Course Format:
This course involves students in direct work with clients in the therapy rooms and classroom settings and seminar work to develop clinical skills.

Faculty Web Page and MYSJSU Messaging
Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas Learning Management System course login website at https://sjsu.instructure.com. Students are responsible for regularly checking with the messaging system through MySJSU at http://my.sjsu.edu (or other communication system as indicated by the instructor) to learn of any updates. Egnyte, which can be accessed at https://mmccollum.egnyte.com. You will be provided a log in and password by the clinic director. Egnyte will be used to share Protected Health Information (PHI) and non-PHI files will be shared through Google Drive.

Course Description
This course is designed to involve the student clinician in a supervised clinical experience by providing services to adults displaying complex speech and language disorders. The student should become independent in the analysis of these diagnostic and therapeutic services and dynamic evaluations.

This section of EDSP 277 focuses on providing functional language experiences for adults with social language deficits. Each clinician will be assigned client/clients from whom they will write goals, reports and lesson plans. Some lessons will involve the clinician and their clients in a separate therapy setting. Other lessons may involve clinicians working together with their clients and/or entire group activities.

Course Learning Outcomes – CLO, ASHA Standards, CTC SLP Standards
Upon successful completion of this course, students will be able to:

1. Demonstrate professionalism in spoken and written communications collaboration, counseling, conduct, appearance and demeanor. (ASHA Standard V-A; CTC SLP Std 7)
2. Demonstrate an understanding of the ASHA Code of Ethics and adherence to these standards. (ASHA Standard IV-E; CTC SLP Std 8)
3. Develop intervention plans with appropriate measurable and achievable goals to meet the client’s needs based on theoretical knowledge, information gathered, data collected, and behavioral observations in collaboration with clients/caregivers. (ASHA Standards IVA-D, IV-F, V-B; CTC. SLP Std 5)

4. Complete therapy tasks including administering informal and formal trials and tasks to establish baseline goals, analyzing assessment results and developing appropriate therapy goals and objectives, providing therapy, and collecting data during therapy. (ASHA Standards IVA-D, V-B; CTC SLP Std 5)

5. Complete documentation including weekly lesson plans, daily therapy notes, self-evaluations, initial/final therapy reports, observation reports, and home programs, and report forms (ASHA Standards IV-D, V-A, V-B; CTC SLP Std 5)

6. Work as part of a professional team by listening to the ideas of others, asking appropriate questions and sharing ideas and information, following clinic procedures for sharing materials and equipment, and demonstrating the ability to seek information and guidance from peers and the supervisor. (ASHA Standards IV C-E, V-B; CTC SLP Std 7)

7. Make appropriate recommendations for treatment and services based on knowledge of various disabilities, a review of research and evidence-based practice, and the needs of clients of various ages, cultures and needs. (ASHA Standard IV-D, IV-F, IV-G, V-A, V-B; CTC SLP Std 5)

8. Demonstrate an understanding of and sensitivity to, multicultural issues when making decisions regarding speech-language diagnosis and treatment in a diverse setting. (ASHA Standard V-B, CTC SLP Std. 5)

9. Conduct therapy by establishing and maintaining positive clinician/client interactions, using therapeutic techniques and materials appropriate to the objectives, selecting and using therapy materials, instructional strategies and reinforcements that are motivating and stimulating to the client and align with the disorder, writing lesson plans that reflect the actual therapy plan (ASHA Standard IV B-D, V-B; CTC SLP Std. 7)

Library Liaison and Additional Support
Suzie Bahmanyar – suzie.bahmanyar@sjsu.edu

Required Text – No textbook is utilized

Useful Resources
- American Speech-Language-Hearing Association (ASHA) Evidence-Based Practice (EBP) resources at http://www.asha.org/Members/ebp/intro.htm
- ASHA’s National Center for Evidence-Based Practice in Communication Disorders (N-CEP) systematic reviews at http://www.asha.org/members/ebp/EBSRs/
- ASHA’s Practice Portal at http://www.asha.org/Practice-Portal/
- American Psychological Association (APA, 6th Ed.) style: APA style is required for all written assignments. Look under "In-text Citation” and “Reference List” sections for guidelines on Purdue Online Writing Lab (OWL) at http://owl.english.purdue.edu/owl/resource/560/01/

