



California State University, Sacramento

Department of Communication Sciences and Disorders

UNDERGRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Fall 2019	Course: CSAD 146 Introduction to Clinical Issues and Methods	Section: 01
Meeting Days: Friday	Meeting Times: 1:00-3:50 PM	Location: Folsom Hall 1050
Instructor: Kelly Louney, MS CCC-SLP	Email: louney@csus.edu	Phone: 916-278-4867
Office Location: Folsom Hall 2000 Cubicle B	Office Hours/Appointments: Friday 9:00- 10:00 am (please sign up for office hours at cubicle B in nursing)	

Catalogue Course Description:

CSAD 146. Introduction to Clinical Issues and Methods.

3 Units

Prerequisite(s): [CHDV 30](#), [DEAF 51](#), [PSYC 2](#), [STAT 1](#), [CSAD 110](#), [CSAD 111](#), [CSAD 112](#), [CSAD 125](#), [CSAD 126](#), [CSAD 130](#), and [CSAD 145](#).

Term Typically Offered: Fall, Spring

Methods and materials used in clinical procedures are introduced. Work with graduate students and clients provides introduction to actual procedures and ethical practices. Introduction to ASHA Code of Ethics and legal issues in professional practice including federal and state laws and regulations, funding sources and scope of practice, survey of professional settings for speech and hearing services, including multidisciplinary settings. Prior to enrolling in [CSAD 146](#), students must fulfill the catalogue requirements listed in the catalogue section "Undergraduate Clinical Assistantship."

Place of Course in Program

This course will generally be taken by students as one of their senior level courses. Although this course is required for admission to the CSUS graduate program, it is NOT A REQUIREMENT FOR GRADUATION. If you elect to drop CSAD 146, please see your advisor for assistance in selecting an alternate course.

Sacramento State Baccalaureate Learning Goals for the 21st Century (BLG)	Addressed by this course (Y/N)
Competence in the Disciplines: <i>The ability to demonstrate the competencies and values listed below in at least one major field of study and to demonstrate informed understandings of other fields, drawing on the knowledge and skills of disciplines outside the major.</i>	Y
Knowledge of Human Cultures and the Physical and Natural World <i>through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts. Focused by engagement with big questions, contemporary and enduring.</i>	Y
Intellectual and Practical Skills, Including: <i>inquiry and analysis, critical, philosophical, and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving, practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.</i>	Y
Personal and Social Responsibility, Including: <i>civic knowledge and engagement—local and global, intercultural knowledge and competence*, ethical reasoning and action, foundations and skills for lifelong learning anchored through active involvement with diverse communities and real-world challenges</i>	Y
Integrative Learning**, Including: <i>synthesis and advanced accomplishment across general and specialized studies</i>	Y

Course Learning Outcomes:

UNDERGRADUATE

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

Students should track their progress towards meeting each learning outcome by listing their grades on the table below over the course of the semester.

CSAD 146 SPECIFIC STUDENT LEARNING OUTCOMES:

1. Define and identify (un)ethical behavior in the practice of speech pathology and audiology, including confidentiality and informed consent, as determined by the American Speech and Hearing Association (ASHA).
2. Be able to state or write and discuss the tenants of Universal Precautions.
3. Be able to discuss and apply HIPAA regulations to clinical practice.
4. Be able to discuss the tenants of supervision according to Anderson's Continuum of Supervision.
5. Observe clinical practicum and identify (in writing) client objectives, teaching methods, reinforcers, and client behaviors.
6. Formulate a written treatment plan, including treatment objectives and materials and teaching methods, for clients.
7. Participate in therapy, planned and guided by a graduate clinician.
8. Design treatment objectives, detailing performance, conditions, and criterion.
9. Utilize standard treatment/teaching methods under the guidance of a graduate clinician.
10. Collect and interpret treatment data in a standardized manner.

Course Learning Outcome	Components Indicating Competence	Grades Received
1	COE activity/quiz	
2	Health module certificate of completion	
3	Health module certificate of completion	
4	Supervision reflection Test	
5	Behavioral/Subjective observation (client) Therapy Planning activity Test	
6	Therapy Planning activity Clinical Assistant Competency Form Test	
7	Clinical Assistant Competency Form Reflection assignment	
8	Goal and objective writing activity	
9	Clinical Assistant Competency Form	
10	Data collection activity (in class) Data collection activity (client)	

Textbooks and Materials:

REQUIRED TEXT

Roth, F. P., & Worthington, C. K. (2016). *Treatment resource manual for speech-language pathology 5th Edition*. San Diego: Singular Pub. Group.

