|  |
| --- |
| **The University of Toledo \* Speech-Language Pathology Program****PROGRAM-LEVEL STUDENT LEARNING OUTCOMES (PROGRAM-SLO)****\*See also the corresponding “Course- and Practicum-Level Student Learning Outcomes** |
| *The Speech-Language Pathology Graduate Program has adopted the following 2014 Standards for the Certificate of Clinical Competence in Speech-Language Pathology of the American Speech-Language-Hearing Association as program-level student learning outcomes.* |
| **Program-Level Outcome** | **ASHA-CCC** **2014 Standard** |
| 1.0 The student must demonstrate knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas:1. articulation
2. fluency
3. voice and resonance, including respiration and phonation receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication and paralinguistic communication) in speaking, listening, reading, writing
4. hearing, including the impact on speech and language swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding)
5. cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning)
6. social aspects of communication (including challenging behavior, ineffective social skills, and communication opportunities)
7. augmentative and alternative communication modalities
 | Standard IV-CA-G |
| 2.0 The student must demonstrate current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates in the following areas:1. articulation
2. fluency
3. voice and resonance, including respiration and phonation receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication and paralinguistic communication) in speaking, listening, reading, writing
4. hearing, including the impact on speech and language swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding)
5. cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning)
6. social aspects of communication (including challenging behavior, ineffective social skills, and lack of communication opportunities)
7. augmentative and alternative communication modalities
 | Standard IV-D A-G |
| 3.0 The student must demonstrate knowledge of standards of ethical conduct. | Standard IV-E |
| 4.0 The student must demonstrate knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice. | Standard IV-F |
| 5.0 The student must demonstrate knowledge of contemporary professional issues. | Standard IV-G |
| 6.0 The student must demonstrate 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 IV-H |
| 7.0 The student must demonstrate skills in oral and written or other forms of communication sufficient for entry into professional practice. | Standard V-A |
| 8.0 The student must demonstrate the following evaluation skills outcomes:1. Conduct screening and prevention procedures (including prevention activities).
2. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals.
3. Select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures.
4. Adapt evaluation procedures to meet client/patient needs.
5. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.
6. Complete administrative and reporting functions necessary to support evaluation.
7. Refer clients/patients for appropriate services.
 | Standard V-B (A-G) |
| 9.0 The student must demonstrate the following intervention skills outcomes:1. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients’/patients’ needs.
2. Collaborate with clients/patients and relevant others in the planning process.
3. Implement intervention plans (involve clients/patients and relevant others in the intervention process).
4. Select or develop and use appropriate materials and instrumentation for prevention and intervention. Measure and evaluate clients’/patients’ performance and progress.
5. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.
6. Complete administrative and reporting functions necessary to support intervention.
7. Identify and refer clients/patients for services as appropriate.
 | Standard V-BA-G |
| 10.0 The student must demonstrate the following interaction and personal qualities outcomes:1. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.
2. Collaborate with other professionals in case management.
3. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.
4. Adhere to the ASHA Code of Ethics and behave professionally.
 | Standard V-BA-G |
| 11.0 The student must complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology that meets the following criteria: * 1. 25 hours must be spent in clinical observation
	2. 375 hours must be spent in direct client/patient contact.
	3. At least 325 of the 400 clock hours must be completed while the applicant is engaged in graduate study at the University of Toledo.
	4. The experiences are with client/patient populations across the life span and from culturally/linguistically diverse backgrounds as well as with various types and severities of communication and/or related disorders, differences, and disabilities
 | Standard V-C A-F |