Other Equipment / Materials
Various materials will need to be obtained and/or created to meet the needs of your client. It is highly encouraged that you borrow from the clinic or peers before purchasing your own to ensure that it will be useful. It is not necessary to purchase expensive therapy materials. Many toys for typically developing children and items used for activities of daily living are as effective as marketed “therapy materials.” If you plan to borrow materials from the clinic, be sure to arrive with plenty of time to make adjustments in case the intended materials are not available. Your materials must be ready and available at the start of class.
Additional Support

- SJSU Accessible Education Center: http://www.sjsu.edu/aec/
- King Library: Communicative Disorders and Sciences Services: http://libguides.sjsu.edu/CDS
- Writing Center: http://www.sjsu.edu/writingcenter/
- Counseling and Psychological Services: http://www.sjsu.edu/counseling
- Peer Connections: http://peerconnections.sjsu.edu

Student Technology Resources
Computer labs for student use are available in the Academic Success Center at http://www.sjsu.edu/at/asc/ located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

Course Requirements and Assignments
Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction or preparation/studying or course related activities including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

More information can be found at:
- Office of Graduate and Undergraduate Programs at http://www.sjsu.edu/gup/syllabusinfo/

Attend and participate in seminars. Seminars are designed to guide students through their clinical experience, to help with problem solving, and to expand knowledge and practical applications of skills. Depending on the needs of the class, some seminars will have pre-set topics and others will be open to topics brought by students. Questions and further discussion are highly encouraged.

Assignments. See the attached Course Calendar for additional dates and information:

1. Goals and Objectives: Students will administer informal and formal trials and tasks and develop baseline goals in the first two weeks of therapy and establish final goals and objectives for their clients by the fourth session of clinic. (CLO 1, 3, 5, 7, 8)
2. SOAP Notes: Students will submit SOAP notes and into Egnyte by 9:00 on Wednesday evening following therapy. SOAP notes will include an analysis of client progress and data on goals and objectives, an assessment of progress or lack thereof, and a plan for further refinement of skills. (CLO 5, 7, 9)
3. Lesson Plans: Students will submit individual lesson plans into Egnyte by 5:00 on Friday evening.
4. Treatment: Students will treat clients 50-90 minutes per week based on student goals and will collect data during therapy. (CLO 4, 9)
5. Reports: Students will write both initial and final therapy reports and will utilize appropriate professional language and form. The initial report will include a research-based rationale for therapy and an explanation of the alignment with that rationale with the client’s goals. (CLO 1, 5, 7)
6. Reflections: Students will participate in a reflection of their weekly therapy session. The
reflection will include a brief summary of what they learned about the client or the techniques used, and how they might alter that in the future. (CLO 6, 7)

7. **Presentations:** Students will present a brief summary to the class in the last three sessions. This summary will follow a template provided by the instructor and include information about their client and what they have learned in therapy. (CLO 2, 6, 7, 8, 9)

8. **Non-clinic Activity:** Students may visit one location outside the clinic that will provide further information about the client. (CLO 1, 2, 6, 8)

9. **Peer Review/Collaboration:** Students will observe other student colleagues and write comments regarding the therapy sessions of the other students, and participate in the therapy sessions of other clients when appropriate. (CLO 6)

10. **Seminars:** Students will participate in weekly seminars involving discussions of research, information about skill development, and other topics related to evaluation, intervention and treatment. (CLO 1-9)

11. **Management Tasks:** Students will contact their clients, collect and file appropriate forms, maintain confidentiality, discuss concerns with the clinic supervisor and follow all clinic rules. (CLO 5)

**Additional Clinic Requirements**

In addition to the course requirements, as a student clinician at the Kay Armstead Center for Communicative Disorders, students are required to follow the Clinic Handbook, protected health information privacy rules, and the ASHA code of ethics which includes but it not limited to the following:

1. Complete all medical, CPR, HIPAA, and clearance requirements prior to client contact.
2. Arrive on time and prepared.
3. Adhere to the dress code or you will be asked to return home to change. A missed session due to inappropriate attire will be required to be rescheduled. The dress code applies on all clinic days, even if your client cancelled with prior notice. On non-clinic days, be mindful of what you are wearing—you never know who you may bump into.

