CSD 623
Preventing, diagnosing and treating communication disorders with the adolescent and young adult population
Spring 2019 (5 credit hours)
T/R 2:00 – 4:15pm (10 minute break)
Swaid Center for Health Sciences, Room 215

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Office: Swaid Center for Health Sciences; Office 208
Office Hours are posted on my door; additional appointments available – email me
Phone: (501) 279-4658
mmeeker@harding.edu

Course Description: Communication disorders (speech, language, cognition, voice and hearing) in late adolescence and young 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.

Required Materials:


Access to SpeechPathology.com www.speechpathology.com (free for Student Union) and Master Clinician Network

Relationship to ASHA Standards: ASHA upholds Standards related to academic and clinical training as well as continuing education. This course contributes to completion of the Standards outlined below. You each have a KASA form in Calipso that assists you and the Department in tracking the growth of your knowledge and skills as related to the Standards as you move toward obtaining your CCCs.

Upon completion of this course the student will be able to:
- Describe anatomy & physiology of the vocal mechanism (Std 3.1.2B)
- Describe respiration, phonation, resonance and articulation related to modulation of voice (Std 3.1.2B)
- Describe neurophysiology of respiration, phonation and resonance (Std 3.1.2B)
- Identify measurable variables as related to modulation of voice (acoustic, perceptual) (Std 3.1.3B)
- Identify etiologies and describe characteristics of vocal pathologies (functional, organic and neuropathologic) and the mechanical, acoustic and aerodynamic effects of each (Std 3.1.3B)
- Identify high-risk populations for voice disorders and their specialized evaluation and treatment needs as well as prevention methodologies in various clinical, educational and corporate settings (Std 3.1.2B)
• Outline a complete evaluation protocol and identify clinically appropriate assessment tools. Include history as well as acoustic and perceptual ratings and interpret voice production data using current literature (Std 3.1.4B)
• Identify techniques for assessing the psychosocial impact of voice disorders across the lifespan (Std 3.1.3B)
• Identify evidence-based treatment approaches including behavioral, medical, pharmacological and surgical and identify management procedures including referrals and recommendations (Std 3.1.5B)
• Outline the anatomical and physiological changes in patients with tracheostomies. Identify procedures for assessing communication needs and speaking valve selection. (Std 3.1.2B; Std 3.1.4B; Std 3.1.5B)
• Describe evidence-based treatment approaches and supportive outcomes to alaryngeal speech production (Std 3.1.5B)
• Recognize the needs of specific and culturally diverse populations (transgender, transsexual, non-English speakers, professional voice users, aging individuals) (Std 3.1.1B)
• Analyze, synthesize and evaluate knowledge regarding communication and swallowing disorders, cognitive and social aspects of communication, and AAC in the adolescent and young adult population (Std IV-C)
• Describe appropriate management procedures for adolescents and young adults with communication disorders arising from TBI, including recommendations and referrals (Std 3.1.5B)
• Identify individuals at risk for TBI and outline preventative methodologies. (Std 3.1.3B).
• Discuss ethical conduct, advocacy and contemporary issues as related prevention, evaluation and treatment in the target populations. (Std 3.1.1B; Std 3.1.6B)
• Demonstrate knowledge of and the ability to analyze and synthesize research in the disorders addressed in this course and with the target populations and the ability to integrate pertinent research into evidence-based clinical practice. (Std 3.1.5B; Std 3.1.6B)

In this course we will develop:
• Skills in differential diagnosis, assessment, treatment, and prevention/education about common disorders in the target population (adolescents and young adults) to include:
  o Voice Disorders (organic, neurological and functional)
  o Cognitive-communicative disorders associated with TBI, including right hemisphere dysfunction and executive dysfunction
  o Tracheostomized and ventilator-dependent populations
  o Artificial larynges, communication and swallowing needs after laryngectomy
• Skills in developing and treatment plans for addressing cognitive/communicative and voice disorders in the target population
• Skills in understanding and use of common medical terminology and abbreviations applied to the target populations
• Knowledge of contemporary issues (billing, documentation, etc.) related to treatment of cognitive-communicative and voice disorders in the target population
• Skills in understanding various etiologies/disease processes related to speech, language, cognition, swallowing and voice disorders in the target population

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 Room 102 of the Lee Academic center, 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 Teresa J. McLeod, M.Ed., Disabilities Director, at (501) 279-4019 or tmcleod@harding.edu

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.
- 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 behaviors such as whispering and talking that are disruptive to your classmates. Although I may not “call you out,” I notice. I consider it rude and unprofessional. 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 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 70% 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 to answer any questions the student may have regarding quiz grades. Students are expected to take ownership and responsibility of their course grades.

