



California State University, Sacramento

Department of Communication Sciences and Disorders

GRADUATE SYLLABUS & COURSE OUTLINE

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| Semester/Year: Fall 2019 | Course: CSAD 245 Practice: Speech -- Language Assessment. | Section: 01-04 |
| Meeting Days: Fridays | Meeting Times: TBD | Location: Folsom Hall |
| Instructor: 01 Florence Ferreira 02 Shawn Cullen 03 Jennifer Brickley 04 Liz Posner | Email: 01 Florence Ferreira florence.ferreira@csus.edu 02 Shawn Cullen s.cullen@csus.edu 03 Jennifer Brickley jennifer.brickley@csus.edu 04 Liz Posner posner@csus.edu | Phone: 916-278-4867 |
| Office Location: Folsom Hall | Office Hours/Appointments: Friday 9:00- 10:00 am (please sign up for office hours at cubicle B in nursing) | |

Catalogue Course Description:

CSAD 245. Practice: Speech -- Language Assessment.

1 Unit

Prerequisite(s): Instructor permission

Corequisite(s): [CSAD 244](#)

Term Typically Offered: Fall, Spring

Supervised clinical practice in assessment with a variety of communication disorders in children and adults.

Experience with interdisciplinary teams.

Place of Course in Program

This course will generally be taken by graduate students in their third semester of the graduate program in speech pathology. This course provides practice in the administration and interpretation of informal and standardized instruments for assessing speech, language and cognitive problems across the age spectrum, including: planning and completing assessments, interviewing and interpreting historical information, assessment and observation of client with interpretation of findings, making recommendations for follow-up, the sharing of information with the clients and family/caregivers, and the analysis and integration of the information into a written report.

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

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| Professionalism: <i>Demonstrate an understanding of professional integrity.</i> | Y |
| Intercultural/Global Perspectives: <i>Demonstrate relevant knowledge and application of intercultural and/or global perspectives.</i> | Y |

Course Learning Outcomes:

Upon completion of this course, students will demonstrate clinical competency in the following areas when working with clients exhibiting a variety of speech and language disorders.

1. Evaluation
2. Writing
3. Interaction and Personal Qualities (Professional Behaviour)

Textbooks and Materials:

No textbook is required. Materials will be selected from the supply room in consultation with your Clinical Instructor.

Online Resources:

Please review the CSAD 244 course module, which can be found on *Canvas*, for report templates, suggested materials, etc.

Course Requirements/Components:

The student clinician will be responsible for:

1. Completing three in clinic assessments as assigned during the semester. If the Client, Student Clinician, Clinical Instructor, or Clinic Coordinator cancels the session for any reason, it must be made up. All make-up sessions will be completed as assigned by the clinic scheduling department.
2. Selecting appropriate instruments for use in assessing a variety of clients with speech, hearing, language and/or cognitive problems. These instruments will be assessed during class (CSAD 244) discussions and during the presentation of assessment plans (CSAD 244), as well as when implementing the plan in the client assessment.
3. Administering informal and standardized testing instruments to assess a variety of clients who demonstrate speech, hearing, language and/or cognitive problems in a practiced and skilled manner. This skill will be evaluated during the administration of those instruments with clients.
3. Interpreting informal and standardized testing instruments to assess a variety of clients who demonstrate speech, hearing, language and/or cognitive problems. This will be assessed during conferences with the clinical instructor and in the writing of client assessment reports.
4. Effectively explaining assessment testing, results, and recommendations to parents/caregivers of clients assessed. This skill will be evaluated during the closing caregiver/client conferences on assessment day by the clinical instructor.
5. Effectively counseling clients and family regarding prevention, intervention, and home programming in communication and hearing disorders. This skill will be evaluated during the closing caregiver/client conferences on assessment day by the clinical instructor.
6. Making appropriate recommendations regarding client needs (remedial goals, referrals, etc.) based on assessment results. This will be assessed during the conference held between the clinical instructor and the clinician immediately following the scoring of tests and in the writing of client assessment reports.
7. Understanding and being able to discuss, in writing and verbally, the impact of the speech/hearing/language/cognitive problem on the client's daily life (school, home, etc.). This information will be assessed via the Diagnostic Summary section of the written report.
8. Evaluating and reflecting on your own performance of recorded sessions of your therapy as required by your Clinical Instructor. Because of client confidentiality, you **MUST** follow the policy set forth in the Clinic Handbook on recording and viewing client therapy sessions.