4. **Other professionals:** Clinicians will be responsible for communicating with other professionals regarding the management of the client, as appropriate. **Before initiating a contact, the clinician must receive approval from the supervisor.** Please document all communication with other professionals in the client’s file.

5. **Clinician and Client absences:** Planned time off by the student clinician is not permitted aside from religious holidays. Do not plan to be absent on clinic days or it will result in termination from the course per the Clinic Handbook based on unethical solving, critical thinking, and active participation in class discussions. If a clinician will not be able to attend a scheduled treatment/evaluation session for any reason, notify your supervisor ASAP by phone, voicemail, email or message that you will not be able to attend the session. Typically, another clinician can include the client in their therapy session.

6. **Electronic files:** (Subject to change with further instruction from Clinical Coordinator). Egnyte will be utilized to securely store and share all electronic files containing protected health information (PHI) such as Semester Treatment Plans, Lesson Plans, SOAPS, and Therapy

   **Egnyte** – Clinicians will be provided a log in and password by the clinic director. Do not share your password with anyone. Turn all documents in to the file identified your name in Egnyte. Once approved, your supervisor will move the file to the client’s permanent Egnyte file. Do not e-mail plans, goals, SOAPS, reports or any other documents relating to your client, even to the client or their caregiver(s). If documents must be shared electronically with the
client, it can be done through Egnyte. If you need to e-mail your supervisor regarding your client, please use initials only. Utilize the edit feature in Egnyte when making any changes to files to avoid duplicate copies of your files. Files are to be named accordingly:

a. Lesson Plan and SOAP: SPdate LPdate client initials
b. Therapy Reports: ITR or FTR Semester and client initials

7. Track clinical hours for observation and direct contact per ASHA. You are responsible for maintaining a record in order to complete your Summary of ASHA Hours form at the end of the semester. You may also acquire up to 5 hours of observation credit.

8. Demonstrate appropriate use of Universal Precautions and procedures to prevent the transmission of blood borne pathogens and the spread of communicable diseases and illnesses. Ensure before each session that you have what you need within your therapy room. Refer to the Clinic Handbook

Mid-term Exam
Students will participate in a mid-term clinical competency review with their supervisor. Progress will be reviewed according to a designated rubric.

Final Exam
Students will participate in a final clinical competency review with their supervisor. Progress will be reviewed according to a designated rubric.

Grading Information: Determination of Grades
The final grade is reflected in a numerical and letter grade on the Calipso review document. Student clinicians will be evaluated at the middle and end of the semester through an individual meeting with the supervisor. This meeting will include feedback regarding the student’s performance relative to the course competencies in the clinical competency rubric. Competency ratings will be based on student work with a focus on the timely submission of the assignments, selection of appropriate objectives stated in measurable terms, use of procedures and materials appropriate for attaining stated objectives, choice of therapy materials, rapport with clients, data collection, and other indicators in the rubric.

Grade Appeals
The instructor welcomes appeals to any grade. Grade appeals must be a written argument substantiated with evidence and citations (if necessary). Grade appeals are due one week from when the assignment is returned. Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See University Policy F13-1 at http://www.sjsu.edu/senate/docs/F13-1.pdf for more details.

Classroom Protocol
Students are expected to complete all assignments on time unless they have spoken to the instructor and a new date has been established. Students must have cell phones turned off during class and clinic sessions.

Assignment Due Dates: All assignments are due on the dates listed and must be submitted in Canvas.

Attendance/Participation: Students are expected to attend all scheduled classes. The instructor should be notified of upcoming excused absences. Students will be expected to hand in all assignments on time. Students will be expected to demonstrate collegiality, verbal problem solving, critical thinking, and active participation in class discussions.

