HARDING
U N I V E R S I T Y

CSD 6530
Preventing, diagnosing and treating communication disorders with the adolescent and young adult population
Spring 2024 (5 credit hours)
Tuesday and Thursday, 12:00 – 2:30 pm (10 minute break)
Swaid 103
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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 6450 is a prerequisite to this course.

Required Materials:

Brookshire, R. (2015). *Introduction to neurogenic communication disorders* (8th Ed.). St. Louis: Mosby Elsevier. ISBN 978-0-323-07867-2

Lebby, P. & Aspell, S. (2007). *The source for TBI in children & adolescents*. East Moline, IL: LinguiSystems.

Schwartz, S. (2020). *The source for voice disorders: Adolescent & adult* (2nd Ed.). East Moline, IL: LinguiSystems.

McFarland, D. (2015). *Netter's atlas of anatomy for speech, swallowing and hearing* (2nd Ed.). St. Louis: Mosby/Elsevier Press.

Genova, L. (2011). *Left neglected*. Gallery Books. ISBN 978-1439-164655

Prizant, B. (2022) *Uniquely Human,* updated and expanded edition. Simon & Schuster. ISBN 978-1982-193898

Relationship to ASHA Standards: ASHA upholds Standards related to academic and clinical training as well as continuing education. This course contributes to the 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 your move toward obtaining your CCCs.

Upon completion of this course, the student will be able to:
- Describe anatomy & physiology of the vocal mechanism (Std 3.1B)
- Describe respiration, phonation, resonance and articulation related to modulation of voice (Std 3.1B)
- Identify measurable variables as related to modulation of voice (acoustic, perceptual) (Std 3.1B)
- Identify etiologies and describe characteristics of vocal pathologies (functional, organic and neuropathologic) and the mechanical, acoustic and aerodynamic effects of each (Std 3.1B)
- 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 3.1B)
- 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 3.1B)
- Identify techniques for assessing the psychosocial impact of voice disorders across the lifespan (Std 3.1B)
- Identify evidence-based treatment approaches including behavioral, medical, pharmacological and surgical and identify management procedures including referrals and recommendations (Std 3.1B)
- Outline the anatomical and physiological changes in patients with tracheostomies. Identify procedures for assessing communication needs and speaking valve selection. (Std 3.1B)
- Describe evidence-based treatment approaches and supportive outcomes to alaryngeal speech production (Std 3.1B)
- Recognize the needs of specific and culturally diverse populations (transgender, transsexual, non-English speakers, professional voice users, aging individuals) (Std 3.4B)
- 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 3.1B)
- Describe appropriate management procedures for adolescents and young adults with communication disorders arising from TBI, including recommendations and referrals (Std 3.1B)
- Identify individuals at risk for TBI and outline preventative methodologies. (Std 3.1B).
- Discuss ethical conduct, advocacy and contemporary issues as related prevention, evaluation and treatment in the target populations. (Std 3.1B)
- 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 3.1B)

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:
  - Voice Disorders (organic, neurological and functional)
  - Cognitive-communicative disorders associated with TBI, including right hemisphere dysfunction and executive dysfunction
  - Tracheostomized and ventilator-dependent populations
  - 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* (e.g. physical, learning, or psychological) 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 226 in the Student 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 Bridget Smith, Disabilities Director, at (501) 279-4019 or bdsmith@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 Accreditation of the Higher Learning Commission as well as standards of many discipline-specific specialty accrediting agencies. 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 the administrative and educational support units. Course-specific student learning outcomes contribute to student achievement of program-specific learning outcomes that support student achievement of holistic university learning outcomes. All academic units design annual assessment plans centered on measuring student achievement of program learning outcomes used to sequentially improve teaching and learning processes. Additionally, a holistic assessment of student achievement of university learning outcomes is coordinated by the university Director of Assessment used to spur continuous improvement of teaching and learning.

Mission of the Speech-Language Pathology Program:
The educational mission of the Speech-Language Pathology Program at Harding University is to prepare highly competent speech-language pathologists in a rigorous academic curriculum with an emphasis on Christian living. The program is designed to reflect the university's goal of integrating faith, learning and living in order for students to function within professional and global communities.

A note about writing assistance:
Help with writing assignments is always available free of charge at the Writing Center, located in the back of Brackett Library. The Writing Center is staffed by trained undergraduate and graduate consultants for 50+ hours per week. These consultants work collaboratively with their clients at every stage of the writing process to address issues of content, organization, clarity, style, and documentation. To schedule an appointment, go to harding.mywconline.com and create a free account.

