CSD 6450
Preventing, diagnosing and treating communication disorders with the middle to older adulthood population
Fall 2019 (5 credit hours)
T/R 1:00 – 3:30 (including mid-class break)
Swaid Center for Health Sciences, Room 215

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Office: Swaid Center for Health Sciences; Office 104
Office Hours are available by appointment – just send an email
Phone: (501) 279-4633
mmeeker@harding.edu

Course Description: Communication disorders (speech, language, cognition and hearing) in middle-aged and older adults. Strategies for preventing the onset of communication disorders at this stage of life will be addressed as well as intervention methodologies. Typical appraisal procedures and instruments used with this population will be reviewed. Successful completion of CSD 642 is a prerequisite to this course.


Membership to Master Clinician Network www.masterclinician.org ($45 annual fee if new member; $35 annually if renewing)

Access to SpeechPathology.com www.speechpathology.com (free via Educational Access)

Access to SimuCase ($99 annual fee)

Relationship to ASHA Standards: This course contributes to completion of the Standards of the Council for Clinical Certification as outlined on the final page(s) of your syllabus. You each have a KASA form on file in Calipso to help track your knowledge and skills as related to the Standards as your move toward obtaining your CCCs. We review this each semester at Progression Conferences.

Course Objectives: Upon successful completion of the course the student will demonstrate knowledge of the following objectives and the skills to integrate them into the frameworks of clinical practice of speech-language pathology:
- Skills in differential diagnosis, assessment, treatment, and prevention/education about common disorders in the target population to include:
  - Aphasia (neurogenic language impairments)
  - Dementia (neurogenic cognitive impairments)
  - Impact of hearing loss/presbycusis
  - Motor speech disorders (neurogenic speech impairments)
• Skills in developing and treatment plans for addressing cognitive/communicative and motor speech disorders in the target population
• Skills in understanding and use of common medical terminology and abbreviations
• Skills in understanding various etiologies/disease processes related to neurogenic speech, language and cognitive disorders in the target population
• Knowledge of contemporary issues (billing, documentation, etc.) related to treatment of neurogenic communication disorders

Students with Disabilities: It is the policy for Harding University to accommodate students with disabilities, pursuant to federal and state law. Therefore, any student with a documented disability condition (e.g. physical, learning, psychological, vision, hearing, etc.) who needs to arrange reasonable accommodations, must contact the instructor and the Disabilities Office at the beginning of each semester. (If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Disabilities Director as soon as possible in order to get academic accommodations in place for the remainder of the semester.) The Disabilities Office is located in Hammon Student Center, room 226, telephone (501) 279-4019.

Since some graduate courses are taught at different sites and students will not have access to the Disabilities Office located on Harding University’s Searcy campus, the student must self-identify with the instructor of the course and submit documentation by fax or mail to the Disabilities Office on our main campus. The necessary forms are available. Upon receiving the appropriate documentation approved by ADA Guidelines, academic accommodations may be set up by the instructor via a telephone conference with the Disabilities Director. If you have questions, please contact Bridget Smith, Director of Disability Services and Academic Access, at (501) 279-4019 or bdsmith@harding.edu.

I am happy to make any needed accommodations for you, but please speak with me well in advance of any that are expected (exams, assignments) so that we can develop a mutually acceptable and most beneficial/effective plan for implementation of those accommodations.

Assessment Statement
Harding University, since its charter in 1924, has been strongly committed to providing the best resources and environment for the teaching-learning process. The board, administration, faculty and staff are wholeheartedly committed to full compliance with all criteria of the Higher Learning Commission of the North Central Association of Colleges and Schools.

The university values continuous, rigorous assessment at every level for its potential to improve student learning and achievement and for its centrality in fulfilling the stated mission of Harding. Thus, a comprehensive assessment program has been developed that includes both the Academic units and Administrative and Educational Support units. Specifically, all academic units will be assessed in reference to the following Expanded Statement of Institutional Purpose: The University provides programs that enable students to acquire essential knowledge, skills and dispositions in their academic disciplines for successful careers, advanced studies, and servant leadership.
Course Policies:

- Attendance and full participation are expected at each class meeting. *If you miss a RAT day, you earn a zero for the quiz.* The instructor may make allowances on a case by case basis, but a doctor’s note will be required and the assignment will be different. Please contact me in advance if you expect to miss a quiz.
- Students are expected to read assigned material prior to class and be prepared to participate in class discussions. Students who miss class are responsible for content.
- Please don’t text during class and avoid excessive whispering. Although I may not “call you out,” I notice. I consider it rude, unprofessional and disruptive to classmates. If you have an urgent situation that requires your attention, just let me know.
- Written work must be reasonably correct in mechanics (e.g. spelling, grammar, punctuation, etc.). *Although this may not be a writing class per se, professional communication is an important part of professional practice; points will be deducted for inadequate work.* All work should be submitted in Times New Roman 12-point font. Refer to materials from your Research & Writing course as well as your APA Manual (6th Edition) for clarification and examples of good writing. Utilize the Writing Lab on the 3rd floor of the American Studies Building.
- Deadlines should be adhered to. Late work is not accepted and earns a grade of zero.
- Submitting work taken directly from another source will be considered plagiarism and no credit will be given on the assignment. Cheating in all its forms is inconsistent with the Christian faith and practice and will result in sanctions up to and including dismissal from the class with a failing grade.
- Students who share assignments with students taking the course in a subsequent or previous semester may be subject to having an academic integrity sanction added to their college record.
- No audio/video recordings of class may be made without the instructor’s consent.
- Students are encouraged to review each exam with the course instructor. Students scoring below the class average on any exam will be *required* to meet with the instructor to review exam performance and clarify any gaps in knowledge. Appointments may also be made (and are encouraged) to answer any questions the student may have regarding quiz or exam grades. Students are expected to take ownership and responsibility of their course grades.
- Please use my university email (above) rather than Canvas email. I do not regularly check Canvas mail and information there is easily missed.

Course Requirements – see separate instruction sheets on Canvas for specific details. Due dates can be found on the course outline and on Canvas. Completion of all projects and exams is required to receive credit for this course.

Projects – 10% of course grade
a) Education – you will create a piece of relevant educational material – will be discussed further in class; target educational audience will be provided by the instructor
b) Prevention – you will create a prevention program for a target disorder – will be discussed further in class; prevention target will be assigned by the instructor
RATs/Team Maintenance – 30%
Each class (not group) will divide the 30% between iRAT, gRAT and Team Maintenance areas. You may divide the percentage however you choose, but each area must be at least 5% and Team Maintenance may not be more than 10%. Insufficient preparation for iRATs (scores less than 50% on any given quiz) will result in a student earning the same number of percentage points for the corresponding gRAT.

Completion at the “competence” level for SimuCase studies of Paul and Karen
Participation in the Dementia Virtual Tour – details to follow

Exams – 60% of course grade as follows:
   Exam 1 – 10% - Foundational Knowledge
   Exam 2 - 10% – Motor Speech Disorders
   Exam 3 – 10%– Dementia
   Exam 4 – 10% - Aphasia
   Final Exam – 20% Comprehensive

** Must average 70% on all exams (including the final) to earn course credit

All students are encouraged to review each exam with the course instructor. Students scoring below 75% on any exam will be required to meet with the instructor to review exam performance and clarify any gaps in knowledge. Appointments may also be made (and are encouraged) to answer any questions the student may have regarding quiz grades. Students are expected to take ownership of and responsibility for their course grades and are strongly encouraged to use the abundant resources available with the course text and make use of the instructor’s office hours to ask any questions that remain unanswered. If a student does not earn an average of 70% across all four major course exams (without rounding), a grade of D will be recorded for the course, regardless of the average on other class assignments.

Final grades will be determined as follows:
A - 90 – 100%
B- 80 – 89%
C - 70 – 79%
D - 60 - 69%
F - below 60%
In a graduate course of this nature, we should be interacting with the material at the top of Bloom’s Taxonomy. To meet this objective, this course will utilize a teaching approach known as the “flipped classroom” – specifically, this class will employ a Team Based Learning approach. These are teaching theories that are gaining popularity – look them up online if you’d like to know more about how I will be approaching this course. Your time outside of class will be structured to provide you with the foundational levels of the material (knowledge and understanding) using assigned readings, video lectures and other resources. We will utilize our class time to build upon that foundation. We will apply the knowledge to case studies, analyze patient characteristics, available literature and expert opinion, evaluate diagnostic findings, conflicting ideas, patient preference and evidence based practice. Finally, we will create sound treatment plans, diagnostic reports, family education materials and goal statements that are consistent with current best practices in speech-language pathology. Utilizing this framework, you should expect to spend your outside class time building a foundation for yourself so that our class time is used to take you to a higher level of mastery. You will learn the “what” outside of class so that we can address the “how” and “what now” during our class time.