Writing Requirements: Students should adhere to the APA (American Psychological Association) Manual. Primary cites should be used; a secondary source is allowed when the primary source is not
available or written in a non-English language. The APA Manual is available in the King library.

**Consent for Recording of Class and Public Sharing of Instructor Material:** Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.

Students are welcome to audiotape any class after first having announced that an audio recording is being made at the beginning of each class. Audio recordings are for a student’s own private review. Students do not have the right to reproduce or distribute audio recordings without written permission from the instructor and every other student who was present when the audio recording was made. Course materials shared by the instructor are his intellectual property (unless otherwise designated) and cannot be shared publicly without his written permission. You may not publicly share or upload instructor-generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

**University Policies**
Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/)

**College and Department Policies**

**COE Vision Statement:** The faculty of the College of Education at San José State University agrees that excellence and equity matter - that each is necessary, and neither is sufficient in the absence of the other. We envision ourselves as a learning community of practitioner/scholars in continuous development, dialogue, and inquiry that enable us to revisit, review and revise our practice in an ongoing response to circumstances.

**Mission Statement - College of Education:** The mission of the Connie L. Lurie College of Education at San José State University is to prepare educators who have the knowledge, skills, dispositions and ethics that ensure equity and excellence for students in a culturally diverse, technologically complex, global community. The policies and practices of the Connie L. Lurie College of Education at San José State University are based on the belief that teaching in a democracy requires and must ensure that:

- Students have access to an excellent and equitable education;
- Educators at every level have knowledge of their subject matter and their students, value and engage in ethical practice and excellent pedagogy, and develop dispositions and habits of the mind that ensure that all students have equitable access to an excellent education;
- Stakeholders be involved in the collegial community engaged in the professional conversation and decision making that delineate standards, assign resources, guide program design, and reward accomplishment in the College.

**CD&S Department Mission Statement:** The Mission of the Department of Communicative Disorders and Sciences is to provide rigorous academic and clinical preparation to students seeking careers working with individuals with communication disorders, and their families. We are guided by a commitment to scholarly research and principles of evidence-based practice. Our graduates will adhere to the highest ethical standards in serving the needs of our culturally and linguistically diverse community.

**HIPAA/FERPA Policy**
Students will receive instruction in HIPAA policies and will be required to adhere to these policies. As a teaching clinic, KACCD has further guidelines. Refer to the Clinic Handbook for further information or visit [http://www.asha.org/practice/reimbursement/hipaa/default/](http://www.asha.org/practice/reimbursement/hipaa/default/)

**Confidentiality** - All clients have the right to confidentiality:
- Students are not to discuss cases outside of the Communicative Disorders &
Sciences Clinic or in public access areas within CDS (e.g., restrooms, hallways, observation booths, etc.).

- Known violations of confidentiality will result in a stern reprimand. Serious and/or repeated violations will warrant referral to the Clinic Coordinator and/or Chair of the Communicative Disorders & Sciences Department for disciplinary action.
- Discussions of a confidential nature should be held in a clinic office with a supervisor. Therapy rooms are often not private due to the presence of observation equipment.
- Client names or identifying information should not be used. Client initials need to be used when communicating with a supervisor in text or verbally.
- If you meet a client in public, greet them as an acquaintance or friend but never refer to yourself as their clinician.
- Client files must remain in the CD&S department. They are not to be taken outside of 113, 115, 117, 118 rooms unless you are with your supervisor. If leaving the file room, they must be signed out.
- Don’t leave identifying information in therapy rooms.
- Shred all documents with identifying information.
- Nothing from the client file may be photo copied or scanned.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/aec to establish a record of their disability.

Grievances

When a dispute arises between a student and faculty member regarding a grade, academic honesty, Further information may be found on the ASHA website (www.asha.org) under the ASHA Procedures of Complaints against Graduate Education Programs document. Chapter 4 includes specific information regarding academic grievance. academic freedom, mistreatment, or another matter, the student’s first responsibility is to arrange an appointment with the faculty member to discuss the issue. If mutual satisfaction is not reached in this manner, the next step is to arrange an appointment with the CD&S Department Chair who will work to resolve the dispute. Should the Department Chair be unsuccessful in attempts to mediate, a set of policies and procedures have been implemented by the Lurie College of Education (LCOE) to successfully resolve such issues.