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.
Group Projects – 10% of course grade (Std 3.1.3B)
   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 and a target audience – will be discussed further in class; prevention target will be assigned by the instructor

Individual Projects – 20% of course grade
   a) Krempels Center project – 7%
   b) Voice Diagnostic project – 7% (Std 3.1.1B)
   c) Tracheostomy simulation with Nursing – 6%
   d) Completion (at 95%) of Sarah and Amy in SimuCase

RATs/Team Maintenance – 25%
   Each class (not group) will divide the 25% 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. Team Maintenance scores will be awarded at midterm and at the end of the semester. Additionally, I will score you on the usefulness and quality of your feedback to your teammates so you will want to spend some time providing specific, useful and meaningful feedback to teammates.

Exams – 45% of course grade as follows:
   Exam 1 – 15% – Cognition and issues related to TBI/RHD
   Exam 2 – 15% – Voice
   Final Exam – 15% Comprehensive

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

Because a substantial portion of the course grade is earned largely through participation in group projects and team-based work, an exam average of 70% must be earned by the student to document mastery of the course objectives and earn credit for this course. A student who does not earn an average of 70% across all three major course exams will be required to re-take the course and will earn a grade of D.
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

Final grades will be determined as follows:

- **A** - 90 – 100%
- **B** - 80 – 89%
- **C** - 70 – 79%
- **D** - 60 - 69%
- **F** - below 60%