RECOMMENDED TEXT

Dwight, Debra M., *Here's How to do Therapy: Hands-On Core Skills in Speech-Language Pathology, Second Edition* Plural Publishing, Inc., San Diego, CA, 2014.

Online Resources:

Students will use materials posted to CANVAS to support learning.

Course Requirements/Components:

Required Medical Documents:

Students are required to provide documentation for the following:

1. Negative TB (PPD) test after December 6, 2019.
2. Initiation of the Hepatitis B series.
3. Complete the department's authorized background check. Please see the department's website and SacCT page for instructions.
4. Sign *Video Permission Form*.
5. Sign *Confidentiality Agreement* (usually completed in CSAD 145)

These medical documents are due no later than September 13, 2019 and students may NOT begin the Clinical Assistantship until these documents are submitted and verified by the instructor. Submission of these documents on or before September 13, 2019 is worth 25 points. Point values are as follows:

1. Negative TB 10 points
2. Initiation of Hep B 10 points
3. Background check 5 points

Participation as a Clinical Assistant:

- 1) You will be assigned a graduate student and a client this semester. You will be required to meet with your graduate student and participate in eight clinical sessions for all scheduled sessions between October 7, 2019 and October 31, 2019.
- 2) You will be required to make up sessions which are cancelled by the client or graduate clinician. Undergraduate attendance is required and points are assigned for attendance. You must sign in at the front desk with Mable. If you do not sign in on the day of treatment you will not receive credit. Absences on the part of the undergraduate student will result in a loss of points and make up sessions are not allowed. Attendance points are earned as follows:

Number of scheduled sessions attended between October 7, 2019 and October 31, 2019	Points
8/8	160
7/8	140
6/8	120
5/8	100
4/8	80
3/8	60
2/8	40
1/8	20
0/8	0

- 3) You will be required to complete two reflections on your experience in clinic. Reflection topic options and assignment format will be discussed in class. Your reflection topic selections should be

chosen based on your experience. Please select a topic which was meaningful and relevant to your time in clinic. These reflections are worth 20 points each, for a total of 40 points.

- 4) You will need to meet with your graduate student in advance of the session to discuss the client and your session objectives. Your graduate student will provide you with a hard copy of their SOAP notes/lesson plans on the day of therapy.
- 5) During your time as a clinical assistant, you will be focusing on the specific clinical procedures discussed in class. Each clinical assistantship follows a client in our clinic. Because each client is treated individually specific timelines for assessment and treatment may vary. However, you will be expected to contribute to class discussions as they relate to clinical procedures observed during your clinical assistantship. Guidelines are as follows:

Week	What CSAD 146 Student will do during clinic	Be prepared to discuss the following during class on Friday	What Graduate Student Will Provide
Prior to week 1	<ul style="list-style-type: none"> -Meet with graduate student -Chart review -Review interview questions -Assessment results 	<ul style="list-style-type: none"> Client's age and disorder Client's relevant history Client's assessment plan/results 	<ul style="list-style-type: none"> -Be available to meet -Discuss case history/review chart -Discuss Assessment Results -Discuss therapy session structure currently in place
1	<ul style="list-style-type: none"> -Review plan of therapy and therapy goals/objectives -Complete a subjective observation -Make speech/language/behavioral observations relevant to your client 	<ul style="list-style-type: none"> What you relevant observations did you make about your client and how do they support or refute what you learned during chart review? 	<ul style="list-style-type: none"> -Graduate student will share semester goals and objectives -Graduate student will share lesson plan -Graduate student will discuss CSAD 146 student's speech/language/behavioral observation findings and how they relate to session design.
2	<ul style="list-style-type: none"> -Review the client's goals/objective and past results/progress towards goals thus far -Note the treatment approach(es) used -Begin to engage with the client, as directed by your graduate clinician 	<ul style="list-style-type: none"> Do you client's goals/objectives make sense to you? Do the activities and materials relate to the goals/objectives in a meaningful way for you? What were your feelings when you began interacting with the client? 	<ul style="list-style-type: none"> -Graduate student will share lesson plan -Graduate student will discuss rationale for treatment approaches being used and model therapy approach(es) and how they address goals/objectives -Provide an opportunity for the CSAD 146 student to engage with the client, perhaps as a communication partner
3	<ul style="list-style-type: none"> -Continue interacting with the client, with more independence, as directed by your graduate clinician -Take data for the goals/objectives addressed during the session 	<ul style="list-style-type: none"> What does it feel like to take data during a session? What do you think were the pro's and con's of taking real time data? 	<ul style="list-style-type: none"> -Graduate student will share lesson plan -Graduate student will review requirements for needed data collection during session -Graduate student will review data collected by CSAD 146 student and discuss why it meets their needs for tracking client progress