These student dispute policies are available on the LCOE website:


The Department of Communicative Disorders and Sciences at SJSU expects students to follow the grievance policies and procedures of the Department, LCOE, and SJSU. If concerns still exist, students may contact the Council on Academic Accreditation at the ASHA Action Center (1-800-498-2071).
Course Schedule

This Schedule is subject to change with fair notice and how the notice will be made available.

**All Therapy Notes (SOAPs) due within 24 hours of completing your session via Egnyte.**

**All Weekly Lesson Plans due 72 hours prior to your scheduled session via Egnyte.**

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<tr>
<th>Week</th>
<th>Date</th>
<th>Seminars and Therapy Sessions</th>
<th>Assignments</th>
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</table>
| 1    | 1/27  | Seminar 4-6:45                | In-class Reflection 1  
<p>|      |       | Requirements of course        | DRAFT: Initial Therapy Report/Treatment Plan (Objectives &amp; Rationales) |
|      |       | Client /File review           | Draft: Lesson Plan Week 1 |
|      |       | Identifying challenges/areas of need/goals |                      |
|      |       | Dynamic Assessment            |                      |
| 2    | 2/3   | Seminar 4-6:45                | DRAFT: Initial Therapy Report/Treatment Plan (Objectives &amp; Rationales) |<br />
|      |       | Writing goals                 | Exception: First Lesson Plan Due |
|      |       | Writing lesson plans           |                      |
|      |       | Writing SOAPs                 |                      |
|      |       | Materials                     |                      |
|      |       | Activity Ideas                |                      |
|      |       | Data Collection               |                      |
|      |       | Assessment/Dynamic Assessment |                      |
| 3    | 2/10  | <strong>First Clinic Sessions</strong>     | First SOAP         |
|      |       | (4:30, 5:30)                  | Second Lesson Plan  |
|      |       | Session Debrief               | In-class Reflection 2|
|      |       | Refine goals/plans            |                      |
|      |       | Assessing skills/behavior    |                      |
|      |       | Data collection               |                      |
|      |       | Assessments                   |                      |
|      |       | Materials                     |                      |
| 4    | 2/17  | Data Collection               | Discuss clients’ response to initial intervention attempts, materials, procedures |
|      |       | Standardized Assessment       | Finalize goals      |
|      |       | Dynamic Assessment Rationales | SOAP/Lesson Plan    |
| 5    | 2/24  | Sessions (4:30, 5:30)         | Provide Draft of Initial Therapy Report |
|      |       | Instructional Control         | including background history, baselines, and final version of goals/objectives for the semester. |
|      |       | Direct instruction            | SOAP/Lesson Plan    |
| 6    | 3/2   | Sessions (4:30, 5:30)         | SOAP/Lesson Plan    |
|      |       | Scaffolding for success       |                      |
| 7    | 3/9   | Sessions (4:30, 5:30)         | In-class Reflection 3 |
|      |       | Play skills continuum         | SOAP/Lesson Plan    |
| 8    | 3/16  | Sessions (4:30, 5:30)         | SOAP/Lesson Plan    |
| 9    | 3/23  | Sessions (4:30, 5:30)         | SOAP/Lesson Plan    |</p>
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<tr>
<th>Week</th>
<th>Date</th>
<th>Seminars and Therapy Sessions</th>
<th>Assignments</th>
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| 10   | 4/6 (3/30 SJSU Break) | Discussion of data collection for final goals  
Sessions (4:30, 5:30)  
Review of report  
Recommendations  
Mid-Term Evaluations | SOAP/Lesson Plan  
Revision of Final Therapy Report Due |
| 11   | 4/13       | Sessions (4:30, 5:30)  
Final Therapy Report Support | SOAP/Lesson Plan  
Revision of Final Therapy Report Due |
| 12   | 4/20       | Sessions (4:30, 5:30)  
Final Therapy Report Support | SOAP/Lesson Plan  
Revision of Final Therapy Report Due |
| 13   | 4/27       | Sessions (4:30, 5:30)  
FTR presentation discussion/role-play | Completed Final Therapy Report due  
SOAP/Lesson Plan |
| 14   | 5/4        | Final Sessions (4:30, 5:30)  
Final Therapy Reports/Assessment Reports to clients | SOAP  
Complete all necessary forms/filing/uploads |
| 15   | 5/11       | Final Conferences  
Group Reflections | Complete all necessary forms/filing/uploads  
In-class Reflection 4 |
APPENDIX