Development of critical thinking skills is a primary objective of this course. Critical thinking (Bhatnagar, 2013) includes:

- The ability to discriminate essential from trivial information
- Successful consolidation of information in memory and the ability to easily retrieve it
- The ability to apply knowledge
- The ability to present facts from different angles
- The skill to seek information for a full understanding of a case, to explore alternatives and seek explanations
If you find yourself struggling with the material, please make an appointment to meet with me.

*Rise up in the presence of the aged, show respect for the elderly and revere your God. Lev 19:32*

Tentative Course Outline – Subject to change at Instructor’s discretion

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading (always cross check with Reading Guides and Canvas Home Page)</th>
<th>Activity – (always cross check with Reading Guides and Canvas Home Page – additional readings/activities are found there)</th>
<th>CFCC Standards Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 – Aug 20</td>
<td>Groundwork for TBL; ICF</td>
<td>Brookshire Chp 6; appendix A Threats – 2 articles on Canvas Brookshire Ch 3 (p. 79) TBL website (see Canvas)</td>
<td>Form TBL teams Intro to TBL approach Discussion of <em>Aging with Grace</em></td>
<td>IV-B; IV-C</td>
</tr>
<tr>
<td>Week 1 – Aug 22</td>
<td>Psychometrics, Reimbursement &amp; Coding</td>
<td>Readings as above</td>
<td>RAT #1 on syllabus, TBL &amp; ICF</td>
<td>IV-G</td>
</tr>
<tr>
<td>Week 2 – Aug 27</td>
<td>Healthcare landscape; provision of care across continuum of care; reimbursement models</td>
<td>SP.Com #7618 (Swigert’s Money Maze) Brookshire Chp 3</td>
<td>RAT #2 on billing and reimbursement models</td>
<td>IV-B, IV-C, IV-D, IV-F</td>
</tr>
<tr>
<td>Week 2 – Aug 29</td>
<td>Groundwork in assessment</td>
<td>Ch 4 in Stein-Rubin &amp; Fabus (on Canvas or in your box) SP.Com #8295 (Interpreting Test Scores)</td>
<td>RAT #3 on psychometrics</td>
<td>IV-B, IV-C, IV-D, IV-F</td>
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<tr>
<td>Week 3 – Sept 5</td>
<td>PECS training</td>
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<tr>
<td>Week 4 – Sept 10</td>
<td>Motor Speech Disorders</td>
<td>MCN Bob – Brookshire Ch 1, 2, 13 &amp; 7</td>
<td>RAT #4 on MSD Case study-treatment</td>
<td>IV-B, IV-C, IV-D, IV-F, V-A, V-B</td>
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<tr>
<td>Week</td>
<td>Course</td>
<td>Topic</td>
<td>Assignment</td>
<td>References</td>
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<tr>
<td>Week 4 – 12</td>
<td>Motor Speech Disorders</td>
<td>Case study - treatment</td>
<td></td>
<td>IV-B, IV-C, IV-D, IV-F</td>
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<tr>
<td>Week 5 – 17</td>
<td>Motor Speech Disorders</td>
<td>RAT #5</td>
<td></td>
<td>IV-B, IV-C, IV-D, IV-F</td>
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<tr>
<td>Week 6 – 24</td>
<td>Motor Speech Disorders</td>
<td>HUSC case study – John G.</td>
<td>Case study – AOS</td>
<td>IV-B, IV-C, IV-D, IV-F</td>
</tr>
<tr>
<td>Week 6 – 26</td>
<td>Motor Speech Disorders – Wrap up</td>
<td>Exam #2 – motor speech disorders</td>
<td>See Google calendar for exam day/time and review day/time</td>
<td>IV-B, IV-C, IV-D, IV-F</td>
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<tr>
<td>Week 7 – 1</td>
<td>Dementia</td>
<td>Pre-brief Paul &amp; Karen (SimuCase)</td>
<td></td>
<td>IV-B, IV-C, IV-D, IV-F</td>
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<tr>
<td>Week 7 – 3</td>
<td>ArkSHA</td>
<td>Complete Peer Review Form</td>
<td></td>
<td>IV-B, IV-C, IV-D, IV-F</td>
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<tr>
<td>Week 8 – 8</td>
<td>Dementia</td>
<td>Brookshire 4, 12</td>
<td>RAT #5 Dementia</td>
<td>IV-B, IV-C, IV-D, IV-F</td>
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<tr>
<td>Week 8 – 10</td>
<td>Dementia</td>
<td>Sp.Com 8132, 8798</td>
<td></td>
<td>IV-B, IV-C, IV-D, IV-F</td>
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<tr>
<td>Week 9 – 15</td>
<td>Dementia</td>
<td></td>
<td></td>
<td>IV-B, IV-C, IV-D, IV-F</td>
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<tr>
<td>Week 9 – 17</td>
<td>Dementia</td>
<td></td>
<td></td>
<td>IV-B, IV-C, IV-D, IV-F</td>
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<tr>
<td>Week 10 Oct 22</td>
<td>Dementia – Wrap up</td>
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<td></td>
<td>IV-B, IV-C, IV-D, IV-F</td>
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<tr>
<td>Week 10 Oct 24</td>
<td>Aphasia</td>
<td>Exam #3 - dementia</td>
<td>See Google calendar for exam day/time and review day/time</td>
<td>IV-B, IV-C, IV-D, IV-F</td>
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<tr>
<td>Week 11 Oct 29</td>
<td>Aphasia</td>
<td>Brookshire 5, 8 &amp; 9 Raymer et al. 2008</td>
<td>RAT #6 - aphasia</td>
<td>IV-B, IV-C, IV-D, IV-F, V-A, V-B</td>
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<tr>
<td>Week 11 Oct 31</td>
<td>Aphasia</td>
<td>MCN Carol MCN Lorene #1 &amp; 2 (evals)</td>
<td></td>
<td>IV-B, IV-C, IV-D, IV-F, V-A, V-B</td>
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<tr>
<td>Week 12 Nov 5</td>
<td>Aphasia</td>
<td>MCN Rebecca</td>
<td></td>
<td>IV-B, IV-C, IV-D, IV-F, V-A, V-B</td>
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<tr>
<td>Week 12 Nov 7</td>
<td>Aphasia</td>
<td>MCN Lucy</td>
<td></td>
<td>IV-B, IV-C, IV-D, IV-F, V-A, V-B</td>
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<tr>
<td>Week 13 Nov 12</td>
<td>Aphasia</td>
<td>MCN couples therapy</td>
<td></td>
<td>IV-B, IV-C, IV-D, IV-F, V-A, V-B</td>
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<tr>
<td>Week 13 Nov 14</td>
<td>Aphasia</td>
<td>MCN Shirley</td>
<td></td>
<td>IV-B, IV-C, IV-D, IV-F, V-A, V-B</td>
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<tr>
<td>Week 14 Nov 19</td>
<td>Aphasia</td>
<td>Exam #4 - See Google calendar for exam day/time and review day/time</td>
<td></td>
<td>IV-B, IV-C, IV-D, IV-F, V-A, V-B</td>
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<tr>
<td>Week 14 Nov 21</td>
<td>ASHA</td>
<td>Complete Peer Review Form</td>
<td></td>
<td>IV-B, IV-C, IV-D, IV-F, V-A, V-B</td>
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<tr>
<td>Week 15 Dec 3</td>
<td>ASHA</td>
<td>Debrief Paul &amp; Karen</td>
<td>Goal writing/ICF application exercise</td>
<td>IV-B, IV-C, IV-D, IV-F, V-A, V-B</td>
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</tbody>
</table>
Important dates for this semester (see also Lunch & Learn info below):