4	-Continue interacting with the client, with more independence, as directed by your graduate clinician -Plan an activity based on one of the goals/objectives -Work WITH your grad to implement this activity.	Explain your thought process as it relates to activity planning. What treatment approaches did you consider? What materials? Did you find this somewhere or create it yourself?	-Graduate student to share lesson plan -Graduate student will request that CSAD 146 student plan an activity, to be carried out over two sessions, that is aligned to a semester short-term objective or long-term goal -Graduate student and CSAD 146 student will review data from the two sessions and discuss whether or not (and why or why not) the activity appears to be effective
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Healthstream Online Clinical Orientation Program:

You are required to complete the Rapid Regulatory Compliance: Clinical II and HIPAA health module. This module will prepare you for work in a variety of healthcare settings and support your knowledge of Universal Precautions and client privacy. Certificate of completion of both health modules is due on September 6, 2019. These certificates of completion are worth 10 points each for a total of 20 points.

<https://www.csus.edu/college/health-human-services/communication-sciences-disorders/internal/documents/california-healthstreams-module-instructions.pdf>

Chart Review quiz:

Each student will complete a quiz based on information provided during the chart review of a case study. This quiz will prepare the student to carefully and meaningfully review client files prior to creating interview questions. This quiz will be completed in class and worth 20 points.

Interview Question activity:

Each student will be asked to create an interview questionnaire based on a hypothetical client. This activity will prepare the student to use a chart review and critical thinking skills when selecting meaningful interview questions. This interview questionnaire will be completed in class and will be worth 20 points.

Assessment Selection activity:

Students will be required to use historical information for a case study to compare and contrast the appropriateness of specific speech and language tests. Students will then create an assessment plan and rationale. This activity will synthesize historical information retrieved during a chart review and interview to best select standardized assessment materials. This assignment will be worth 30 points.

Assessment Follow-up activity:

After completion of the assessment selection activity each student will be required to complete an assessment follow-up activity. This activity will prepare the student to select hypothetical probes based on the review of standardized assessment results. This assignment will be worth 5 points.

Data Collection activity:

In order to practice real time data collection, students will be required to watch videos of speech and language therapy and use a therapist devised tool for data collection to accurately record the student's performance during therapy. This assignment is for practice only and does not earn points.

Goals and Objective Writing activity:

Students will be required to analyze and design treatment objectives; detailing performance, conditions, and criterion during this assignment. They will be required to identify these components within a goal/objective as well as create them independently. This assignment is for practice only and does not earn points.

Materials Presentations:

In groups, students will present a toy/activity/material that can be used with multiple disorders. This activity will prepare students to use flexibility in thought and therapy session planning. They will be required to critically think how speech and language objectives interact with everyday objects and toys. General guidelines and assignments will be assigned in class. Access to the internet and power point is recommended for this class meeting. This assignment will be worth 40 points.

Exams:

Two in-class exams will be given. You must bring a Scantron 882-E for these tests. Each exam will cover the concepts and content discussed during the course. Material on the test will be comprehensive in nature and may pull from any topic discussed during class sessions or assigned readings. Each exam is worth 50 points for a total of 100 points.

Code of Ethics Activity:

Each student will be responsible for participating in a code of ethics activity. The purpose of this assignment is for students to read, understand and interact with the ASHA Code of Ethics; including understanding common complaints to ASHA and reviewing case studies for analysis. General requirements and guidelines regarding the format for this assignment will be discussed in class. This assignment will be worth 20 points and students must be in attendance to receive credit.

Supervision Reflection:

Each student will complete a reflection on supervision after their clinic experience. This reflection will serve to support the student's critical thinking of the roles in the supervision processes, the stages of supervision and how they relate to clinical competence as well as the dynamic nature of these interpersonal relationships. General requirements and guidelines regarding the format for this assignment will be discussed in class. This reflection is worth 20 points.