|  |
| --- |
| **The University of Toledo \* Speech-Language Pathology Program****COURSE- AND PRACTICUM-LEVEL STUDENT LEARNING OUTCOMES (COURSE-SLO)** |
| ***\*See also the corresponding Priority Outcomes Form. The priority outcomes link course knowledge and clinical skills.*** |
| **Course** | **Priority Outcomes****(√)**  | **Course Outcomes**Upon completion of the course, students will have developed: | **Indicators** | **Related****Assessment** | **2005 Standards** | **2014****Revised Standards** |
| **SLP 6000** |
| **SLP 6000** |  | The skills necessary to develop an intervention plan for client(s) with varying disorders, with methods for program evaluation and modifications as needed to meet the client’s needs  | Development of a therapy plan for each session, showing logical rationale and planningEstablish credibility & rapport with client/caregiverProficient use of treatment techniques and procedures based on evidence based treatment approachesProficient use of setting, materials, and equipment to address objectives and meet the client’s needImplement appropriate behavioral management techniques to facilitate client’s progressAdjust treatment plan (if necessary) so that client can be successful and make progress toward goalsAbility to modify treatment during a session to meet the client’s needs Acts positively on feedback from supervisor regarding suggested changes/modifications to therapy Spends appropriate amount of time on therapy activities (identifying both client fatigue and ability to continue) | Weekly lesson plans/S.O.A.P. notes for each client and completion of Evaluation of Student Performance at midterm and final conference | III-A, B,C,D E, | V-A, B,C,D E, |
|  | The skills necessary to write an intervention plan for client(s) with varying disorders, with methods for program evaluation and modifications and recommendations as needed to meet the client’s needs; includes a final report or discharge summary | Uses appropriate measures/behavioral probes to obtain baseline information & identify current needs of the client2Develops appropriate long term goals that address the clients speech-language-communication needs for the treatment that is to be providedDevelops measurable short term goals/objectives for the semester based on the client’s speech-language-communication needs, long term goals and current level of performance.4Writes logical rationale for treatment based on diagnostic information, previous treatment program and evidence based treatment approachesDemonstrates proficient professional writing skills including: cogent and succinct presentation of information (treatment rationale and methods), correct use of professional terminology, correct use of grammar and syntax, and accurate proofreading and editing for error-free final reports completed in a timely manner  | Written reports which may include an Initial Treatment Plan, Final Treatment Plan and/or Discharge Summaryand completion of Evaluation of Student Performance at midterm and final conference | III – F,G | V – F,G |
|  | The skills to implement intervention plans with consideration given to following aspects: multicultural considerations, family considerations, psychological considerations, as well as anatomical considerations  | Development of a therapy plan for each session, showing logical rationale and planningEstablish credibility & rapport with client/caregiverProficient use of treatment techniques and procedures based on evidence based treatment approachesProficient use of setting, materials, and equipment to address objectives and meet the client’s needImplement appropriate behavioral management techniques to facilitate client’s progressAdjust treatment plan (if necessary) so that client can be successful and make progress toward goalsAbility to modify treatment during a session to meet the client’s needs Acts positively on feedback from supervisor regarding suggested changes/modifications to therapy Spends appropriate amount of time on therapy activities (identifying both client fatigue and ability to continue) | Weekly lesson plans/S.O.A.P. notes and written reports and completion of Evaluation of Student Performance at midterm and final conference  | III-A, B, C, D, E. F, G | V-A, B, C, D, E. F, G |
|  | The ability to demonstrate appropriate documentation of progress | Summarizes client’s current level of performance at the end of the semester including communication deficits in order of priority for future treatmentSummarizes progress including quantitative as well as qualitative dataReports client’s responsiveness to various methods , techniques and materialDiscusses any areas of concern that have become apparent during the treatment periodDiscusses the client’s motivation, participation in treatment and family support as related to effective interventionIf discharge is recommended, the student clinician provides highlights of progress throughout TOTAL THERAPY time at UTDemonstrates proficient professional writing skills including: cogent and succinct presentation of information, correct use of professional terminology, correct use of grammar and syntax, and accurate proofreading and editing for error-free final reports completed in a timely manner | Weekly lesson plan/S.O.A.P note and completion of Evaluation of Student Performance at midterm and final conference  | III-D | V-D |
|  | The ability to locate and discriminate appropriate evidence based practice for clients based on their individual needs | Development of a therapy plan for each session, showing logical rationale and planningProficient use of treatment techniques and procedures based on evidence based treatment approaches | Evidence Based Practice article summary assignment for each client and completion of Evaluation of Student Performance at midterm and final conference | III-A, B, C | V-A,B,C |
|  | Professional interpersonal skills which enable the student to efficiently and effectively communicate client progress to the client/caregiver/other professionals | Demonstrates ethical integrity and behavior in a variety of professional situations (e.g., follows privacy practices as described in clinic manual, adheres to ASHA’s Code of Ethics; honesty, truthful, dependable, reliable, take responsibility for own actions, maintain competence & performance)Presents professional appearance and demeanor and consistently comporting herself /himself in an appropriateAssumes a problem-solving attitude and maintaining harmonious relationships during clinical interactions with clients, supervisors and colleaguesIs able to receive and respond to feedback from supervisor in a professional manner. This includes but is not limited to being reflective, non-confrontational, trying new strategies/techniques as suggested and completing any research necessary or required for the benefit of the client.Follows clinical procedures and maintaining punctuality in meeting appointments and deadlinesCompetently represents the profession to the public by providing accurate information in communications involving any aspect of the professions | Initial and Final conferences to review treatment plans, post therapy review sessions and telephone communication as applicable and completion of Evaluation of Student Performance at midterm and final conference | III-A,B,C,D  | V-A, B, C, D |
| **SLP 6010** |
| **SLP 6010** |  | The skills necessary to develop diagnostic plans by selecting appropriate diagnostic strategies and instruments for evaluation of a variety of communication disorders  | Identifies all aspects of the client’s speech-language-communication problems by analyzing case history information using a comprehensive model of communicationSelects appropriate evaluation procedures, such as behavioral observations, non-standardized and standardized tests, and instrumental procedures based on preliminary case history informationUtilizes information gathered (e.g., case history, initial interview, client performance on initial assessment tools) to modify diagnostic plan (if necessary) in order to complete the evaluation | Planning sessions for diagnostic session including plan of action for team members and family and completion of Evaluation of Student Performance at midterm and final conference | III-A,B,C,D, F, G | V-A,B,C,D, F, G |
|  | The skills to proficiently conduct a case history interview and activities | Interviews client/caregiver in manner which elicits complete and accurate information in sufficient depth to explore pertinent communication problemsDemonstrates spontaneous analysis/synthesis of facts offered & effectively pursue subtle nuances of expression which may lead to vital information to elicit in-depth information about client’s speech/language/communication skills. Gives a clear overview of types of assessments to be included in the evaluation and types of information which may be expected from the assessment | Interview client and/or pertinent family members and completion of Evaluation of Student Performance at midterm and final conference | III-A,B,C,D, F, G | V-A,B,C,D, F, G |
|  | Competently conduct assessment procedures to develop skills in learning to administer a variety of formal tests and informal measures | Demonstrates the ability to successfully complete an oral peripheral examination and make relevant observations/conclusions including the impact on speech/language skillsDemonstrates the ability to successfully complete a hearing screening and make relevant observations/conclusions including the impact on speech/language skills Demonstrates the ability to successfully complete an assessment of receptive/expressive language skills and make relevant observations/conclusions including consideration of anatomical/physiological, psychological, developmental, linguistic and cultural correlates Demonstrates the ability to successfully complete an assessment of articulation/phonological &/or motor speech skills and make relevant observations/conclusions including consideration of anatomical/physiological, psychological, developmental, linguistic and cultural correlates Conducts informal assessment procedures effectively, spontaneously making appropriate modifications as needed to obtain optimum diagnostic information Accurately scores standardized and non-standardized tests according to procedures to obtain valid results Made modifications as needed to assure testing was valid for clients with communicative, cultural and/or linguistic differences including procedural changes and interpretation of results Notes behavioral observations in a systematic way throughout the evaluation to compile relevant information to supplement other assessment procedures  | Completion of standardized and/or criterion referenced assessments and completion of Evaluation of Student Performance at midterm and final conference | III-A,B,C,D, F, G | V-A,B,C,D, F, G |
|  | Writing evaluation reports that accurately present and interpret results of test batteries and assessment procedures, identify type of communication disorder presented, make prognostic statements, and to recommend an appropriate intervention program | Writes succinct but complete summary of relevant case history information to describe the past and current status of the Client and significant communication problems encountered  Presents results of client’s performance on formal/informal tests and observations in an organized sequential format Interprets assessment data showing good judgment in comparing results to normal processes and delayed or disordered processes of communication Synthesizes assessment information to formulate a summary of client’s strengths/weakness to describe the nature or disordered processes of communication Generates appropriate, detailed recommendations for treatment and/or follow-up, including referrals as needed Demonstrates mastery of professional writing skills including: cogent and succinct presentation of information, correct use of professional terminology, correct use of grammar and syntax, and accurate proofreading and editing for error-free final reports completed in a timely manner  | Written Comprehensive Evaluation and completion of Evaluation of Student Performance at midterm and final conference | III-A,B,C,D, F, G | V-A,B,C,D, F, G |
|  | An ability to work effectively as a diagnostic team member and leader/case manager to plan  | Demonstrates ethical integrity and behavior in a variety of professional situations (e.g., follows privacy practices as described in clinic manual, adheres to ASHA’s Code of Ethics; honesty, truthful, dependable, reliable, take responsibility for own actions, maintain competence & performance)Presents professional appearance and demeanor and consistently comporting herself /himself in an appropriate mannerAssumes a problem-solving attitude and maintaining harmonious relationships during clinical interactions with clients, supervisors and colleagues Follows clinical procedures and maintaining punctuality in meeting appointments and deadlines Competently represents the profession to the public by providing accurate information in communications involving any aspect of the professions | Completion of sections of diagnostic evaluation and synthesis of team information in the Comprehensive Evaluation Report and completion of Evaluation of Student Performance at midterm and final conference  | III-A, B, C | V-A, B, C |