- Supervisors Dinner – August 27 - 6pm (attendance required)
- Night at the Round Table – October 21 - 6-8pm (attendance required)
- Fall Break Day - October 11
- Midterm Week – October 7-11
- ArkSHA – October 2-4 (attendance required)

Lunch & Learn series – 12:00 – 1:00 in Farrar 218

- Wednesday September 11 - Hippotherapy - Jennifer Fisher/CSD
- Wednesday September 18 - Reading chest radiographs – Dr. Greg Brooks/Nsg
- Friday September 27 - Flu vaccine – Dr. Lisa Engel/Nsg
- Wednesday October 2 – Fall Prevention & Screening – Dr. Anita Killins/PT
- Thursday October 10 - Swallowing disorders – Dr. Melanie Meeker/CSD (You are the presenters for this one!)
- Thursday October 24 - Drug resistant infections - Mendy McClelland/PA
- Monday November 4 - Introduction to Intuitive Eating: Create a Healthy Relationship with Food, Mind and Body – Sarah Oropeza/Dietetics
- Wednesday November 13 - HIV vs. TB – Dr. Greg Brooks

The following KASA (derived from the CFCC) Standards are met in this course. These standards correlate with your KASA form maintained in Calipso as a record of your progress toward meeting to goal of “knowledge in all, skills in all” as you prepare to apply for your CCCs.

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: 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: hearing disorders (including the impact on speech and language 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, 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.

Standard IV: 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 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, screening, and intervention regarding hearing, including the impact on speech and language.

• 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, 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).