Grading Policy:

The Clinical Competency Form will be completed by your clinical instructor after your first and final (3rd) assessment as a form of formative assessment and feedback. The Clinical Competency Form is separated into three (3) general competency categories: Writing, Assessment, and Professional Behavior. Each general competency area consists of numerous individual items. A passing grade (for clinic that is a B- or higher) may be obtained by achieving a rating of 80% or better on each of the 3 general competency categories.

Letter grades are based upon the following:

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 the midterm (after the first assessment) and at the final (after the third assessment) time. Your clinic grade is based on the **final** Clinical Competency Form. The Clinical Competency Form is separated into three (3) general competency categories: Writing, Assessment, 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 3 general competency categories on the Final Clinical Competency Form, provided that the student achieves; (a) an average rating of 4.0 or better for **each** of the 3 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 3 general competency categories is a B- or higher. In such cases, a grade of C+ will be given for the clinic.**

| SCORE | GRADE | DESCRIPTION |
|-------------|-------|---|
| 4.65 - 5.00 | A | <u>Exceeds Performance Expectations</u> (Minimum assistance required) <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+ | <u>Meets Performance Expectations</u> (Minimum to moderate assistance required) <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+ | <u>Needs Improvement in Performance</u> (Moderate assistance required) <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+ | <u>Needs Significant Improvement in Performance</u> (Maximum assistance required) <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 |

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| | | <ul style="list-style-type: none"> Maximum amount of direction and support from clinical Supervisor required 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 direction from Clinical Instructor does not alter unsatisfactory performance |

Course Policies/Procedures:

Please refer to the Student Clinic Handbook for clinic policies and procedures.

ATTENDANCE

Attendance at actual assessments is required. The only exception is a serious emergency. While your assistant can assist you, they cannot be expected to replace you. Every effort will be made to reschedule cancellations no matter who is responsible for the cancellation (you or the client). Each assessment should take you 1 1/2-2 hours. It is hoped that you will get 6-8 hours for the semester. As soon as you know about a client cancellation (if you get the email), let the clinic know at speechclinic@csus.edu.

ASSESSMENT SCHEDULE

Your assessment schedule will be provided to you. Each student will be expected to complete 3 assessments that may be spread over several weeks and under one clinical instructor. Be advised that Clinical Instructors may offer students additional assessments to demonstrate competency. Offering additional assessments to demonstrate competency is at the discretion of the Clinical Instructor. All students will be expected to assist their peers and take data or complete other duties, as assigned, on a rotating basis. Modifications are not allowed without approval by the class instructor, clinic coordinator and potentially the Department Chair.

ASSESSMENT PLANS

A preliminary copy of the assessment plan you will present in class the week prior to the assigned assessment may be required by your Clinical Instructor. Please adhere to the schedule provided by the Clinical Instructor. Late submission of these preliminary plans will affect your final grade in CSAD 245. A final copy of your assessment plan, including the room # for the assessment, must be given to the clinical instructor (not the class instructor) on the day of the assessment. They usually require that it be placed in the observation room at their station by 9 A.M.

ASSESSMENT MATERIALS

Students should have ordered their assessment materials from the Supply Room on the day prior to their assessment. This is part of assessment planning. It is expected that students will have reviewed the test manuals for administration instructions and scoring procedures. Diagnostic instruments will be shared as needed. Students will be expected to make arrangements between themselves as to the exchange time. The person checking out the materials should be the person checking in the materials. Adequate preparation and planning is another critical element of Professional Behavior.