|  |
| --- |
| **SLP 6020** |
| **SLP 6020** |  | The ability to interview and record case history on clinic clients which includes sensitive information about the impact of hearing loss on aspects including but not limited to: communication, educational, vocational, social and emotional well-being using oral and written language skills and then summarize that information on audiological report/paperwork . | Conduct pre-evaluation activities to establish a comfortable relationship and rapport with the client/client’s family using language appropriate for the client/family Interview client and/or parent and/or spouse in manner which elicits complete and accurate information in sufficient depth to explore pertinent communication problems Elicit primary concerns and the client/client’s family’s questions and additional information regarding client’s communication skills/needs by clearly explaining rationale and directions for completion of appropriate developmental scales, surveys, checklists, etc. Demonstrate spontaneous analysis and synthesis of facts offered and effectively pursue subtle vital information, and add or modify questions/procedures as needed to elicit in-depth informationGive a clear overview of types of assessments/interventions to be included and types of outcomes, which may be expected from intervention; and level of performance, and long-range goals Midterm and final evaluation of student performanceUtilize elicited case history information to review assessment/intervention tools and procedures being utilized and modify as needed to conduct an effective evaluation that is reflective of cultural and individual needs | Midterm and final evaluation of student performance  | IV-B, G | IV-B, C, D, E, F; V-A, B |
|  |  | the ability to perform screenings/basic hearing tests and record and interpret the results using appropriate levels of writing skill, activity/test selection, and methods for clinic clients of all ages and diverse cultural backgrounds capable of being assessed with conventional methods for basic auditory disorders including but not limited to: hearing level and type of hearing loss; middle ear function, use and function of assistive devices, counseling (regarding prognosis, and appropriate information, and referrals (regarding additional services recommended, etc.). | Provide and analyze self-perception questionnaires of handicapping effects of hearing loss on clinic clients and their familiesDemonstrate an understanding of causes of hearing impairment (congenital, traumatic, drug, disease-related, etc.) by correctly interpreting basic audiological test findingsProvide and analyze self-perception questionnaires of handicapping effects of hearing loss on clinic clients and their familiesComplete otoscopy, hearing screening and middle ear screening (tympanometry), and auditory processing disorder screening on individuals who can participate in conventional pure tone air conduction methods and document any need for referral of individuals for further evaluation and management; andComplete a diagnostic evaluation and report for clinic clients (pediatric and adult) from various cultural backgrounds that may include protocols for basic auditory disorders including: hearing level and type of loss, middle ear function, speech perception ability, use and function of amplification/assistive listening devices (e.g., Ling Test), counseling and referrals as appropriate for the client | Midterm and final evaluation of student performance | IV-B, G | IV-B, C, D, E, F; V-A, B |
|  |  | The ability to independently plan and complete an aural (re)habilitative lesson for playgroup (or other intervention). | Writing logical rationale for lesson plan based on intake information and treatment programApplication of information about the client’s communication needs based on related readingIntegration of information on treatment targets into lesson planProficient use of a variety of effective treatment techniques and procedures within given lesson planefficient use of setting, materials, and equipment to address the stated targets and meet the client’s needsEstablishing credibility and comfortable rapport with the clients and client’s families; andImplementation of appropriate educational and behavioral management techniques to facilitate a client’s progress | Midterm and final evaluation of student performance | IV-B, G | IV-B, C, D, E, F; V-A, B |
| **SLP 6030** |
| **SLP 6030** |  | The skills necessary to read and evaluate research reports through developing and appreciating critical thinking skills  | Demonstrate critical thinking skills through successful completion of discussion board assignments, successful (83% success of higher), and EBP assignments (83% or higher). | Discussion board assignments; Exams; EBP assignments | III-F | *IV-F* |
|  | **The knowledge of processes used in research and the integration of research principles into evidence-based clinical practice.** | Demonstrate skills related to evidence-based practice by completing EBP assignments with 83% accuracy.* 1. Developing good clinical questions.
	2. Identifying appropriate evidence to support clinical questions.
	3. Appraising evidence.
	4. Developing a means by which EBP can guide your clinical practice in real-life settings.
 | EBP Assignments |  III-F | *IV-F* |

|  |
| --- |
| **SLP 6100** |
| **SLP 6100** |  | A wide variety of diagnostic procedures and processes sensitive to the client’s individual needs through performance on tests and completion of a diagnostic report.  | In order to demonstrate knowledge of the principles and methods of prevention, diagnosis, consultation, referral, and follow-up care relevant to diagnostic procedures and to adapt procedures to meet individual needs (including necessary modifications for multicultural/family/linguistic/psychological/anatomical differences and adaptations), the student will: a. Correctly answer at least 83% of the items on course exam(s) sampling the ability to analyze, synthesize, develop, interpret information from readings and lectures related to the principles and methods of diagnosis principles including but not limited to: * Scoring and interpretation of standardized norm-referenced tests
* Interpretation/utilization of criterion referenced and other alternative assessment protocols
* Critique assessment protocols specifically related to multicultural/linguistic and family issues.

