



California State University, Sacramento

Department of Communication Sciences and Disorders

UNDERGRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Spring 2021	Course: CSAD 146 Introduction to Clinical Issues and Methods	Section: 01
Meeting Days: Friday	Meeting Times: 10:00-12:50 PM	Location: Synchronous via Zoom
Instructor: Kelly Louney, MS CCC-SLP	Email: louney@csus.edu	Phone: 916-278-6601
Office Location: Folsom Hall 2000 Cubicle B	Office Hours/Appointments: Friday 9:00-10:00 am	

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

Work with graduate students and clients. Introduction to clinical procedures, ASHA Code of Ethics, legal issues, funding sources, and scope of practice. Survey of professional settings for speech and hearing services, including multidisciplinary settings. Additional Requirements: (1) minimum major GPA of 3.2 with no CSAD course below a grade of "C." (2) Proof of negative tuberculin and initiation of the Hep B series, (3) completion of Department-approved level 1 criminal background screening (refer to Department webpage for current agency) and (4) and completion of Rapid Regulatory Compliance Clinical II and HIPAA Health Modules to demonstrate proficient knowledge of universal precautions and HIPAA.

Note: In the event a faculty member is not available during the semester for whatever reason, students will be contacted and advised how the course will proceed. This may include a change in instructor and/or modality.

Course Modality: Unless otherwise noted by the instructor, all Spring 2021 CSAD courses are being taught synchronously. Class meeting will be scheduled by your instructor through Zoom through Canvas. This course will meet 11:00 am – 1:50 pm Fridays. Meeting ID number 618 322 9915. The meeting is password protected.

Health & Safety Information:

1. If you are sick, stay home and do not attend class. Notify your instructor. Please self-diagnose if you are experiencing any COVID- like symptoms (fever, cough, sore throat, muscle aches, loss of smell or taste, nausea, diarrhea, or headache) or have had exposure to someone who has tested positive for COVID contact Student Health & Counseling Services (SHCS) at 916-278-6461 to receive guidance and/or medical care. You are asked to report any possible COVID related illnesses/exposures to SHCS via this link [COVID-19 Illness/Exposure Report Form](#). Expect a call from SHCS within 24 hours. The CDC provides a good source of information regarding COVID-19 and a way to self-check symptoms: <https://www.cdc.gov/coronavirus/2019->

ncov/index.html. You can also review information related to COVID at <https://www.csus.edu/covid-19-information/>.

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/master [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 activity	

	Test	
5	Clinic attendance Clinic journal Test	
6	Therapy Planning activity Test	
7	Clinic attendance Clinic journal	
8	Goal and objective writing activity Test	
9	Clinic attendance Clinic journal	
10	Data collection activity (in class) Clinic journal	

Textbooks and Materials:

REQUIRED TEXT

Roth, F. P., & Worthington, C. K. (2021). *Treatment resource manual for speech-language pathology 6th Edition*. San Diego: Plural Publishing.

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 5/14/2020.
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)

Students may NOT begin in person clinic participation without proof of medical documentation and background check. Virtual participation will not be permitted without completion of the department's background check.

Submission of these documents is worth 10 points. Point values are as follows:

- | | |
|------------------------|----------|
| 1. Negative TB | 1 points |
| 2. Initiation of Hep B | 1 points |
| 3. Background check | 8 points |

Participation as a Clinical Assistant:

- 1) This semester you will be assigned a cohort and a participating client. You will be required to attend and participate in the eight clinical sessions between 3/5/2021 and 5/30/2021.
- 2) Attendance is required and points are assigned for attendance. Make-up sessions are not available.
- 3) Attendance will be taken via zoom.
- 4) Absences may be excused and make-up sessions allowed for documented emergencies only. You must email Instructor Louney **prior** to the session unless extenuating circumstances can be

documented. You must also provide sufficient written documentation of the emergency for approval.

- 5) Attendance points are earned as follows and awarded in the CSAD 199 course for which you are also enrolled:

Week	Points
Week 1	10
Week 2	10
Week 3	10
Week 4	10
Week 5	10
Week 6	10
Week 7	10
Week 8	10
Total points	80

- 6) **Therapy Administration:** You will be required to run therapy for a total of 20 minutes. This process will involve preparing sessions activities, providing prompting, reinforcements and activity transitions. The specifics of this activity will be discussed in class and is worth 20 points. These points will be assigned in the CSAD 146 class.
- 7) **Clinic Journal:** You will be required to complete a daily journal of your experience and submit via Canvas. The clinic journal assignment and format will be discussed in class. Daily journal entries are worth 5 points each for a total of 40 points. These points will be assigned in the CSAD 146 class.