Dress Code

All members of the Harding community are expected to maintain standards of modesty and decency in dress appropriate to the Christian lifestyle and consistent with professional employment expectations. For these reasons, students are expected to adhere to an established dress code whether meeting on ground or online.

University Mission Statement

Harding's mission is to provide a quality education that will lead to an understanding and philosophy of life consistent with Christian ideals. This involves the following goals:

1. **Generally, the integration of faith, learning and living** - developing the whole person through a commitment to Christ and to the Bible as the Word of God, an emphasis on lifelong intellectual growth, and the encouragement of Christian service and world missions through a servant-leadership lifestyle.
2. **Specifically, the development of Christian scholarship** - while acknowledging dependence on God, stressing Christian commitment to intellectual excellence through a strong liberal arts foundation and effective professional preparation.
3. **The promotion of Christian ethics** - creating an atmosphere that emphasizes integrity and purity of thought and action.
4. **The development of lasting relationships** - fostering personal and social relationships through interaction among faculty, staff and students; and stressing a lifelong commitment to marriage and the Christian family.
5. **The promotion of wellness** - emphasizing that the body is the temple of the Holy Spirit and that lifetime health habits contribute to a better quality of life.
6. **The promotion of citizenship within a global perspective** - developing a Christian understanding of and respect for other cultures through an emphasis on liberty and justice.

Technology Details

Learning Management System

Canvas is the Learning Management System (LMS) used in this course. Canvas sends an email confirmation to your Harding University email once an assignment is graded or an announcement is posted. Canvas can be accessed using Harding's Canvas Login. For additional information relating to Canvas, including tutorials, and supported web browsers, please visit Harding's IST Canvas page or Instructure Canvas Help Center. Click here for Instructure Canvas Accessibility and Privacy Policies.

Technology Requirements

For a list of Canvas supported browsers, visit the Canvas community website. This course requires that you have access to a computer that has internet capabilities. You are responsible for having a reliable computer and internet connection throughout the course. You will need to have access to, and be able to use, the following: Microphone, headset and camera (in case of attending online)

Technical Support

For technical assistance from 8:00 a.m. - 5:00 p.m., M-F, please contact the e-Learning Help Desk at
Phone: 501-279-5201
Email: elearning@harding.edu
Web: E-Learning Web Address
For Canvas assistance, search Canvas Guides.

Code of Academic Conduct

Students of Harding University are expected to be honorable and to observe standards of academic conduct appropriate to a community of Christian scholars. Harding University expects from its students a higher standard of conduct than the minimum required to avoid discipline. Harding expects its students to conduct themselves as responsible citizens in a Christian community. Enrollment at the University is viewed as a privilege that brings the attendant responsibilities and accountability. In order to encourage Christian living and growth, the University administers a student Code of Conduct. This code is provided to every student upon enrollment.

Upon registration to the University, students acknowledge and agree to abide by this code. Harding University reserves the right to refuse admission or dismiss students whose lifestyle is not consistent with the Christian principles for which Harding stands; and when the general welfare of the institution requires such action. Students suspended for disciplinary reasons during a semester may receive a grade of "F" in all courses for that semester. Please visit the appropriate Harding University Student Handbook (undergraduate or graduate/professional) for further details.

Referencing Information

As the accepted writing style of business, psychology, education, and social science programs across the globe, the American Psychological Association publication format (otherwise known as APA Style) is the required writing style for this course. Learning to conduct scholarly research is a natural part of academic work, and will help you succeed at Harding University. Conducting scholarly, professional and industry research is required for this course. If a source is questionable, e.g., Wikipedia, other wikis, ask.com, answers.yahoo.com, etc., please contact me for clarity and permission before using a source that falls outside the scope of traditional academic standards. It is also important that you show how these references assisted your academic work; so make sure you reference your sources in every assignment you submit, no matter how mundane the assignment may be. Failure to properly and completely cite your sources may constitute plagiarism or cheating, as delineated in the Academic Code of Conduct. Bottom line, remember these two simple rules: 1) give credit where credit is due, and 2) if it isn't your words, ideas or thoughts, it is someone else's and needs to be cited.