 b. Complete diagnostic write-upwith an 83% level of performanceinresponse to a case example presented in class with demonstration of the following:* summarization of case history information
* accurate test scoring and interpretation
* use of alternative assessment strategies as appropriate for the individual client
* demonstration of adaptation of methodology as appropriate for family/cultural/linguistic/cognitive differences
* organization and synthesis of results
* appropriate writing skills
* development of intervention plan using diagnostic results
* integration of functional approaches, curriculum interventions, and environmental adaptations during development of intervention goals as appropriate for the individual
* application of appropriate follow-up, referral, and consultation recommendations as appropriate for the individual case
 | Projects, critiques,case and presentation | III-D; IV-B | IV-D; V-B |
|  | √ | Competency in advocacy and counseling skills as demonstrated by performance on tests and in a mock-interview.  | In order to demonstrate knowledge and principles for educating, counseling, advocating, making referrals for individual, their significant others, and other persons in the community regarding acceptance, adaptation, and decision making about communication and related concerns specifically including (but not limited to) socio-cultural concerns, emotional, educational, and other factors interfering with quality of life issues for individuals with communication disorders, the student will: a. Correctly answer 83% of the items on course exam(s) sampling items related to family, teacher, and other professional consultation, referral, advocacy, and follow-up in regard to diagnostic protocols.b. Demonstrate in a mock interview with an 83% level of performance reflecting effective counseling behaviors including but not limited to the following skills:* Tolerance of client pause time
* Reflection of feelings
* Summarization of content and feelings
* Use of open versus closed questioning styles
* Use of minimal encouragers to talk
 | Exams and mock interview | III-D, E G | IV-D, E, G |
|  |  | Knowledge of ethical issues related to diagnostic principles  | In order to demonstrate knowledge and the ability to utilize and synthesize information related to standards of ethical conduct, integration of principles in the therapeutic process, and contemporary professional issues related to assessment and remediation as related to individuals with communication disorders, the student will:a. Correctly pass 83% of the items on course exam(s) sampling items regarding standards of ethical conduct, advocacy, ASHA guidelines for practice, and contemporary professional issues related to diagnosis and assessment of individuals with communication disorders. | Exam | III-A, E | IV-A, E |
| **SLP 6210** |
| **SLP 6210** |  | The ability to identify language disorders based on their symptoms, etiology, developmental progression, and other characteristics. | Based upon 83% or better grades on written examinations, case studies involving language assessment projects, and a research-based presentation on a special population, students will be able to recognize and identify the various aspects of language disorders that are essential to diagnosis and treatment. | ExamsAssessment ProjectRole-PlaysGrammar Quizzes | III-C | IV-C |
| √ | The ability to advocate for prevention of language disorders and early intervention for young children with suspected language disorders or delays. | Students will earn scores of 83% of better on projects that involve creating videos or engaging in role-plays that emphasize prevention of language disorders, including early intervention and the importance of early literacy experiences for young children. | Role-PlaysExams | III-CIII-D | IV-D |
| √ | The skills necessary to incorporate high-quality evidence from scholarly sources into decision making about treatment for children with language disorders. | Students will present on the evidence base for interventions with a special population with 83% or greater accuracy. | Role-Plays | III-FIV-B | IV-F |
|  | The ability to demonstrate professional oral and written skills suitable for interacting with clients, parents, and other professionals. | Students will conduct video-recorded or live role-plays in which they convey information about prevention, diagnosis, and treatment of children with language disorders. | Role-Plays | IV-B | V-A |
| √ | The ability to correctly interpret information provided in a case study to conduct a thorough assessment of a child with a language disorder. | Students will correctly analyze a child language sample with 83% or greater accuracy.  | Assessment Project | III-DIV-GIV-B | IV-D, V-A, V-B |
|  | The skills to demonstrate principles and methods for educating and counseling individuals with language disorders, their significant others, and other persons in the community regarding acceptance, adaptation, and decision-making about communication and related concerns.  | Students will earn scores of 83% of better on projects that involve creating videos or engaging in role-plays that emphasize prevention of language disorders, including early intervention and the importance of early literacy experiences for parents of young children. | Role-Plays | III-DIV-G | IV-D, V-A, V-B |
| **SLP 6300** |
| **SLP 6300** |  | Knowledge of articulatory/phonological disorders including etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and cultural correlates, | Based upon coursework, independent research and study of commonly occurring cases, students will demonstrate understanding of the differences between articulatory and phonological disorders based on etiologies, and manifested behaviors and onset of behaviors through performance of 83% or better accuracy in class room activities and course assessments. | Assignments; quizzes; case study reports and discussion |  III-C | IV-C |
| √ | Knowledge of the principles and methods of prevention, diagnosis, consultation, treatment, referral, and follow-up care relevant to individuals with articulatory/phonological disorders and ways to adapt procedures to meet individual needs (including necessary modifications for multicultural/family/linguistic/ psychological/anatomical differences and adaptations to modify or enhance communication performance).  | Based upon coursework independent research, classroom discussions and case reports, students will be able to:a.demonstrate knowledge of appropriate collection of case history information from at least one client/video case study taking into account client needs including cultural and linguistic variations etc.;b. demonstrate knowledge of conducting a differential diagnosis between articulatory and phonological disorders based on mock case studies; c. complete an articulatory and/or phonological sample analysis at a performance level of 83% with demonstration of the following analytic procedures as appropriate for the individual: place/manner/voice; independent analysis; relational analysis; phonological processes analyses (% of occurrence); phonotactic or word-shape analysis; contexual (running speech) analysis; intelligibility ratings (e.g. PCC); d. demonstrate knowledge of the theories of remediation ( motor theories, linguistic theories and cognitive theories) in classroom activities and with 83% or better accuracy in course assessmente. demonstrate, in writing, varied approaches to explaining findings and intervention approaches based upon intended audience (e.g., family, physician, SLP) with 83% or better accuracy. | Assignments including exercises on articulatory and phonological analysis of speech samples; quizzes; case study reports and discussion |  III-D, IV-B | IV-D, V-A |
| √ | Knowledge and principles for educating and counseling and making referrals for individual, their significant others, and other persons in the community regarding acceptance, adaptation, and decision making about communication and related concerns specifically including (but not limited to) socio-cultural concerns, emotional, educational, and other factors interfering with quality of life issues for children with articulatory/phonological disorders. | Based upon coursework independent research, classroom discussions and case reports, students will be able to:a. referral skills and complete necessary documentation and related paperwork with 83% or better accuracy;b. demonstrate professional communication skills in discussions with student peers and instructor with 83% or better accuracy | Assignments; quizzes; case study reports and discussion | III-A, E | IV-A, E |
| √ | Knowledge and the ability to utilize and synthesize information related to standards of ethical conduct, integration of principles in the therapeutic process, and contemporary professional issues related to assessment and remediation as related toindividuals with articulatory/phonological disorders  | Based upon coursework independent research, classroom discussions and case reports, students will:a. understand standards of ethical conduct, advocacy, ASHA guidelines for practice, integration of principles in the therapeutic process, and contemporary professional issues related to assessment and remediation of individuals with articulatory/phonological disorders with 83% or better accuracy. | Assignments; quizzes; case study reports and discussion | III-E, G | IV-E, G |
| **SLP 6400** |
| **SLP 6400** |  | Fundamental knowledge about the nature of aphasia including neurological basis of language, anatomy/physiology of the brain and etiologies | Based on lectures, independent research, group projects and class room discussions students will be able to explain the anatomy and physiology of the Central Nervous System, location of lesion to symptoms manifested and eitiologies of stroke, all with 83% or better accuracy. | Quizzes and research report | III-C | IV-C |
|  | Detailed knowledge about the assessment of acquired language and cognitive-communication disorders in adults  | Achieve at least 83% accuracy on course exam(s) sampling comprehension, analysis, synthesis, and/or evaluation of information from course experiences related to selected topics that may include but not be limited to 1. major standard and nonstandard assessment procedures used for screening and diagnostic purposes, including their advantages and disadvantages
2. associated signs and symptoms that contribute to differential diagnosis
3. factors (e.g., education, social and cultural background, psychological status, medications) that can affect language and test performance
4. prognostic factors and their respective predictive values
5. prognostic implications of specific diagnostic categories
6. indicators of the need for referrals to other professionals
7. accepted formats for documenting and reporting assessment results

