance is not effective)</p> <ul style="list-style-type: none"> • Clinical skill/behavior is not evident most of the time • Student is unaware of need to modify behavior and requires ongoing direct instruction from Clinical Instructor to do so • Specific directions from Clinical Instructor does not alter unsatisfactory performance

Other Course Policies:

Students with Special Needs

In accordance with University policies, the instructor will make reasonable accommodations for the known physical or mental limitations of a qualified student. Qualified students with disabilities should contact the Services to Students with Disabilities (SSWD) office for information regarding accommodations. Please provide the instructor with a copy of the accommodation letter from SSWD.

Students bear the responsibility of contacting the SSWD office to document a qualifying disability, to have that office recommend appropriate accommodations, and to inform the instructor of those accommodations. Please inform the instructor **as soon as possible** should you think you require accommodations.

More information available at: <http://www.csus.edu/sswd/index.html>

Sacramento State University

Services to Students with Disabilities (SSWD)

Lassen Hall, Room 1008

Phone: (916) 278-6955; TDD: (916) 278-7239; Fax: (916) 278-7825

Email: sswd@csus.edu

Ethics

Students are expected to abide by the university's policies on academic integrity, honesty, and conduct, as outlined by the Office of Student Conduct. It is the student's responsibility to familiarize themselves with the university Student Conduct Code. Violations of these policies will not be tolerated.

The Student Conduct Code manual is available at:

<http://www.csus.edu/umannual/student/ums16150.htm>

Sacramento State University

Office of Student Conduct

Lassen Hall, Room 3008

Phone: (916) 278-6060; Fax: (916) 278-5443

Email: conduct@csus.edu

Discrimination

California State University (CSU) policy prohibits discrimination on the basis of age, disability (physical and mental), gender (or sex), gender identity (including transgender), gender expression, genetic information, marital status, medical condition, nationality, race or ethnicity (including color or ancestry), religion (or religious creed), sexual orientation, sex stereotype, and veteran or military status. California State University prohibits all forms discrimination, harassment (including sexual harassment, sexual misconduct, dating and domestic violence, and stalking) and retaliation.

The University Policy Manual is available at:

<http://csus.edu/umannual/>

Campus Resources:

Division of Student Affairs: Basic Needs Support

Students experiencing challenges in the area of food and/or stable housing, help is just a click, email, or phone call away. Sacramento State University offers basic needs support for students who are experiencing challenges in these areas. Please visit the *Basic Needs* website to learn more about options and resources available for food and housing security.

<https://www.csus.edu/basicneeds/>

Additional resources (i.e., transportation barriers, financial emergencies, mental/physical health and wellness, and transition to campus following hospitalization) are available at:

<https://www.csus.edu/student/casemanager/>

CSAD 228B Methods: Speech Disorders II
Spring, 2019 Tentative Course Calendar

Week	Date	Course Activity / Discussion	Assignments / Due Date
1	1/21/19 Monday	<p style="text-align: center;">Martin Luther King Day</p> <p style="text-align: center;">Students should begin file reviews immediately following clinical assignments during Week 1</p> <p style="text-align: center;">Students should also review: <i>Updated Student Clinic Handbook</i> <i>CSAD123 Voice and Fluency and</i> <i>CSAD147 Assessment Procedures</i> <i>course notes and texts</i></p>	<p style="text-align: center;">Holiday, Campus Closed</p> <p>Contact your CIs during Week 1 to set-up initial and weekly appointments:</p> <p>Sean Green sean.green@csus.edu</p> <p>Tracy Stage tracy.stage@csus.edu</p> <p>Ragna Thordardottir ragna.thordardottir@csus.edu</p>
2	1/28/19 Monday	<p style="text-align: center;">Overview of Course Requirements</p> <p style="text-align: center;">Discussion of clinical assignments and client files</p> <p style="text-align: center;">Complete <i>Student Clinician Self-Reflection</i></p>	<p style="text-align: center;">Client File Review Form Due 1/28/19</p> <p>Students will be prepared to work in small groups to discuss completed file reviews for each of their clients.</p>
3	2/4/19 Monday	<p style="text-align: center;">Discussion Topic – Case Hx – child vs adult Interviewing Techniques Information Gathering</p> <p style="text-align: center;">Online Resources - Obtaining and Evaluating Pre-Assessment Information</p> <p style="text-align: center;">Clinic Begins Week of 2/4</p>	<p style="text-align: center;">Client Interview Questions – Draft Due 2/4/19</p> <p>Students will be prepared to discuss developed interview questions for their fluency and/or voice clients.</p>

4	2/11/19 Monday	<p>Discussion Topic – Assessment in Voice <i>behavioral observation, auditory-perceptual rating, acoustic analysis (F₀)</i></p> <p>Assessment in Fluency <i>stuttering-like disfluencies, rate, secondary characteristics, feelings/attitudes, speech sample</i></p>	Online and Course Text Resources – Assessment in Voice and Fluency
5	2/18/19 Monday	<p>Discussion Topic – Assessment in Voice and Fluency Continued</p>	In-Class Practice with formal and informal assessment measures
6	2/25/19 Monday	<p>Discussion Topic – Results interpretation, reporting, and goal writing</p>	<p>Online resources – Selecting Tx Targets; Writing Measureable Goals</p> <p>Initial Draft of Initial Case Report Due this Week (dates specific per CI)</p>
7	3/4/19 Monday	<p>Discussion Topic – Results interpretation, reporting, and goal writing continued</p>	Online resources – Reinforcement and controlling undesirable behaviors
8	3/11/19 Monday	<p>Discussion Topic – Counseling tips for Voice and Fluency Clients</p>	<p>Online resources – Counseling in Speech- Language Pathology</p> <p>Mid Semester Eval Meetings Due this Week (dates specific per CI)</p>
9	3/18/19	Spring Recess	No Class