- APA Resources
- Purdue Online Writing Lab

Course Academic Conduct

All acts of dishonesty in any academic work constitute academic misconduct. As a student of Harding University, you should avoid all cases that could be construed as academic misconduct. This includes, but is not necessarily limited to, the following:

1. *Cheating*: Use or attempted use of unauthorized materials, information, or study aids in any academic exercise.
2. *Plagiarism:* Representing the words, ideas, or data of another as your own in any academic exercise.
3. *Fabrication*: Falsification or unauthorized invention of any information or citation in an academic exercise.
4. *Aiding and Abetting Academic Dishonesty*: Intentionally helping or attempting to help another student commit an act of academic dishonesty.
5. *Conduct unbecoming a professional while participating in a practicum, internship, field experience, or any similar academic experience:* Conduct unbecoming a professional includes, but is not limited to, standards of conduct stated in any Harding University student handbooks as well as standards and codes of conduct associated with professional organizations related to the student's academic discipline.
6. *Respect:* Students are expected to respect other classmates' opinions and ideas at all times. Since online students cannot see body language and other nonverbal cues, it is essential to word comments carefully and to refrain from such things as sarcasm, which can be taken negatively in the online world. Read posts for content and then read posts for context. If the message can be taken negatively in any way, the suggestion is to re-word the post until you are sure that it will not be taken defensively. Another key issue is to refrain from certain discussions that evoke strong reaction. This may include such things as:

- Stereotypes of any nature, whether it be profession or class of people

- Politics, no matter your personal leanings, respect should be shown in differences of opinions and ideas

Course Policies:
- Attendance and full participation are expected at each class meeting. If you are attending your off-site placement, it is expected that you attend class.
- 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 the content.
- Please don't text during class and avoid behaviors such as whispering and talking that are disruptive to your classmates. We see you. If you have an urgent situation that requires your attention, just let us 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 (7th Edition) for clarification and examples of good writing.
- 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 instructors' consent.
- Students are encouraged to review each exam with the course instructors. Students scoring below 70% on any exam will be **required** to meet with an instructor to review exam performance and clarify any gaps in knowledge. Appointments may 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 instructions in 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 with target educational audience – will be discussed further in class

b) Prevention – you will create a prevention program for a target disorder and a target audience– will be discussed further in class

RATs/Team Maintenance – 20% of course grade

Each class (not group) will divide the 20% between iRAT, tRAT 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 tRAT. Team Maintenance scores will be awarded at midterm and at the end of the semester. Additionally, we 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.
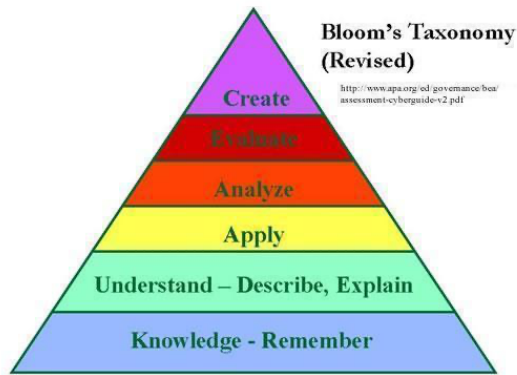
Individual Projects – 25% of course grade

a) Krempels Center project – 5%

b) Voice Diagnostic project – 10% (Std 3.1.1B)

c) Tracheostomy simulation with Nursing – 5%

d) Completion (at 90%) of Sarah, Doug, Colt, and Judith in SimuCase 5%

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

Bloom's Taxonomy (Revised)
http://www.apa.org/ed/governance/bea/assessment-cyberguide-v2.pdf

- Create
- Evaluate
- Analyze
- Apply
- Understand – Describe, Explain
- Knowledge - Remember

Based on an APA adaptation of Anderson, L.W. & Krathwohl, D.R. (Eds.) (2001)

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 we 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 us.

