

CALIPSO
Knowledge And Skills Acquisition (KASA) Summary Form
Doe, Jane
2014 CFCC Standards (SLP)

Standards	Knowledge/Skill Met? (check)	Course # and Title	Practicum Experiences # and Title	Other (e.g. labs, research) (include descriptions of activity)
Standard IV-A. The applicant must have demonstrated knowledge of:				
Biological Sciences (human or animal sciences)				
Physical Sciences (physics or chemistry)				
• Statistics (stand-alone course)				
Social/behavioral Sciences (psychology, sociology, anthropology, or public health)				
Standard IV-B. The applicant must demonstrate knowledge of basic human communication and swallowing processes, including their 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.				
Basic Human Communication Processes				
Biological				
Neurological				
Acoustic				
Psychological				
Developmental/Lifespan				
• Linguistic				
• Cultural				
Swallowing Processes				
Biological				
Neurological				
Psychological				

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Developmental/Lifespan			
Cultural			
Standard IV-C. The applicant must have <u>demonstrated knowledge</u> 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:			
 Speech Sound Production, to encompass articulation, motor planning and execution, phonology, and accent modification 			
• Etiologies			
Characteristics			
Fluency and fluency disorders			
• Etiologies			
• Characteristics			
Voice and resonance, including respiration and phonation			
• Etiologies			
Characteristics			
• Receptive and expressive language to include phonology, morphology, syntax, semantics, pragmatics (language use and social aspects of communication), prelinguistic communication, and paralinguistic communication (e.g., gestures, signs, body language), and literacy in speaking, listening, reading, and writing			
• Etiologies			
Characteristics			
• Hearing, including the impact on speech and language			
• Etiologies			
Characteristics			
• Swallowing/Feeding, including (a) structure and function of orofacial myology and (b) oral, pharyngeal, laryngeal, pulmonary, esophageal, gastrointestinal, and related functions across the lifespan			
• Etiologies			
Characteristics			

Cognitive aspects of communication, including attention, memory, sequencing, problem solving, executive functioning		
• Etiologies		
Characteristics		
Social aspects of communication, including challenging behavior, ineffective social skills, and lack of communication opportunities		
Etiologies		
Characteristics		
Augmentative and alternative communication modalities		
Characteristics		
Standard IV-D: 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 of the disorders.		
Speech Sound Production, to encompass articulation, motor planning and execution, phonology, and accent modification		
Prevention		
• Assessment		
• Intervention		
Fluency and Fluency Disorders		
Prevention		
• Assessment		
• Intervention		
Voice and resonance, including respiration and phonation		
• Prevention		
• Assessment		
• Intervention		

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	• Intervention		

Standard IV-E: The applicant must have demonstrated knowledge of standards of ethical conduct.		
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.		
Standard IV-G: The applicant must have demonstrated knowledge of contemporary professional issues.		
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 (including Speech and Language skills in English, consistent with ASHA's position statement on students and professionals who speak English with accents and nonstandard dialects).		
Standard V-B: The applicant must have completed a program of study that included supervised clinical experiences sufficient in breadth and depth to achieve the following skills outcomes. (These skills may be developed and demonstrated through direct clinical experiences, academic coursework, labs, simulations, and examinations, as well as through the completion of independent projects.)		
1. Evaluation (must include all skill outcomes listed in ag below for each of the 9 major areas except that prevention does not apply to communication modalities)		
• Speech Sound Production, to encompass articulation, motor planning and execution, phonology, and accent modification		
Std. V-B 1a. Conduct screening and prevention procedures, including prevention activities		
Std. V-B 1b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals		
Std. V-B 1c. Select and administer appropriate evaluation procedures, such as behavioral observations nonstandardized and standardized tests, and instrumental procedures		

Std. V-B 1d. Adapt evaluation procedures to meet the needs of individuals receiving services		
Std. V-B 1e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention		
Std. V-B 1f. Complete administrative and reporting functions necessary to support evaluation		
Std. V-B 1g. Refer clients/patients for appropriate services		
• Receptive and expressive language to include phonology, morphology, syntax, semantics, pragmatics (language use and social aspects of communication), prelinguistic communication, and paralinguistic communication (e.g., gestures, signs, body language), and literacy in speaking, listening, reading, and writing		
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Std. V-B 1e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention		
Std. V-B 1f. Complete administrative and reporting functions necessary to support evaluation		
Std. V-B 1g. Refer clients/patients for appropriate services		
• Hearing, including the impact on speech and language		
Std. V-B 1a. Conduct screening and prevention procedures, including prevention activities		
Std. V-B 1b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals		