10	3/25/19 Monday	Discussion Topic – Rounds – Student Cases and Clinical Problem Solving	As a group, we will discuss, problem solve, and generate additional solutions for reported clinical challenges
11	4/1/19	Cesar Chavez Birthday - Observed	No Class
12	4/8/19 Monday	Discussion Topic – Rounds – Student Cases and Clinical Problem Solving	Online Tx Resource/Strategy per clinician needs
13	4/15/19 Monday	Discussion Topic – Rounds – Student Cases and Clinical Problem Solving	Online Tx Resource/Strategy per clinician needs Initial Draft of Final Case Report Due this Week <i>(dates specific per CI)</i>
14	4/22/19 Monday	Final summary/demonstration of individual client cases	
15	4/29/19 Monday	<i>Grad Course Evaluations Administered Electronically</i>	REGULAR CLINIC ENDS WEEK OF 4/22/19. All make- ups must be completed by 5/3/19. Remember, all final reports AND required paperwork must be completed, signed, distributed to the client, and filed on the last scheduled therapy day for each of your clients. <u>Final evaluation conference MUST take place by 5/10/19 unless otherwise scheduled.</u>
16	5/13/19 – 5/17/19	Finals Week	

CSAD 229B Practice: Speech Disorders II
Spring, 2019 Tentative Course Calendar

Week	Clinic Activity / Expectations
1	Methods class meets and clinicians/graduate students prepare for clients. Clients are assigned. Read client files. Make appointment with clinical instructor to plan first session.
2	Interview questions due to clinical instructors. Review assessments/Shibley. Select appropriate assessment(s) and practice administration and scoring prior to first client meeting.
3	First day of clinic for most clients. Conduct client/caregiver interviews. Have client sign Client Permission and Send Release Forms. Play with child clients. Collect speech-language sample from adult clients. Initiate assessments. Review policies and Agreement Form.
4	Conduct further assessments as needed. Voice and fluency clients should not require more than 2 sessions of assessment. Set up semester objectives. Chart baseline behaviors if appropriate. Score all formal and informal assessments administered to date. Begin treatment objectives (especially with adult clients). At the end of week 4 (or the beginning of week 5), meet with the client/caregiver to discuss assessment findings and proposed semester treatment plan.
5	Analyze test result in preparation for Initial Case Report. Note: if assessment period lasted 2 weeks, begin treatment objectives in week 5. At the end of week 5, meet with client/caregiver to discuss assessment findings and proposed semester treatment plan.
6	First Draft of Initial Case Report Due Initial Case Report (submitted to clinical instructor) should include demographics, history, evaluation information and semester objectives. The first draft is graded. Proof and edit appropriately. Follow report format template supplied to the clinical instructor. Continue semester treatment plan.
7 – 8	Final Draft of Initial Case Report Due The final draft of the Initial Case Report (i.e., printed copy with full identifying information with all revisions incorporated) should be submitted to the clinical instructor. Continue semester treatment plan. Update client/caregiver on therapy progress.

8 – 9	Midterm performance evaluations/conferences
12	<p>First Draft of Final Case Report Due</p> <p>Final Case Report is submitted to clinical instructor. The first draft is graded. Proof and edit appropriately.</p>
13	<p>Final Draft of Final Case Report Due</p> <p>Final Case Report is submitted to clinical instructor for signature. Submit forms to clinical instructor regarding continuation of therapy.</p>
14	<p>Last week of Clinic</p> <p>Conduct Final Conference with client/caregiver. All final reports must be completed, signed and ready to be added to the client's file. Release Forms for exchange of information should be included with report. Submit client contact hours form to clinical instructor for signature. Meet with clinical instructor for final evaluation in week 14 or week 15.</p>
15	<p>Dead Week – Clinic make-up sessions if clinician/graduate student needed to cancel a therapy session during the semester.</p>

CSAD 228B: Methods: Speech Disorders II

This course has been designated 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 IV-C: Speech, Language, Hearing, Communication, and Swallowing Disorders and Differences

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: fluency disorders (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: voice and resonance disorders (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: social aspects of communication (e.g., behavioral and social skills affecting communication), including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.

Standard IV-D: Prevention, Assessment, and Intervention

- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding fluency.
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding voice and resonance.
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding social aspects of communication (e.g., behavioral and social skills affecting communication).

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: cultural bases of human communication differences.

CSAD 229B: Practice: Speech Disorders II

This course has been designated 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 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: 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 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 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 social aspects.
- Standard V-B 1b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals
- The student will demonstrate the ability to collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals in the area of social aspects.
- Standard V-B 1c. Select and administer appropriate evaluation procedures, such as behavioral observations nonstandardized and standardized tests, and instrumental procedures
- The student will demonstrate the ability to select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures in the area of social aspects.
- Standard V-B 1d. Adapt evaluation procedures to meet client/patient needs
- The student will demonstrate the ability to adapt evaluation procedures to meet client/patient needs in the area of social aspects.
- Standard V-B 1e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention
- The student will demonstrate the ability to interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention in the area of social aspects.
- Standard V-B 1f. Complete administrative and reporting functions necessary to support evaluation
- The student will demonstrate the ability to complete administrative and reporting functions necessary to support evaluation in the area of social aspects.
- Standard V-B 1g. Refer clients/patients for appropriate services
- The student will demonstrate the ability to refer clients/patients for appropriate services in the area of social aspects.

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

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