Identify relevant case history information, score and interpret evaluative data, and complete an assessment report with at least 83% accuracy in response to a case analysis assignment. | Assessment ReportProjectsExams | III-D; IV-B, G | IV D, IV G, V A, B |
| √ | Detailed knowledge about intervention with individuals with acquired language and cognitive-communication disorders in adults | Achieve at least 83% accuracy on course exam(s) sampling comprehension, analysis, synthesis, and/or evaluation of information from course experiences related to selected topics that may include but not be limited to1. current models of intervention
2. specific individual and group treatment approaches
3. current research findings related to the efficacy/effectiveness of treatment
4. accepted methods for documenting treatment results

Conduct a class presentation related to a specific approach to acquired language and cognitive-communication disorders in adults intervention that summarizes key procedures and available current efficacy research, provides an accurate demonstration of selected procedures of the approach as documented on an acceptable lesson plan, and achieves at least 83% proficiency on “Oral Presentation Criteria”.  | ExamTreatment Presentation | III-D, F; IV-B, G | IV D, F, G; V A, B |
|  | Understanding of education and counseling considerations related to acquired language and cognitive-communication disorders in adults  | Achieve at least 83% accuracy on course exam(s) sampling comprehension of information from course experiences related to selected topics that may include but not be limited to1. socio-cultural, educational, emotional and other factors which interfere with providing family members necessary information
2. family education and support activities
3. training family members and others in facilitating functional communication
 |  | III D | IV D |
| **SLP 6500** |
| **SLP 6500** |  | Fundamental knowledge of the nature of motor speech disorders including neurological bases, classifications, etiologies, related speech processes, and characteristics by types. | Based on lectures, independent research, group projects and class room discussions students will be able to explain the anatomy and physiology of the Central Nervous System, the different types of Dysarthria and acquired Apraxia in relation to site of lesion, Respiratory, Phonatory, Resonatory and Articulatory characteristics of each type of motor speech disorder, all with 83% or better accuracy. | Assignments; quizzes every alternate week, presentation and discussions of case studies | III-C | IV-C |
| √ | Knowledge of the assessment procedures applicable to motor speech disorders    | Based on lectures, independent research, case studies, and class room discussions, students will be able to:a. assess the respiratory system including, but not limited to, respiratory volumes, respiratory pattern, and respiratory control related to specific motor speech disorders; b. assessment of the phonatory system including, but not limited to, pitch, loudness, and quality characteristics related to specific motor speech disorders; c. assessment of the resonatory system including, but not limited to, hypernasality and hyponasality characteristics; d. assessment of the articulatory system including, but not limited to artculatory/coarticlatory and phonological process performance related to specific motor speech disorders all with 83% or better accuracy.Based on specific assessment/evaluation strategies and techniques utilizing standardized tests and observational checklists based upon written case histories and videotape segments which depict different motor speech disorders students will be able to:a. describe the respiratory pattern displayed by the person during rest and during speech production; b. analyze of respiratory control during speech via perceptual and physical measures; c. analyze the phonatory performance including instrumental and perceptual analysis of pitch, loudness and quality characteristics;d. analyze articulatory performance including speech sound production, use of phonological rules, and intelligibility testing; and e. conduct an oral-motor examination; all with 83% or better accuracy. | Presentation and discussions of case studies; quizzes every alternate week | III-D, IV-B | IV-D, V-A |
| √ | Detailed knowledge about intervention for motor speech disorders. | Based on lectures, independent research, case studies, and class room discussions, students will be able to:a. demonstrate strategies and techniques for improving respiratory support; b. strategies and techniques for improving phonatory function; c. strategies and techniques for improving resonatory characteristics; d. strategies and techniques for improving articulatory performance all with 83% or better accuracy.Students will develop a written intervention plan including specific strategies and programmatic model to increase intelligibility and/or comprehensibility of a person with a specific type of motor speech disorder at the 83% accuracy criteria.Students will pass an oral presentation at least 83% to demonstrate specific intervention techniques to increase intelligibility/comprehensibility to the class | Case studies; written paper and oral presentation | III-D, IV-B, G | IV-D,V-A, B |
| **SLP 6550** |
| **SLP 6550** |  | The knowledge of severe/profound communication impairments leading to a recommendation of augmentative/alternative communication | In order to demonstrate knowledge of the mature of severe/profound communication impairments, including anatomical, physiological, neurological, developmental, psychological, linguistic and cultural bases and etiologies of severe/profound communication disorders the student will:Compare and contrast anatomical and physiological considerations including oral and postural reflexes that affect speech and device access and neurological diseases and conditions that lead to severe/profound communication disorders.Describe environmental affects on the development of communication intention including negative learning, learned helplessness, and the “Cycle of Discouragement”.Identify barriers to the use of a communication aid including opportunity and access barriersExplain neurologically based communication disorders including dysarthrias of speech, developmental and acquired apraxia of speech, and aphasia. | Exam | III-B, C, D | IV-B, C, D |
| *√* | The knowledge of and the ability to plan and implement an assessment and prescribe a communication aid. | In order to demonstrate knowledge of the principles and methods of AAC assessment for persons with severe/profound communication disorders necessitating the development, selection, and/or prescription of an augmentative/alternative communication system, the student will compare and contrast:Components of augmentative systemsCharacteristics of digitized and synthesized speech output Procedures for developing a vocabulary for the client’s deviceProcedures to assess motor. cognitive, visual, linguistic, assessment speech, and cultural variables included in an AAC Methods to choose a language representation systemDevelop a “low-tech” communication device based upon the results of an AAC assessmentThe student will develop an assessment plan in written form and use it as part of a class presentation. | ProjectExam | III-D; IV-B | IV-D; V-B |
| *√* | The ability to develop an AAC intervention plan based upon the results of an AAC assessment | The student will develop a “low-tech” communication device and an intervention plan within which the following strategies are demonstrated which will be presented to the class and meet at least 83% of the “Written Paper Criteria” and the “Oral Presentation Criteria”.ScriptingExclusion and expansion templatesModelingHierarchical cueingFacilitating spontaneous use of the AAC device | ProjectOral PresentationWritten Intervention PlanExams | III-D; IV-B | IV-D; V-B |
|  | The knowledge of methods to include the client, family, education resources, and community in support of the use of an AAC device by the client. | Correctly respond to 83% of the items sampling comprehension, evaluation, analysis, and synthesis of material from classroom presentations and required readings including, but not limited to:a. Methods to instruct family members and significant others to facilitate the use of a communication aid.b. Methods to consult with the school or workplace to reduce or eliminate barriers to communication in the environment. | Case studies/projectsExams | III-D | IV-D |