***** If you find yourself struggling with the material, please make an appointment to meet with me.

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)</th>
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</thead>
<tbody>
<tr>
<td>Week 1 – Jan 15</td>
<td>Course Overview</td>
<td>Echo Lectures on Cognition, RHD and TBI</td>
<td>Form teams, course overview</td>
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<tr>
<td>Week 1 – Jan 17</td>
<td>TBI/RHD/EF</td>
<td>As above; Brookshire 1-3 (Review), 6 &amp; 7 (Review)</td>
<td>Evaluating the Assessment Measures</td>
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<td>Week 2 – Jan 22</td>
<td>TBI/RHD/EF</td>
<td>Lebby &amp; Aspell 1 - 3 Brookshire Chapter 10 &amp; 11</td>
<td>ICF Goal Writing activity</td>
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<td>Translation of deficits to “real life” function</td>
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<td>Lunch &amp; Learn – Communicating with communicatively impaired</td>
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<tr>
<td>Week 2 – Jan 24</td>
<td>TBI/RHD/EF</td>
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<td>No class due to LSVT</td>
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<tr>
<td>Week 3 – Jan 29</td>
<td>TBI/RHD/EF</td>
<td>Echo Lecture on Coma/Consciousness Lebby &amp; Aspell Ch 7-8</td>
<td>RAT #1 – Issues following TBI</td>
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<td></td>
<td>Case studies Neal, Wright as time permits</td>
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<td></td>
<td>Exploring Intervention Methods</td>
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<tr>
<td>Week 3 – Jan 31</td>
<td>TBI/RHD/EF</td>
<td>Lebby &amp; Aspell Chapters 3-6</td>
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<tr>
<td>Week 4 – Feb 5</td>
<td>TBI/RHD/EF</td>
<td>Krempels Center project due – present in class for discussion as time allows</td>
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<tr>
<td>Week 4 – Feb 7</td>
<td>TBI/RHD/EF</td>
<td>RAT #2 – Exploring Executive Functions Assessments of EF (BRIEF, TOEF)</td>
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<tr>
<td>Week 5 – Feb 12</td>
<td>TBI/RHD/EF</td>
<td>Lebby &amp; Aspell Chapters 9-11 Guest Lecture – Caroline Gammill, MS, CCC-SLP Certified Brain Injury Specialist</td>
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<tr>
<td>Week 5 – Feb 14</td>
<td>TBI/RHD/EF</td>
<td>SP.Com #8134 Return to Learning after Concussion Guest Lecture – Brian Cox sports-related concussion – diagnosis and return to play</td>
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<tr>
<td>Week 6 – Feb 19</td>
<td>TBI/RHD/EF</td>
<td>Guest Lecture – Dr. Travis McNeal Cognition, personality and neuropsychological testing</td>
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<tr>
<td>Week 6 – Feb 21</td>
<td>TBI/RHD/EF</td>
<td>Exam #1</td>
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<tr>
<td>Week 7 – Feb 26</td>
<td>Voice Basics</td>
<td>Swigert, Chapter 1 - 3 Schwartz, Chapter 1 &amp; 2 PT – transfer training – 12:00 – 12:45</td>
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<tr>
<td>Week 7 – Feb 28</td>
<td>Voice – Evaluation</td>
<td>Schwartz, Chapter 3 Swigert, Chapters 5 &amp; 6 Evaluating assessments; CAPE-V practice Useful apps for the voice clinician</td>
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<td>Week 9 – March 5</td>
<td>Voice – Functional</td>
<td>Schwartz, Chapter 3 Swigert, Chapters 5 &amp; 6 Exploring Intervention methods</td>
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<tr>
<td>Week 9 – March 17</td>
<td>Voice – Functional</td>
<td>Swigert, Chapters 4, 7 and 8 Schwartz, Chapter 4 RAT #4 – Voice</td>
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<tr>
<td>Week 10 – March 21</td>
<td>Voice - Functional</td>
<td>Case studies Olree, Chance, Knapp SimuCase- Amy body mechanics analysis lab with Dr. Anita Killins</td>
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<td>Week 11 - March 26</td>
<td>Voice - Functional</td>
<td>SP.Com #6894 Ventilator Dependency Dr. Debby Nutt - Head and Neck Cancer</td>
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<tr>
<td>Week 12 – April 2</td>
<td>Voice Organic (HNC)</td>
<td>SP.Com #7924 TE Voice Restoration SP.Com #7923 Mastering Alaryngeal Communication SP.Com #7736 – Neck Breathers</td>
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<td>Week 12 – April 4</td>
<td>Voice Organic</td>
<td>Schwartz, Chapter 5 RAT #5 SimuCase - Sarah</td>
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<td>Week 13 – April 9</td>
<td>Voice – Neurogenic</td>
<td>Guest Lecture – Todd Wyatt, DMD Trachs/PMV for PT 12:00 at PT building</td>
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<td>Week 13 - April 11</td>
<td>Voice - Oral examination</td>
<td>Tentative Tracheostomy Simulation w/Nursing – will be late afternoon/evening due to lab space restrictions Lunch &amp; Learn – tracheostomy tubes &amp; speaking valves</td>
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<td>Week 14 - April 16</td>
<td>Voice – Neurogenic</td>
<td>Guest lectures from April Watson and Meagan Binns – adolescents/young adults with developmental delay</td>
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<tr>
<td>Week 14 - April 18</td>
<td>Adolescents &amp; Adults with developmental disabilities</td>
<td>Swigert, Chapter 10 Voice Diagnostic Project due Lunch &amp; Learn – project overview from 614</td>
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<tr>
<td>Week 15 – April 23</td>
<td>Voice – Special Populations</td>
<td>Swigert, Chapter 9 Exam #2 Build a “speech octopus”</td>
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<td>Week 15 April 25</td>
<td>Voice- Resonance Disorders</td>
<td>Swigert, Chapter 9 Prevention &amp; Education projects presented Kay Pentax case studies as time permits</td>
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<td>Week 16 – April 30</td>
<td>Voice – Wrapping it up</td>
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<tr>
<td>Week 16 - May 2</td>
<td>Voice – Wrapping it up</td>
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Key Dates
MLK Day – January 21 – no classes
LSVT – January 24
Comprehensive Exams for 2Y – February 9
IP Movie Night – Monday, February 25; 6-8pm Admin Aud (strongly encouraged)
Midterm Week – March 4-8
Spring Break - March 11-15
Night at the Round Table – March 25, 6-8pm; registration begins at 5:30
Infant Massage class with Reagan Dennison, OT – Friday April 5 (tentative)
Spring Sing Weekend – April 19-21
Dead Week – April 29-May 3
Finals Week – May 6-10
Graduation – May 11

Transfer Training with PT – see syllabus
Tracheostomy with PT – to be determined
Interprofessional Screening Clinic – Date to be determined; 9:00 – 2:00

The following Lunch & Learns are on the schedule – they are an excellent way to learn about other allied health professions (icing on the cake, if you will) Lunch & Learns will take place at noon in Farrar 217.

Tuesday, January 22 - Communicating with individuals who have cognitive/communicative impairments - CSD graduate students
Monday, February 4 - Drug-resistant infections - Mendy McClelland/PA
Wednesday, February 13 - Mindfulness & Cognitive Behavioral Therapy - Jenene Alexander/Prof Counseling
Thursday February 21 - Orthopedic Fractures/Greg Brooks/Nsg
Thursday, March 7 - Commonly Prescribed Medications/Melissa Shipp/Pharm
Thursday, March 28 - Reading Chest Radiographs/Greg Brooks/Nsg
Wednesday, April 3 - Using Developmentally Appropriate Language - Brittany Blake/Child Life
Tuesday, April 9 - Common Social Work Resources - Kim Baker-Abrams/SW

Tuesday, April 16 - Tracheostomies and Speaking Valves - CSD graduate students
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: 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-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 voice and resonance.
- 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.
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: hearing disorders (including the impact on speech and language).
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: hearing disorders (including the impact on speech and language).
- 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).
- 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).

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 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 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.