Tentative Clinic Schedule

Week	What CSAD 146 Student will do during clinic	What Instructor Will Provide
Prior to week 1	-Chart review -Investigate tests administered and score meanings -Consider additional interview questions	-Share client report -Review client summary
1-2	-Review plan of therapy and therapy goals/objectives -Complete a subjective observation -Make speech/language/behavioral observations relevant to your client	-Share semester goals and objectives -Conduct interview with CG and client
3-4	-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 instructor	-Share lesson plan -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 (as time permits)
5-6	-Continue interacting with the client, with more independence, as directed by instructor -Take data for the goals/objectives addressed during the session	-Share lesson plan -Review requirements for needed data collection during session -Review data collected by CSAD 146 student and discuss why it meets their needs for tracking client progress

7-8	<ul style="list-style-type: none"> -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 instructor to implement this activity. 	<ul style="list-style-type: none"> -Share lesson plan -Request that CSAD 146 student plan an activity, to be carried out
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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. 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/ms/california-healthstreams-module-instructions.pdf>

Case history activity:

Each student will complete an activity requiring them to review, compare and contrast case history forms. This activity 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 participate in a discussion involving difficult to ask questions. They will role play how to ask these questions and be prepared to share with the class. This interview activity 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 20 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.

Therapy Planning assignment:

Students will be required to use a client profile to formulate an appropriate treatment plan. The treatment plan will include appropriately written goals, the evidence-based treatment approach, materials and describe the activity in detail. This assignment will be worth 20 points.

Exams:

Two in-class exams will be given. Assessments will be posted to Canvas and timed. 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 Activity:

Each student will participate in a supervision activity that looks at various supervisory styles. 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.

Course Culminating activity:

Students will be introduced to the grand rounds style of reporting. Students will briefly introduce the client they worked with during the semester including diagnosis, treatment goals and results. This activity is worth 5 points.

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	Points Earned
1	Medical documentation	10	
2	Health modules	20	
3	Case history activity	20	
4	Interview activity	20	
5	Assessment selection activity	20	
6	Assessment follow-up activity	5	
7	Therapy planning assignment	20	
8	Code of ethics activity	20	
9	Telepractice Resource Presentation	20	
10	Behavioral Observation Activity	20	
11	Run Clinic for 20 minutes	40	
12	Session journal	40	
13	Supervision reflection	20	
14	Test 1	50	
15	Test 2	50	
	TOTAL	375	

Letter grades are assigned according to the following scores:

Points	Letter
356-375	A
337-355	A-
330-336	B+
307-329	B
300-306	B-
292-299	C+
270-291	C
262-269	C-
255-261	D+
232-254	D
225-231	D-
0-224	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.

COVID Grading Policy: Students who become ill or are placed under quarantine during the COVID-19 pandemic should contact the instructor as soon as possible. Alternative course work or an alternative timeline will be set in order to ensure that the student is not penalized for circumstances related to COVID. These circumstances will be formulated on a case by case basis as the situational circumstances will be idiosyncratic.

TENTATIVE Course Schedule/Outline:

WEEK	TOPIC	PREP	DUE	Clinic Week
1	Welcome/Introduction Syllabus Review Clinic Sign up Health module assigned Group Activity	Review Canvas		
2	Review of Clinical Procedures (7 slides) Learning theories to S-L intervention (25 slides) Developmental domains (8 slides)	Dwight Chpt 4, 5 TRM Chpt 1 pg 15-16		
3	Interview procedures lecture Interview questions activity Chart Review lecture Case history activity Behavioral/subjective observation lecture Behavioral/subjective observation in class practice	Review Syllabus/Canvas	Medical Documentation Health Modules Case History Activity Interview Activity Behavioral Observation Activity	
4	Introduction to clients			
5	Assessment lecture (8 slides) Introduce Mock Client documents Assessment Selection Activity Review Client Protocol Assessment follow up activity		Assessment Selection Activity Assessment Follow up Activity	
6	Telepractice Resource Assignment Introduced Group work time			1
7	Test 1			2
8	Assessment mini review Data Collection lecture (10 slides) Data Collection video and practice			3
SPRING BREAK				
9	Goal and Objective Writing lecture (13 slides) Goal and Objective Writing practice Telepractice Resource Presentations		G/O writing Activity Telepractice Resource Presentations	4
10	Hands on Core Skills lecture (30 slides) seating/motivation etc	Dwight Chpt 1, 7, 6		5