|  |
| --- |
| **SLP 6600** |
| **SLP 6600** |  | Fundamental knowledge about normal voice and resonance  | Correctly answer items on course exam(s) sampling comprehension, analysis, synthesis, and/or evaluation of information from readings and lectures related to selected topics that may include but not be limited to the anatomy, physiology, acoustics, development and cultural correlates of normal voice and resonance production. | Examinations | III B | IV B |
|  | Fundamental knowledge about the nature of abnormal voice and resonance | Correctly answer items on course exam(s) sampling comprehension, analysis, synthesis, and/or evaluation of information from readings and lectures related to selected topics that may include but not be limited to etiologies, characteristics, anatomical/physiological, acoustic, psychological, and cultural correlates of voice and resonance disorders | Examinations | Standard III C | IV B |
| *√* | Detailed knowledge about the assessment of voice and resonance disorders | Correctly answer items on course exam(s) sampling comprehension, analysis, synthesis, and/or evaluation of information from readings and lectures related to selected topics that may include but not be limited to 1. principles and methods of voice and resonance screening
2. major instrumental and noninstrumental assessment procedures and their advantages, disadvantages, and use in accordance with evidence-based practice
3. associated signs and symptoms that contribute to differential diagnosis
4. prognostic factors and implications related to specific diagnostic categories
5. indications and procedures for referral to other professionals
6. accepted formats for documenting and reporting assessment results

Administer, score, interpret results of a voice diagnostic protocol (with an actual client or in a videotaped role playing interaction) and write a complete report of the assessment using an acceptable format  | Examinations, assessment project | III D; IV B, G | IV-D, V-A, V-B |
|  | Detailed knowledge about intervention for voiceand resonance disorders | Correctly answer items on course exam(s) sampling comprehension, analysis, synthesis, and/or evaluation of information from readings and lectures related to selected topics that may include but not be limited to1. current models of intervention
2. specific treatment approaches
3. special treatment procedures (e.g., selecting, fitting, and effective use of prosthetic devices for laryngectomized patients)
4. prevention and voice improvement programs for at-
5. risk populations
6. current efficacy/effectiveness research findings related to the treatment of voice and resonance disorders
7. accepted methods for documenting treatment results

Demonstrate assigned therapy approaches in videotaped simulations or with an actual client based on acceptable lesson plans. | Examinations, Voice therapy demonstrations, research-based paper | III D; IV B, G | IV-D, V-A, V-B |

|  |
| --- |
| **SLP 6650** |
| **SLP 6650** |  | Fundamental knowledge about normal and disordered feeding and swallowing | Correctly answer items on course exam(s) sampling comprehension, analysis, synthesis, and/or evaluation of information from readings and lectures related to selected topics that may include but not be limited to * 1. anatomy of normal swallowing
	2. physiology of normal swallowing
	3. disorders and etiologies of swallowing disorders
	4. clinical manifestations (signs and symptoms) of swallowing disorders
 | Examinations | III B, C | IV B, C |
|  | Detailed knowledge about the assessment of swallowing and feeding disorders | Correctly answer items on course exam(s) sampling comprehension, analysis, synthesis, and/or evaluation of information from readings and lectures related to selected topics that may include but not be limited to* 1. principles and procedures of a clinical bedside assessment as a screening and diagnostic measure
	2. instrumental procedures used in evaluating swallowing and their specific advantages and disadvantages
	3. signs and symptoms of dysphagia as revealed by clinical, videofluoroscopic, and other instrumental examinations
	4. assessing feeding, nutritional issues in feeding and multicultural feeding influences in conjunction with a dietitian
	5. prognostic factors and implications related to specific diagnostic categories
	6. indications and procedures for referral to other professionals
	7. accepted formats for documenting and reporting assessment results