Std. V-B 1c. Select and administer appropriate evaluation procedures, such as behavioral observations nonstandardized and standardized tests, and instrumental procedures		
Std. V-B 1d. Adapt evaluation procedures to meet the needs of individuals receiving services		
Std. V-B 1e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention		
Std. V-B 1f. Complete administrative and reporting functions necessary to support evaluation		
Std. V-B 1g. Refer clients/patients for appropriate services		
• Swallowing/Feeding, including (a) structure and function of orofacial myology and (b) oral, pharyngeal, laryngeal, pulmonary, esophageal, gastrointestinal, and related functions across the lifespan		
Std. V-B 1a. Conduct screening and prevention procedures, including prevention activities		
Std. V-B 1b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals		
Std. V-B 1c. Select and administer appropriate evaluation procedures, such as behavioral observations nonstandardized and standardized tests, and instrumental procedures		
Std. V-B 1d. Adapt evaluation procedures to meet the needs of individuals receiving services		
Std. V-B 1e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention		
Std. V-B 1f. Complete administrative and reporting functions necessary to support evaluation		
Std. V-B 1g. Refer clients/patients for appropriate services		
Cognitive aspects of communication, including attention, memory, sequencing, problem solving, executive functioning		
Std. V-B 1a. Conduct screening and prevention procedures, including prevention activities		

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services -			
modalities			
Std. V-B 1a. Conduct screening procedures			
	Std. V-B 1a. Conduct screening procedures		

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Std. V-B 1b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals			
Std. V-B 1c. Select and administer appropriate evaluation procedures, such as behavioral observations nonstandardized and standardized tests, and instrumental procedures	ı		
Std. V-B 1d. Adapt evaluation procedures to meet the needs of individuals receiving services			
Std. V-B 1e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention			
Std. V-B 1f. Complete administrative and reporting functions necessary to support evaluation			
Std. V-B 1g. Refer clients/patients for appropriate services			
2. Intervention (must include all skill outcomes listed in a-g below for each of the 9 major areas)			
• Speech Sound Production, to encompass articulation, motor planning and execution, phonology, and accent modification			
Std. 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			
Std. V-B 2b. Implement intervention plans that involve clients/patients and relevant others in the intervention process.			
Std. V-B 2c. Select or develop and use appropriate materials and instrumentation for prevention and intervention			
Std. V-B 2d. Measure and evaluate clients'/patients' performance and progress			
Std. V-B 2e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients			
Std. V-B 2f. Complete administrative and reporting functions necessary to support intervention			
Std. V-B 2g. Identify and refer clients/patients for services as appropriate			
Fluency and Fluency Disorders			

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

• Receptive and expressive language to include phonology, morphology, syntax, semantics, pragmatics (language use and social aspects of communication), prelinguistic communication, and paralinguistic communication (e.g., gestures, signs, body language), and literacy in speaking, listening, reading, and writing		
Std. 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		
Std. V-B 2b. Implement intervention plans that involve clients/patients and relevant others in the intervention process.		
Std. V-B 2c. Select or develop and use appropriate materials and instrumentation for prevention and intervention		
Std. V-B 2d. Measure and evaluate clients'/patients' performance and progress		
Std. V-B 2e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients		
Std. V-B 2f. Complete administrative and reporting functions necessary to support intervention		
Std. V-B 2g. Identify and refer clients/patients for services as appropriate		
• Hearing, including the impact on speech and language		
Std. 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		
Std. V-B 2b. Implement intervention plans that involve clients/patients and relevant others in the intervention process.		
Std. V-B 2c. Select or develop and use appropriate materials and instrumentation for prevention and intervention		
Std. V-B 2d. Measure and evaluate clients'/patients' performance and progress		
Std. V-B 2e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients		_

Std. V-B 2e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients		
Std. V-B 2f. Complete administrative and reporting functions necessary to support intervention		
Std. V-B 2g. Identify and refer clients/patients for services as appropriate		
• Social aspects of communication, including challenging behavior, ineffective social skills, and lack of communication opportunities		
Std. 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		
Std. V-B 2b. Implement intervention plans that involve clients/patients and relevant others in the intervention process.		
Std. V-B 2c. Select or develop and use appropriate materials and instrumentation for prevention and intervention		
Std. V-B 2d. Measure and evaluate clients'/patients' performance and progress		
Std. V-B 2e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients		
Std. V-B 2f. Complete administrative and reporting functions necessary to support intervention		
Std. V-B 2g. Identify and refer clients/patients for services as appropriate		
Augmentative and alternative communication modalities		
Std. 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		
Std. V-B 2b. Implement intervention plans that involve clients/patients and relevant others in the intervention process.		
Std. V-B 2c. Select or develop and use appropriate materials and instrumentation for prevention and intervention		

Std. V-B 2d. Measure and evaluate clients'/patients' performance and progress		
Std. V-B 2e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients		
Std. V-B 2f. Complete administrative and reporting functions necessary to support intervention		
Std. V-B 2g. Identify and refer clients/patients for services as appropriate		
3. Interaction and Personal Qualities		
Std. V-B 3a. 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.		
Std. V-B 3b. Manage the care of individuals receiving services to ensure an interprofessional, team-based collaborative practice.		
Std. V-B 3c. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.		
Std. V-B 3d. Adhere to the ASHA Code of Ethics and behave professionally.		