SCOPE OF ASSESSMENT AND REPORTS

This clinic is not designed for in-depth assessment. It is designed as a preliminary form of assessment to determine the need for further assessment, clinic enrollment, or further referral. It is also designed to help students learn to efficiently conduct an assessment, interpret and summarize test results and clinical observations, and develop diagnostic impressions and

recommendations in a clear and concise manner, much as they will be expected to do as interns. All reports are to follow the appropriate format (handout).

The first rough draft **MUST** be electronically submitted (with no personal identifying information) to the Clinical Instructor by 5 P.M. on the Monday immediately following the Friday assessment. Late report submission will be reflected in your Clinical Competency scores and, therefore, have the potential to seriously impact your final grade in this clinic. Some of the Clinical Instructors may prefer a hard copy of your rough draft to the electronic version. Please ask your Clinical Instructors if they will be using the report format presented in class, and, if there are differences, what they are. 48 hour turn-around time on revisions is mandatory. Final reports **MUST** be mailed to the client within 3 weeks of assessment and **MUST NOT** exceed 5 pages in length without approval by the Clinic Coordinator (Jeannette Reiff).

ASSISTANTS

Most students will also assist in 3 assessments (scheduled—see schedule provided), taking data and assisting their assessment partner (the one doing the assessment) in any way, as requested by the assessment partner. No assessment hours will be earned when assisting unless specified by the Clinical Instructor.

PERFORMANCE IMPROVEMENT PLANS (PIPS)

A Performance Improvement Plan may be implemented **AT ANY TIME** by the clinical instructor. Performance Improvement Plans are used as teaching tools to assist students in the demonstration of proficiency in ANY area related to assessment. Performance Improvement Plans may or may not be assigned at the time of a competency form. Performance Improvement Plans that are written must be successfully completed by the student prior to receiving a passing grade in the clinic. Students with outstanding Performance Improvement Plan(s) or those who fail to successfully complete a Performance Improvement Plan will not receive a passing grade for the clinic. Their final grade will be determined by their clinical instructor after a careful review of competency scores and progress towards the Performance Improvement Plan(s).

TENTATIVE Course Schedule/Outline:

| TENTATIVE CLINIC SCHEDULE AND EXPECTATIONS (VERIFY SPECIFIC DATES WITH YOUR CLINICAL INSTRUCTOR) <i>(For additional information, please see the</i> <i>(a) Student Clinic Handbook or the (b) Student Clinic Handbook, Clinical Instructor edition)</i> | | |
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| Date | Expectations | |
| Week | Student Will: | Clinical Instructor Will: |
| Week 1-2 | Attend class for the duration of three hours to provide an overview of the course, assessment clinic specific lectures and activities necessary for completion of assessments during the semester. Class 9am-12pm | |

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| WEEK 3-12 | <p>Pre-assessment: 2-3 weeks prior to assessment please read client file and create interview questions. Call/contact client to confirm assessment as well as conduct interview. Make appointment with Clinical Instructor to develop assessment plan. Prepare assessment plan for methods class presentation. 1 week prior, present assessment plan to methods class for feedback.</p> <p>During Assessment: Interview, assess, score and make recommendations for your client. Confer with Clinical Instructor as needed.</p> <p>Post-assessment: Write and finalize report. Make and follow through with appropriate recommendations.</p> | <p>Pre-assessment: Meet with the student. Provide support for creating assessment plans based on chart review and client interview.</p> <p>During Assessment: Provide supervision and written feedback. Instruct/model techniques as necessary.</p> <p>Meet with student clinician to review results and provide support in making recommendations.</p> <p>Post-assessment: Review and finalize assessment reports.</p> |
| WEEK 13 | Make up assessments completed as necessary | |
| Week # 14 Thanksgiving Week | Clinic closed | |
| WEEK #15 | Make up assessments completed as necessary | |
| Week # 16 | Make up assessments completed as necessary | |

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 245 Practice: Speech -- Language Assessment

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 1a. Conduct screening and prevention procedures (including prevention activities)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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