ASHA Standards 2020 (Effective Jan. 1)

Standard I: Degree
The applicant for certification (hereafter, "applicant") must have a master's, doctoral, or other recognized post-baccalaureate degree.

Standard II: Education Program
All graduate coursework and graduate clinical experience required in speech-language pathology must have been initiated and completed in a CAA-accredited program or in a program with CAA candidacy status.

Standard III: Program of Study
The applicant must have completed a program of study (a minimum of 36 semester credit hours at the graduate level) that includes academic coursework and supervised clinical experience sufficient in depth and breadth to achieve the specified knowledge and skills outcomes stipulated in Standards IV-A through IV-G and Standards V-A through V-C.

Standard IV: Knowledge Outcomes
The applicant must have demonstrated knowledge of statistics as well as the biological, physical, and social/behavioral sciences.

  - **Standard IV-B**
    The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.

  - **Standard IV-C**
    The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas:
    1. Speech sound production, to encompass articulation, motor planning and execution, phonology, and accent modification
    2. Fluency and fluency disorders
    3. Voice and resonance, including respiration and phonation
    4. Receptive and expressive language, including phonology, morphology, syntax, semantics, pragmatics (language use and social aspects of communication), prelinguistic communication, paralinguistic communication (e.g., gestures, signs, body language), and literacy in speaking, listening, reading, and writing
    5. Hearing, including the impact on speech and language
    6. Swallowing/feeding, including (a) structure and function of orofacial myology and (b) oral, pharyngeal, laryngeal, pulmonary, esophageal, gastrointestinal, and related functions across the life span
    7. Cognitive aspects of communication, including attention, memory, sequencing, problem solving, and executive functioning
    8. Social aspects of communication, including challenging behavior, ineffective social skills, and lack of communication opportunities
    9. Augmentative and alternative communication modalities

  - **Standard IV-D**
    For each of the areas specified in Standard IV-C, the applicant must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for persons with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.

  - **Standard IV-E**
    The applicant must have demonstrated knowledge of standards of ethical conduct.

Implementation: The applicant must have demonstrated knowledge of the principles and rules of the
current ASHA Code of Ethics.

- **Standard IV-F**
The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.
  Implementation: The applicant must have demonstrated knowledge of the principles of basic and applied research and research design. In addition, the applicant must have demonstrated knowledge of how to access sources of research information and must have demonstrated the ability to relate research to clinical practice.

- **Standard IV-G**
The applicant must have demonstrated knowledge of contemporary professional issues.
  Implementation: The applicant must have demonstrated knowledge of professional issues that affect speech-language pathology. Issues include trends in professional practice, academic program accreditation standards, ASHA practice policies and guidelines, educational legal requirements or policies, and reimbursement procedures.

- **Standard IV-H**
The applicant must have demonstrated knowledge of entry level and advanced certifications, licensure, and other relevant professional credentials, as well as local, state, and national regulations and policies relevant to professional practice.

**Standard V-A**
The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice. Adhere to the ASHA Code of Ethics, and behave professionally.

**Standard V-B**
The applicant must have completed a program of study that included experiences sufficient in breadth and depth to achieve the following skills outcomes:

1. Evaluation
   a. Conduct screening and prevention procedures, including prevention activities.
   b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals.
   c. Select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures.
   d. Adapt evaluation procedures to meet the needs of individuals receiving services.
   e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.
   f. Complete administrative and reporting functions necessary to support evaluation.
   g. Refer clients/patients for appropriate services.