Read and interpret videofluoroscopic swallow study samples and write case reports based on these videofluoroscopic studies, demonstrating proficiency in1. measuring oral transit time, determining if it is normal or delayed, estimating the delay, and describing any abnormalities that may have caused the delay
2. assessing the pharyngeal swallow, measuring pharyngeal transit time, determining if it is normal or delayed, estimating the delay and describing any abnormalities in the pharyngeal response to the swallow
3. identifying the presence of penetration and aspiration, and the timing and cause(s)of any aspiration
 | ExaminationsMBSimP Relibility Case studies | III D; IV B, G | IV DV A, B |
|  | Detailed knowledge about intervention for feeding and swallowing disorders  | Correctly answer items on course exam(s)sampling comprehension,analysis, synthesis, and/or evaluation of information from course experiences related to selected topics that may include but not be limited to* 1. principles and methods of oral and nonoral feeding
	2. treatment candidacy
	3. clinical management (swallowing maneuvers, compensatory postures and positioning, bolus modifications, adaptive equipment, physiotherapeutic exercises, sensory stimulation, biofeedback)
	4. risk management prevention of dysphagic complications.
	5. surgical/medical management
	6. special treatment procedures (e.g., procedures for addressing behaviors and environments that affect swallowing and feeding)
	7. counseling patients, families, and caregivers
	8. current efficacy/effectiveness research findings related to the treatment of swallowing disorders

Write case reports based on videofluoroscopic studies, demonstrating proficiency in1. making appropriate recommendations for oral, nonoral, or combined oral/nonoral feeding
2. making appropriate recommendations for clinical management procedures
 | Examinations Case Reports | III D; IV B, G | IV DV A, B |
| **SLP 6700** |
| **SLP 6700** |  |  In order to demonstrate knowledge of the nature of fluency disorders and differences, including etiologies, characteristics, anatomical/physiological, psychological, developmental, linguistic, and cultural correlates, the student will: | Correctly answer items, with 83% accuracy, on course exam(s) sampling comprehension, analysis, synthesis, and/or evaluation of information from readings and lectures related to selected topics that may include but not be limited to1. prominent theories and models of stuttering
2. differentiation between normally disfluent speech, language based disfluency, the speech of a child at risk for stuttering and the speech of a child who has already begun to stutter
3. current research findings on the characteristics and differentiation of “developmental stuttering,” “ cluttering,” “neurogenic stuttering” and “psychogenic stuttering”
 | exams; class discussion and presentations; stuttering assignments |  IV C | VC |
| √ | Detailed knowledge of the principles and methods of prevention, assessment and diagnosis for persons with fluency disorders and ways to adapt procedures to meet individual needs (including considerations of anatomical/physiological, psychological, developmental, linguistic and cultural correlates of the disorder), the student will:  | Correctly answer items with 83% on course exam(s) sampling comprehension, analysis, synthesis, and/or evaluation of information from readings and lectures related to selected topics that may include but not be limited to1. major standard and nonstandard assessment procedures for screening and diagnostic purposes, including their advantages and disadvantages
2. associated signs and symptoms that contribute to differential diagnosis
3. prognostic factors and implications related to specific diagnostic categories
4. indications and procedures for referral to other professionals
5. accepted formats for documenting and reporting assessment results

 Score and interpret results, with 83% accuracy, of assessment measures based on an actual or videotaped evaluation session of a client who stutters; procedures will include but not be limited to:a. calculating the frequency of disfluency, duration of disfluency, and speaking rate and assessing interjudge and intrajudge reliability of these measuresb. identifying secondary features, avoidance patterns, attitudes that cannot be readily observed c. identifying and measuring, where feasible, environmental variables (i.e. aspects such as time pressure, emotional reactions, interruptions, nonverbal behavior, demand speech or speech of significant others)d. identifying disfluencies by type and describing qualitatively the fluency of a person’s speech | exams; assessment based project | *III-B, G;*  *IV D* | *IV-B, D, G* |
| √ | Detailed knowledge of principles and methods of evidence based intervention for people with fluency disorders (with an emphasis on developmental stuttering), and ways to adapt procedures to meet individual needs (including considerations of anatomical/physiological, psychological, developmental, linguistic and cultural correlates of the disorder), the student will: | * 1. Correctly answer items, with 83% accuracy, on course exam(s) sampling comprehension, analysis, synthesis, and/or evaluation of information from readings and lectures related to selected topics that may include but not be limited to:

3.1.1 current models of intervention for children,  adolescents, and adults3.1.2 specific individual and group treatment approaches* + 1. special treatment procedures (e.g., procedures for addressing behaviors and environments that affect communication)
		2. approaches to prevention for individuals at risk for developing stuttering
		3. counseling persons who stutter and their significant others
		4. facilitating generalization and maintenance
		5. current efficacy/effectiveness research findings related to the treatment of stuttering
		6. accepted methods for documenting treatment results