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

Standard V-B 2b. Implement intervention plans (involve clients/patients and relevant others in the intervention process)
The student will demonstrate the ability to implement intervention plans (involves clients/patients and relevant others in the intervention process) in the area of articulation.

Standard V-B 2c. Select or develop and use appropriate materials and instrumentation for prevention and intervention
The student will demonstrate the ability to select or develop and use appropriate materials and instrumentation for prevention and intervention in the area of articulation.

Standard V-B 2d. Measure and evaluate clients'/patients' performance and progress
The student will demonstrate the ability to measure and evaluate clients'/patients' performance and progress in the area of articulation.

Standard V-B 2e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients
The student will demonstrate the ability to modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients in the area of articulation.

Standard V-B 2f. Complete administrative and reporting functions necessary to support intervention
The student will demonstrate the ability to complete administrative and reporting functions necessary to support intervention in the area of articulation.

Standard V-B 2g. Identify and refer clients/patients for services as appropriate
The student will demonstrate the ability to identify and refer clients/patients for services as appropriate in the area of articulation.

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

Standard V-B 2b. Implement intervention plans (involve clients/patients and relevant others in the intervention process)
The student will demonstrate the ability to implement intervention plans (involves clients/patients and relevant others in the intervention process) in the area of voice and resonance.

Standard V-B 2c. Select or develop and use appropriate materials and instrumentation for prevention and intervention
The student will demonstrate the ability to select or develop and use appropriate materials and instrumentation for prevention and intervention in the area of voice and resonance.
Standard V-B 2d. Measure and evaluate clients'/patients' performance and progress
The student will demonstrate the ability to measure and evaluate clients'/patients' performance and progress in the area of voice and resonance.

Standard V-B 2e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients
The student will demonstrate the ability to modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients in the area of voice and resonance.

Standard V-B 2f. Complete administrative and reporting functions necessary to support intervention
The student will demonstrate the ability to complete administrative and reporting functions necessary to support intervention in the area of voice and resonance.

Standard V-B 2g. Identify and refer clients/patients for services as appropriate
The student will demonstrate the ability to identify and refer clients/patients for services as appropriate in the area of voice and resonance.

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

Standard V-B 2b. Implement intervention plans (involve clients/patients and relevant others in the intervention process)
The student will demonstrate the ability to implement intervention plans (involves clients/patients and relevant others in the intervention process) in the area of receptive and expressive language.

Standard V-B 2c. Select or develop and use appropriate materials and instrumentation for prevention and intervention
The student will demonstrate the ability to select or develop and use appropriate materials and instrumentation for prevention and intervention in the area of receptive and expressive language.

Standard V-B 2d. Measure and evaluate clients'/patients' performance and progress
The student will demonstrate the ability to measure and evaluate clients'/patients' performance and progress in the area of receptive and expressive language.

Standard V-B 2e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients
The student will demonstrate the ability to modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients in the area of receptive and expressive language.

Standard V-B 2f. Complete administrative and reporting functions necessary to support intervention
The student will demonstrate the ability to complete administrative and reporting functions necessary to support intervention in the area of receptive and expressive language.

Standard V-B 2g. Identify and refer clients/patients for services as appropriate
The student will demonstrate the ability to identify and refer clients/patients for services as appropriate in the area of receptive and expressive language.

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

Standard V-B 2b. Implement intervention plans (involve clients/patients and relevant others in the intervention process)
The student will demonstrate the ability to implement intervention plans (involves clients/patients and relevant others in the intervention process) in the area of cognitive aspects.

Standard V-B 2c. Select or develop and use appropriate materials and instrumentation for prevention and intervention
The student will demonstrate the ability to select or develop and use appropriate materials and instrumentation for prevention and intervention in the area of cognitive aspects.

Standard V-B 2d. Measure and evaluate clients'/patients' performance and progress
The student will demonstrate the ability to measure and evaluate clients'/patients' performance and progress in the area of cognitive aspects.

Standard V-B 2e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients
The student will demonstrate the ability to modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients in the area of cognitive aspects.

Standard V-B 2f. Complete administrative and reporting functions necessary to support intervention
The student will demonstrate the ability to complete administrative and reporting functions necessary to support intervention in the area of cognitive aspects.

Standard V-B 2g. Identify and refer clients/patients for services as appropriate
The student will demonstrate the ability to identify and refer clients/patients for services as appropriate in the area of cognitive aspects.
The student will demonstrate the ability to identify and refer clients/patients for services as appropriate in the area of cognitive aspects.

Standard V-B 3b. Collaborate with other professionals in case management.
The student will demonstrate the ability to collaborate with other professionals in case management.