2. Intervention
   a. 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.
   b. Implement intervention plans that involve clients/patients and relevant others in the intervention process.
   c. Select or develop and use appropriate materials and instrumentation for prevention and intervention.
   d. Measure and evaluate clients'/patients’ performance and progress.
   e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.
   f. Complete administrative and reporting functions necessary to support intervention.
   g. Identify and refer clients/patients for services, as appropriate.

3. Interaction and Personal Qualities
   a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the individual(s) receiving
services, family, caregivers, and relevant others.
b. Manage the care of individuals receiving services to ensure an interprofessional, team-based collaborative practice.
c. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others

**Standard V-C**
The applicant must complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five hours must be spent in guided clinical observation, and 375 hours must be spent in direct client/patient contact.

**Standard V-D**
At least 325 of the 400 clock hours of supervised clinical experience must be completed while the applicant is enrolled in graduate study in a program accredited in speech-language pathology by the CAA.

**Standard V-E**
Supervision of students must be provided by a clinical educator who holds ASHA certification in the appropriate profession and who, after earning the CCC-SLP, has completed (1) a minimum of 9 months of full-time clinical experience, and (2) a minimum of 2 hours of professional development in clinical instruction/supervision.
The amount of direct supervision must be commensurate with the student’s knowledge, skills, and experience; must not be less than 25% of the student's total contact with each client/patient; and must take place periodically throughout the practicum. Supervision must be sufficient to ensure the welfare of the individual receiving services.

**Standard V-F**
Supervised practicum must include experience with individuals across the life span and from culturally/linguistically diverse backgrounds. Practicum must include experience with individuals with various types and severities of communication and/or related disorders, differences, and disabilities.

**Standard VI: Assessment**
The applicant must have passed the national examination adopted by ASHA for purposes of certification in speech-language pathology.

**Standard VII-A: Clinical Fellowship Experience**
The CF must consist of clinical service activities that foster the continued growth and integration of knowledge, skills, and tasks of clinical practice in speech-language pathology consistent with ASHA’s current *Scope of Practice in Speech-Language Pathology*. The CF must consist of no less than 36 weeks of full-time professional experience or its part-time equivalent.

**Standard VII-B: Clinical Fellowship Mentorship**
The Clinical Fellow must receive ongoing mentoring and formal evaluations by the CF mentor. Mentorship must be provided by a clinician who holds the CCC-SLP and who, after earning the CCC-SLP, has completed (1) a minimum of 9 months of full-time clinical experience, and (2) a minimum of 2 hours of professional development/continuing education in clinical instruction/supervision.

**Standard VII-C: Clinical Fellowship Outcomes**
The Clinical Fellow must demonstrate knowledge and skills consistent with the ability to practice independently.

**Standard VIII: Maintenance of Certification**
Certificate holders must demonstrate continued professional development for maintenance of the CCC-SLP.
SLP Standard 1: Speech, Language, Hearing, and Swallowing Mechanisms
Each candidate demonstrates understanding of the anatomy, physiology, and neurology of the speech, language, hearing, and swallowing mechanisms. In addition, candidates exhibit knowledge of the physical bases and processes involved in the production and perception of speech, language, and hearing, and the production of swallowing. Finally, each candidate demonstrates comprehension of the acoustics or physics of sound, physiological and acoustic phonetics, perceptual processes, and psychoacoustics involved in speech and hearing.

SLP Standard 2: Child Development and Speech, Language, and Hearing Acquisition
Each candidate demonstrates knowledge of developmental milestones pertaining to typical and atypical human development and behavior, birth through twenty-two. Candidates exhibit understanding of the gender, linguistic, psycholinguistic, and cultural variables related to the normal development of speech, hearing, and language, including comprehension of first and second language and dialect acquisition. Additionally, each candidate demonstrates comprehension of cultural, socioeconomic, linguistic and dialectical differences and their role in assessment and instruction. Candidates also exhibit understanding of speech/language development across the range of disabilities. Each candidate demonstrates knowledge of the development of literacy, including phonological awareness, and an understanding of the relationship of speech and language skills to literacy, language arts, and access to the core curriculum.