	Basic Structure Within the Therapy Process lecture (15 slides) freq/dur/groups etc.			
11	SOAP Note lecture (12 slides) COE lecture (12 slides) COE activity Therapy Planning assignment introduced		COE Activity	6
12	Foundations lecture (10 slides) laws and funding sources FERPA IEP documents	Dwight Chpt 3		7
13	Supervision Lecture Supervision Activity Telepractice Resource Presentations		Therapy Planning Assignment Supervision Activity	8
14	Test 2		Clinic Journal	
15	Professional Settings Panel Course Evaluations		Attendance	

Online Learning

For additional information, please review the [CSAD Handbooks](https://www.csus.edu/college/health-human-services/communication-sciences-disorders/student-resources.html) website
<https://www.csus.edu/college/health-human-services/communication-sciences-disorders/student-resources.html>

Zoom/ Online Instruction privacy and relevant rights and responsibilities:

Any time that a class session is recorded during the COVID-19-related Remote Instruction Period, students will be notified. If students do not want their likeness during class participation included in the recorded class session, they may elect to not participate via video recordings. Recordings will be available for viewing during the Remote Instruction Period subject to the following:

Only students enrolled in the subject class during the Remote Instruction Period may view the recording.

- Students may not post or use the recordings in any other setting (e.g., social media) for any purpose. Students who violate this will be subject to student discipline, up to and including expulsion.
- Federal and California law as well as University policies protecting intellectual property rights and use of instructional materials (including any recordings of class sessions) remain in effect during the Remote Instruction Period.
- If faculty have any plan to use the recording for a different class in the future, the faculty member will need written FERPA consent from those students in the current class who are identifiable in any of the recordings. A FERPA consent form signed by all students in the course will also be needed if the recordings are made available to others beyond the classroom on a nonsecure digital platform.

Important Tips for Success as an Online Learner

There are some basic technical skills and requirements that you will need to have to be successful in this online course. If you have difficulties using Canvas, please go through the [Canvas Student Tour](#).

- ***Begin planning now for private, uninterrupted time in your schedule*** to complete the assignments – preferably in at least one-hour blocks and at least three times a week. It can be easy to fall behind!
- *Check your email account regularly* for updated information. We will be using your Saclink email account for communication. Use Saclink e-mail for private messages to the instructor and other students.
- Read directions carefully.
- For online communication, conventions of on-line etiquette ("netiquette"), which include a courtesy to all users, will be observed. Please see [Guidelines for Online Discussions](#).

Attitudes & Technical Skills Required

You will find that the following attitude will significantly contribute to your success in this online class:

- A positive attitude towards technology
- An open mind towards online education
- Willingness to share your experiences with others
- Strong analytical and critical thinking skills for when you "get stuck"
- Resourcefulness - don't be afraid to click on links and explore and ask questions
- Time management

Online learning requires only basic technical skills:

- Be competent with file management (for example, creating a folder on your desktop, moving files from one location to another, finding a saved file)
- Possess internet navigation skills
- Update your Internet browser
- Send and receive email
- Create and save documents (Word, PowerPoint, Excel or HTML)
- Toggle between two open software applications on your computer
- Copy text from a word processing program and paste them into another program

Technical Assistance

Seek help when you can't access Canvas or class materials.

- For technical assistance, contact the IRT Help Desk. Visit AIRC 2005 during [open hours](#) to speak with the IRT Service Desk Team, or call (916)278-7337. [IRT website.](#)
- For assistance with course materials, contact your instructor

Spam and Phishing Scams

- Learn how to stay safe and protect yourself from hackers who may try to access your personal information: [Don't Fall for a Phishing Scam](#)
- Use anti-virus, anti-spyware, and anti-malware software. [Sac State's Software and Tools](#) available for download.
- Use pins and passwords to secure your computer and devices- don't share your password with anyone. Use strong passwords that include a combination of letters and numbers that no one can guess.

Canvas Student App

Canvas is fully functional on many types of smartphones and tablets. Compatible devices include platforms such as iPhone/iPad/iPod Touch, and Android. However, it is recommended that you do not solely rely on one of these devices to complete your online course work. Access to a computer is still needed for many online activities.

Visit the [Mobile section](#) of the [Canvas Guides](#) website for more information.

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.