Tentative Course Outline – Subject to change at instructors' discretion

Date	Topic	Class prep/reading	Activity
Week 1 – Jan 9	Course Overview	Watch Kristie Knickerbocker video in Echo 360	Form teams, course overview, review of TBL, shared experiences, housekeeping
Week 1 – Jan 11	VOICE- OVERVIEW	Schwartz, Chapter 1	Voice overview discussion Build a larynx
Week 2 – Jan 16	VOICE- EVALUATION	Schwartz, Chapter 2 Read Voice Therapy for the Beginning Clinician in Canvas	Evaluating assessments, CAPE-V practice Voice in a Jiff resource
Week 2 – Jan 18	VOICE- TX	Watch Austin Collum presentation in Canvas Schwartz, Chapters 3 & 4 Read A Taxonomy of Voice Therapy article in Canvas RAT covers Ch. 1-4 in Schwartz	**RAT #1** Exploring Intervention methods Present techniques/tx methods drawn in class
Week 3 – Jan 23	VOICE- ENT		Guest lecture- Dr. David Hatfield, ENT Kay Practice case studies
Week 3 – Jan 25	VOICE- HNC	Schwartz, Chapter 5	Guest Lecture – Dr. Debby Nutt and Elizabeth Ellis**,** head and neck cancer
Week 4 – Jan 30	VOICE- PROFESSIONAL USE	Review singing voice specialists powerpoint	Guest Lecture- Stacey Neeley, professional voice use **Simucase due: Judith, debrief in class**
Week 4 – Feb 1	VOICE- GOAL WRITING	Read Facilitating Behavioral Change in Voice Therapy_ The Relevance of Motivational Interviewing	Goal writing practice- ICF
Week 5 – Feb 6	VOICE- LARYNGOSCOPY	RAT 2 covers Schwartz Ch. 5	**RAT #2** Videostroboscopy workshop
Week 5 – Feb 8	TRACHS	View PMV videos in Canvas	Review trach sim procedure **Simucase due: Colt, debrief in class**
Week 6 – Feb 13	TRACH SIM		**NO CLASS** **Voice DX project due**
Week 6 - Feb 15	VOICE- REVIEW	Read Listening to gender diverse people of color: barriers to accessing voice and communication care article	Oral cancer screen overview (UB) Case studies discussion **Simucase due: Sarah, debrief in class**
Week 7 – Feb 20	**EXAM**		**Exam #1**

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Week 7 – Feb 22	TBI/RHD/EF	Lebby & Aspell 1-3	Intro to TBI Concussion lab Evaluating the assessment measures
Week 8 – Feb 27	TBI/RHD/EF	Echo lecture on RHD Brookshire Chapter 10 RAT covers Ch. 1-3 Lebby	**RAT #3** ICF goal writing activity- translation of deficits to "real life" function
Week 8– Feb 29	TBI/RHD/EF	*Left Neglected* by Lisa Genova	Discuss Left Neglected in class **Simucase: Doug due, debrief Doug in class** **Team maintenance feedback due at midnight**
Week 10 – March 12	TBI/RHD/EF		Krempels Center project due- present in class- see rubric in Canvas
Week 10 - March 14	TBI/RHD/EF		Krempels Center project due- present in class- see rubric in Canvas
Week 11 - March 19	TBI/RHD/EF	Lebby & Aspell 4-6	Guest panelists to speak on TBI experiences/perspectives from those living with TBI
Week 11 - March 21	TBI/RHD/EF	Echo lecture on Coma/Consciousness Echo lecture on cognition	Guest Lecture – Brian Cox Concussion
Week 12 – March 26	TBI/RHD/EF	Lebby & Aspell Chapters 7-9 RAT covers Lebby Ch. 4-9	**RAT #4** Assessments of EF- Evaluating the assessment measures. Get with your group to learn aspects of the test (complete Google doc as assigned) and present in class.
Week 12 – March 28	TBI/RHD/EF	Lebby & Aspell Ch 10-11	Guest Lecture- Joni Day, EF intervention
Week 13 – April 2	AUTISM	Various readings on autism- see Canvas	Autism case studies and project (in class)
Week 13 - April 4	AUTISM/DEV DISABILITIES		Guest panelists- living with young adults with disabilities
Week 14 - April 9	AUTISM	*Uniquely Human* by Barry Prizant, Ph.D, CCC-SLP	Book discussion
Week 14 - April 11	ADULTS & DEV DISABILITIES		Guest lecture- Meagan Binns, adolescents/young adults with developmental delay; animal-assisted therapy
Week 15 – April 16	**EXAM**		**Exam #2**
Week 15 April 18	AUTISM		Guest lecture- Karen Crabb, autism with adolescents
Week 16 – April 23	EDUCATION/ PREVENTION		Education/prevention projects
Week 16 - April 25	WRAP UP		Education/prevention projects Questions, job pictures **Team maintenance feedback due at midnight**

Key Dates
Upward Bound IP screening clinic (required)- February 24 7:30am-12:30pm **This may move**
Trach sim with nursing (required)- February 13 (sign up for individual times, coming soon)
Spring Break - March 4-8
Dead Week – April 22- 26
Finals Week – April 29- May 3
GRADUATION DAY! May 4, 2023

CFCC Standards addressed in this class:

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: 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 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 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 cients/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.