SLP Standard 3: Speech, Language, Hearing, and Swallowing Disorders
Each candidate demonstrates understanding of speech, language, hearing, and swallowing disorders, including but not limited to disorders of language, articulation/phonology, fluency, voice, hearing, and swallowing. Candidates exhibit comprehension of speech, language, and hearing disorders associated with special populations, including but not limited to individuals on the autistic spectrum and/or with cerebral palsy, cleft palate, hearing impairment, developmental disabilities, learning disabilities, and traumatic brain injury.

SLP Standard 4: Assessment of Speech and Language Disorders
Each candidate demonstrates competency in the collection of relevant information regarding individuals’ past and present status and family and health history. Candidates exhibit proficiency in screening and evaluation, including procedures, techniques, and instrumentation used to assess the speech and language status of children, and the implications of speech/language disorders in an educational setting. Each candidate exhibits expertise in the administration of least biased testing techniques and methodologies for assessing the speech and language skills of culturally and linguistically diverse populations (i.e., speakers of second languages and dialects), including a language sample. Candidates demonstrate proficiency in the effective use of interpreters/translators in the assessment of English language learners. Each candidate demonstrates accurate interpretation of test results and makes appropriate referrals for further evaluation or treatment. Candidates demonstrate proficiency in the assessment for and selection of appropriate augmentative and alternative communication systems. Each candidate exhibits knowledge of hearing screening procedures.

SLP Standard 5: Management of Speech and Language Disorders
Each candidate exhibits comprehension of methods of preventing communication disorders including, but not limited to, family/caregiver and teacher in-service, consultation, and collaboration. Candidates demonstrate knowledge of intervention strategies for a variety of speech, language, hearing, and swallowing disorders. Candidates use a variety of service delivery models, which may include but are not limited to: pull-out, push-in, group, classroom consultation and/or collaboration, and co-teaching. Each candidate uses appropriate intervention strategies for individuals from culturally/linguistically/socioeconomically diverse populations, including the use of interpreters/translators and the facilitation of second language/dialect acquisition. Candidates use effective behavioral intervention strategies and effectively monitor the progress of students. Each candidate demonstrates proficiency in the training of students and families/caregivers, teachers and/or other professionals in the use of augmentative and alternative communication systems. Candidates exhibit knowledge of rehabilitative procedures with individuals who have hearing impairments, including the use of assistive listening devices.
SLP Standard 6: School Field Experience
Each candidate will complete the equivalent of a semester/quarter field experience in the schools. Candidates acquire experience with a variety of speech/language disorders, assessment and intervention techniques, and diverse populations that may range in age from birth to twenty-two. Candidates will participate in the following: speech/language/hearing screening, evaluation, and intervention; writing, presentation, and implementation of IEP/IFSPs; a variety of service delivery models; provision of services for children on the autistic spectrum; assistance to classroom teachers in providing modifications and accommodations of curriculum for students; and monitoring of student progress. In addition, each candidate exhibits understanding of multi-tiered intervention (e.g., response to intervention).

SLP Standard 7: Consultation and Collaboration
Each candidate engages in consultation and/or collaboration with teachers and other relevant personnel. Candidates consult with teachers, other personnel, and families during the prevention, assessment, and IEP process. Candidates also demonstrate relevant methods of consultation and collaboration in intervention, which may include but is not limited to the development of program modifications to support students' learning in the classroom, including academic content in pull-out intervention, instruction of small groups in the classroom, and teaching classroom lessons.

SLP Program Standard 8: Assessment of Candidate Performance
Prior to recommending each candidate for a services credential, one or more persons responsible for the program determine on the basis of thoroughly documented evidence that each candidate has demonstrated satisfactory performance on the full range of knowledge and skills authorized by the credential. During the program, candidates are guided and coached on their performance in relation to the knowledge and skills using formative processes. Verification of candidate performance is provided by a faculty representative of the university training program in consultation with the supervising master clinician.