Guest Speaker:

Guest speakers will be brought in to discuss topic specific material. Attendance is mandatory for all guest speakers. Because guest speakers are professionals from the community who volunteer their time to discuss their métier with our students, attendance is expected. The dates of guest speakers are tentative, although they are confirmed prior to class scheduling; we sometimes need to afford guest speakers flexibility as their schedules may change. Although schedule changes do not happen often, the attendance policy will apply on the actual day the speaker presents. Students will sacrifice 15 overall class points for absences on days with guest speakers.

Grading Policy:

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

Source	Points	% of Grade
Medical documentation	25	5%
Health Module	20	4%
Chart review quiz	20	4%
Interview activity	20	4%
Assessment selection activity	30	6%
Assessment follow-up activity	5	1%
Materials presentation	40	8%
Code of ethics activity	20	4%
Attendance in clinic sessions	160	32%
Clinic reflection 1	20	4%
Clinic reflection 2	20	4%
Reflection on supervision	20	4%
Test 1	50	10%
Test 2	50	10%
TOTAL	500	100%

Letter grades are assigned according to the following scores

Points	Letter
450-418	A
417-405	A-
404-396	B+
395-373	B
372-360	B-
359-351	C+
350-328	C
327-315	C-
314-306	D+
305-283	D
282-270	D-
269 and below	F

STUDENTS WHO RECEIVE BELOW A 77% ON ANY ONE TEST, PRESENTATION, PAPER OR PROJECT WILL BE EXPECTED TO CONFERENCE WITH ME, DURING OFFICE HOURS, TO DISCUSS DEFICIENT AREAS AND WHAT CAN BE DONE TO ENSURE COMPETENCY IN THE DEFICIENT AREA.

Course Policies/Procedures:

PARTICIPATION IN CLASS MEETINGS

There will be a moderate amount of lecture to this course. Many class sessions will consist of lecture, directed discussions and group exercises, activities or quizzes. Verbal discussion and presentations are essential parts of this course. Students are expected to attend class regularly, prepared to participate in class discussions.

ATTENDANCE

Attendance is not taken for lecture classes. It is the student's responsibility to obtain missing lecture notes and concepts as all lectures are represented on the test. Resources may include: CANVAS, textbooks and classmates. Attendance is mandatory for all student/group presentations, the clinical assistantship, activities, quizzes and guest speakers in order to earn points. Your points will be sacrificed if not in attendance for graded assignments. You will sacrifice 15 points from your overall grade for any unexcused absences on days with a guest speaker or presentations.

As a reminder, in order to maintain confidentiality for clients and students:

Audio recordings during class are not allowed. Audio recording may be a HIPAA violation and violations of this policy will be referred accordingly.

LATE ASSIGNMENTS

Assignments are considered due at the time of collection by the instructor on the assigned due date. Assignments are considered late if they are submitted after the collection of the assignment by the instructor. Assignments will be collected at the beginning of the class period on the due date. Late assignments will be docked 10% of the total possible points for each class period they are late. For example: Submission after the in class collection through midnight of the due date = -10% of possible points. Submission between 12:01 am day after the due date and up to the beginning of the next class period = -20% of possible points. All make-up exams will be taken during dead week in essay form.

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
					Due date	-10%
					-10% after collection of assignment	
-10%	-10%	-10%	-10%	-10%	-20%	-20%
-20%	-20%	-20%	-20%	-20%	-30%	-30%
-30%	-30%	-30%	-30%	-30%	-30%	-30%

MAKE-UP ASSIGNMENT

One make-up assignment will be offered at the end of the semester. Students may use this make up assignment to replace any one missing assignment or to replace the grade of an assignment completed. Only one make up assignment is allowed. This assignment is flexible in length and points therefore students who opt to complete this assignment in place of a low value assignment will complete a shorter assignment for less points while those replacing high(er) value assignments will complete longer assignments for more points.

TENTATIVE Course Schedule/Outline:

WEEK	DATE	TOPIC	PREPARATION	ASSIGNMENTS DUE
1	8/30	Introduction Syllabus Review Complete Schedules (0 points) Universal Precautions Health module assigned Clinic tour		
2	9/6	Review of Clinical Procedures (7 slides) Learning theories to S-L intervention (25 slides) Developmental domains (8 slides)	Chpt 4: Dwight Chpt 5: Dwight Chpt 1 pg 14-16: TRM	Health Module certificate
3	9/13	Chart Review lecture Review Client Questionnaire for case study Chart review quiz Interview procedures lecture Interview questions activity		Scantron 882-E Chart review quiz Interview questions activity
4	9/20	Assessment lecture (8 slides) Speech and language sampling lecture (22 slides) Assessment selection activity Review test protocol for case study Assessment follow up activity	Review CSAD 147 notes	Assessment selection activity Assessment follow up activity
5	9/27	HIPAA HIPAA quiz/activity Behavioral/subjective observation lecture Behavioral/subjective observation in class practice (0 points) Discuss client assignments		Scantron 882-E HIPAA quiz/activity
6	10/4	Diagnostic Statement lecture (9 slides) Data Collection lecture (10 slides) Data Collection video and practice (0 points)	Bring a copy of your client's diagnostic statement if they have one	CLINIC BEGINS!!!
7	10/11	Goal and Objective Writing lecture (13 slides) Goal and Objective Writing practice (0 points) Evidence Based Practice lecture Materials Activity introduced		CLINIC!!! Bring textbook
8	10/18	Test 1 Materials Activity Prep		CLINIC!!! Scantron 882-E
9	10/25	Materials Activity Presentations		CLINIC ENDS!!!

				Materials Activity Presentations
10	11/1	Hands on Core Skills lecture (30 slides) seating/motivation etc Basic Structure Within the Therapy Process lecture (15 slides) freq/dur/groups etc.	Chpt 6: Dwight Chpt 7: Dwight	
11	11/8	SOAP Note lecture (12 slides) COE lecture (12 slides) COE activity Foundations lecture (10 slides) laws and funding sources Supervision lecture (16 slides)	Chpt 3: Dwight	3 Clinic Reflection forms due - 2 reflecting on a relevant topic - 1 reflecting on supervision COE activity
12	11/15	Guest Speakers (0 points)		Mandatory attendance
13	11/22	Test 2		Scantron 882-E
14	11/29	NO CLASS THANKSGIVING BREAK		
15	12/6	Course Culminating Activity (Extra Credit) Course Evaluations Client debriefing		

Additional Information

Commitment to Integrity:

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

Sac State's Academic Honesty Policy & Procedures:

“The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento expects that both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades.” Read more about Sac State's Academic Honesty Policy & Procedures at the following website: <http://www.csus.edu/umannual/student/stu-0100.htm>

Definitions: At Sac State, “cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means.” **Plagiarism** is a form of cheating. At Sac State, “plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person's contribution.” Source: Sacramento State University Library Note: Any form of academic dishonesty, including cheating and plagiarism, may be reported to the office of student affairs.

Understand When You May Drop This Course:

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

Equal Access:

California State University-Sacramento, Department of Communication Sciences and Disorders, seeks to provide equal access to its programs, services, and activities for people with disabilities. If you have a documented disability and verification from the Office of Services to Students with Disabilities (SSWD), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to SSWD and meet with a SSWD counselor to request special accommodation before classes start. **Sacramento State Services to Students with Disabilities (SSWD)** offers a wide range of support services and accommodations for students in order to ensure students with disabilities have equal access and opportunity to pursue their educational goals. Working collaboratively with students, faculty, staff and administrators, SSWD provides consultation and serves as the information resource on disability related issues to the campus community. SSWD is located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) or (916) 278-7239 (TDD only) or via email at sswd@csus.edu.

Basic Needs Support

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

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

Other Resources

Testing Center: <https://www.csus.edu/testing/>

Library: <https://library.csus.edu/>

Services to Students with Disabilities: <https://www.csus.edu/sswd/>

Student Health and Counseling Services at The WELL: <https://www.csus.edu/shcs/>

Peer & Academic Resource Center: <https://www.csus.edu/parc/>

Student Academic Success and Education Equity Programs: <https://www.csus.edu/saseep/>

Case Manager, Office of Student Affairs: <https://www.csus.edu/student/casemanager/>

Knowledge And Skills Acquisition (KASA) For Certification in Speech-Language Pathology

CSAD 146 Introduction to Clinical Issues and Methods.

This course has been designed to be in direct support of the following American Speech-Language Hearing Association (ASHA) 2017 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: phonology, articulation disorders (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: fluency disorders (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: voice and resonance disorders (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: receptive and expressive language disorders (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, and executive functioning), including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: social aspects of communication (e.g., behavioral and social skills affecting communication), including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: communication modalities, including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.

Standard IV-D: Prevention, Assessment, and Intervention

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

methods of prevention, assessment, and intervention regarding social aspects of communication (e.g., behavioral and social skills affecting communication).

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

Standard IV-E, IV-G, IV-H: Contemporary Professional Issues

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: standards of ethical conduct.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: contemporary professional issues and advocacy.

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

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

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

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

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

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