3.2 Meet “Oral Presentation Criteria” while conducting a video recorded presentation related to a specific approach to intervention and summarizing key procedures with an accurate demonstration of selected procedures of the approach as documented on an acceptable and preapproved lesson plan. | exams; training video assignment; lesson plan assignment; toolkit assignments; stuttering assignment; clinical experiences | *III-B, G**IV D* | *IV-D;**V-B,G* |
| **SLP 6800** |
| **SLP 6800** |  | An appreciation of hearing in the communication exchange and an empathetic and sympathetic approach to the communicative needs of individuals with hearing impairment and related hearing disorders. | Based upon coursework including interviews and study of commonly occurring cases, students will be able to explain, in writing, the expected impact of hearing loss on communication development and/or expression, and be able to provide a thoughtfully written overview of the approach that is warranted with 83% or better accuracy. | Interview assignments; case studies; final exam |  III-C, III-D, IV-G | IV-B, C, D, E, F, G, H |
| √ | An appreciation of appropriate collaboration, referral, documentation, and other administrative duties necessary to successfully provide appropriate aural (re)habilitation as part of an interdisciplinary team.   | Based upon coursework including interviews, discussion board postings, WIKIs, and study of commonly occurring cases, students will be able to (a) provide appropriate referrals and complete necessary documentation and related paperwork with 83% or better accuracy; (b) demonstrate professional communication skills in discussions with student peers and instructor with 83% or better accuracy, and (c) demonstrate, in writing, varied approaches to explaining findings and intervention approaches based upon intended audience (e.g., family, physician, SLP) with 83% or better accuracy. | Projects; discussion board postings; interviews; case studies; final exam |  III-D, IV-G | IV-D, E, F, G, H |
|  | An ability to collect a case history and integrate information from clients/parents, family, care providers, teachers, and other professionals for the purpose of assessment and treatment related to hearing loss and aural (re)habilitation. | Based upon coursework including interviews, discussion board postings, WIKIs, and study of commonly occurring cases, students will be able to (a) collect case history information from at least one client/video case study and based upon suspected client needs and summarize those findings with 83% or better accuracy. | Projects, discussion board postings; interviews; case studies; final exam |  III-C, III-D, IV-G | IV-B, C, D, E, F, G, HV-A, V-B |
| √ | Skill in hearing and aural (re)habilitation screening and evaluation procedures (including behavioral observation, nonstandardized and standardized tests, and instrumental procedures) and ways to adapt procedures to meet individual needs.  | Based upon coursework including interviews, discussion board postings, WIKIs, and study of commonly occurring cases, students will be able to (a) select appropriate screening and evaluations tools with 83% or better accuracy; (b) explain, in writing, the results of screening and evaluation procedures with 83% or better accuracy; (c) describe and plan an assessment for both children and adults with 83% or better accuracy; (c) and provide, in writing, procedures to adapt a test battery to individual needs for a variety of commonly occurring cases. | Projects, discussion board postings; interviews; case studies; final exam |  III-C, III-D, IV-G | IV-B, C, D, E, F, G, HV-A, V-B |
| √ | An ability to select or develop and use appropriate materials for prevention, intervention, and ongoing assessment of aural (re)habilitation specific to each patient with measurable and achievable goals that are reflective of cultural influences on communication choice, assessment, and intervention.   | Based upon coursework including interviews, discussion board postings, WIKIs, and study of commonly occurring cases, students will be able to (a) explain, in writing, how to select or develop appropriate materials for prevention, intervention, and ongoing assessment of aural (re)habilitation specific to individual clients with 83% or better accuracy; (b) write measurable and achievable goals that are reflective of cultural influences on communication choice, assessment, and intervention with 83% or better accuracy. | Projects, discussion board postings; interviews; case studies; final exam |  III-C, III-D, IV-G | IV-B, C, D, E, F, G, HV-A, V-B |
|  | An ability to educate and counselindividuals, families, co-workers, educators, and other persons in the community related to prevention of hearing loss, aural (re)habilitation and related handicapping conditions.  | Based upon coursework including interviews, discussion board postings, WIKIs, and study of commonly occurring cases, students will be able to (a) write an effective plan for the education and counseling of community members related to the prevention of hearing loss, aural (re)habilitation and related handicapping conditions that are reflective of cultural influences on communication choice and community needs with 83% or better accuracy. | Projects, discussion board postings; interviews; case studies; final exam |  III-C, III-D, IV-G | IV-B, C, D, E, F, G, HV-A, V-B |
| **SLP 6930** |
| **SLP 6930** |  | Fundamental knowledge regarding professional issues related to the practice of speech pathology. | In order to demonstrate an understanding of professional issues the student will:Give a presentation to the class on one professional issue earning 83% on “Oral Presentation Criteria”. The professional issues will include, but will not be limited to ethics, managed health care, credentialing, tort and malpractice, efficacy, and paraprofessionals.(Standard III-G) | Oral presentation | III-G | IV-G |
|  | In-depth knowledge of disorder areas. | In order to demonstrate extensive knowledge in a disorder area and the ability to comprehend, analyze, synthesize and evaluate information, the student will:Complete a scholarly library research paper, which earns 83% on the “Written Paper Criteria”.Pass a Comprehensive Examination with a score of 83% including questions in Child and Adult speech disorders, Child and Adult Speech Disorders, Diagnostics, Aural Rehabilitation, Ethics, and Augmentative and Alternative Communication. | Literature SearchWritten PaperComprehensive Exam | III-G | IV-G |

|  |
| --- |
| **SLP 6940** |
| **SLP 6940** |  | Advanced knowledge and skills as a student clinician. | The student clinician will write effective treatment plans performing at the 80% level of competency for the advanced level of clinical experience (i.e., performing independently with minimal guidance)  | Mid-term and Final Evaluation | IV-B, G | V-B-G |
|  | The student clinician willimplement effective treatment programs**,** performing at the 80% level of competency for the advanced level of clinical experience |
|  | The student clinician willwrite progress reports,performing at the 80% level of competency for the advanced level of clinical experience |
|  | The student clinician will develop diagnostic plans and prepare to conduct evaluations performing at the 80% level of competency for the advanced level of clinical experience |
|  | The student will proficiently conduct a case history interview and activities performing at the 80% level of competency for the advanced level of clinical experience |
|  | The student will conduct assessment procedures with various clients to demonstrate skill in administering a variety of formal tests and informal instruments performing at the 80% level of competency for the advanced level of clinical experience |
|  |  The student will write evaluation reports that effectively present and interprets results of test batteries and assessment procedures administered to clients of various ages with various types of communication problems performing at the 80% level of competency for the advanced level of clinical experience  |
|  | The student will identify and conduct necessary follow-up activities after evaluation to facilitate provision of services needed performing at the 80% level of competency for the advanced level of clinical experience |
|  | The student clinician will conduct herself /himself ethically and in a professional manner, demonstrating adeptness in interpersonal situations at the 80% level of consistency for the advanced level of clinical experience |
| **HSHS 6000** |
|  |  | The comprehension of processes and basic principles in research: | This outcome will be measured in two ways. First, there will be one comprehensive exam at the end of the course, taken on-line. Also, three “letter home” assignments will challenge students to demonstrate their understanding of the important concepts. Students will need to complete this work with 83% success. These principles will be covered:* 1. Scientific Method
	2. Types of Research
	3. Measurement
	4. Reliability
	5. Validity
	6. Credibility
	7. Hypotheses and testing
	8. Quantitative Designs
	9. Qualitative Designs
	10. Statistics
	11. Alternative Designs
 | Exams; Letter Home Assignments | III-F | IVF |
|  |  | Critical thinking in the application of basic concepts in research design to clinical practice:  | Students will do this as a part of the three “letter home” assignments, discussion boards, and the final exam questions asking to analyze research articles. Students will need to complete this work with 83% success.  | Exams; Letter Home Assignments; Discussion Boards | III-F | IVF |
|  |  | Demonstrate an understanding of research ethics | Students will demonstrate an understanding of research ethics by completing the CITI Training Module offered through the Institutional Review Board at the University of Toledo. Students will complete this training with 83% success.  | CITI Training Module | III-E | IVE |
|  |  |  |  |  |  |  |