SPEECH-LANGUAGE PATHOLOGY

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Master of Science in Speech-Language Pathology

The SLP Graduate Program at SHU is designed to prepare students to meet all requirements of the Certificate of Clinical Competence in Speech-Language Pathology set out by the Council for Clinical Certification in Audiology and Speech-Language Pathology, for Connecticut Licensure as a Speech-Language Pathologist from the Connecticut Department of Public Health, and for Connecticut State Department of Education Certification as a School Speech-Language Pathologist. Students who wish to practice as Speech-Language Pathologists will need to complete undergraduate prerequisites, including 25 hours of observation of Speech-Language Pathology practice, then complete a Master’s degree in SLP. Graduate study in SLP requires two calendar years, including 1-2 summers of graduate level coursework and 400 hours of supervised clinical practicum, all of which will be provided as part of SHU’s graduate program.

SHU’s graduate SLP program has two tracks:

- 2 year track for students with prerequisite course work in Communication Disorders
- 3 year track for students without prerequisite course work in Communication Disorders

PROGRAM ACCREDITATION

SHU’s graduate program in SLP has been licensed by the State of Connecticut Department of Higher Education and has been awarded Candidacy, the first stage of Accreditation awarded by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech, Language and Hearing Association (ASHA). This status is awarded to new programs that demonstrate compliance with the Standards for Accreditation as outlined in CAA’s Standards Compliance Continuum, for an initial period of five years. It allows the program to matriculate and graduate students who, upon successful completion of the program, will be eligible for national certification and state licensure as Speech-Language Pathologists.

WHAT MAKES SHU’S SLP PROGRAM UNIQUE?

SHU’s SLP graduate program is the only one in Connecticut in which SLP students have the opportunity to study and work with physical therapy, occupational therapy, nursing and education students, providing unique inter-professional pre-service training experiences. In addition, SHU’s SLP program utilizes an innovative model of clinical education, in which students work in...
real field settings from their first semester, under the supervision of SHU clinical faculty. Unlike most SLP programs, which use on-campus clinics for initial clinical experiences, SHU’s model enables students to learn in authentic work environments throughout their educational program. Finally, SHU offers three areas of optional focused study, which can be achieved by matriculating for one additional semester following the Master’s Program. Choosing one of these focused study electives will prepare students for practice in 1) autism spectrum disorders, 2) language and literacy for English Language learners, or 3) medical settings.

EXPECTED STUDENT OUTCOMES
Graduates of SHU’s SLP program will:

• Demonstrate knowledge of basic biological, physical, and social sciences, and statistics

• Demonstrate knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.

• Demonstrate the ability to integrate information pertaining to normal and abnormal human development across the life span.

• 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. fluency
  2. articulation
  3. voice and resonance,
  4. receptive and expressive language in speaking, listening, reading, writing
  5. hearing
  6. swallowing
  7. cognitive aspects of communication
  8. social aspects of communication
  9. augmentative and alternative communication modalities

• Demonstrate current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders

• Demonstrate knowledge of standards of ethical conduct

• Demonstrate knowledge of the integration of research principles into evidence-based clinical practice, of contemporary professional issues, and of professional credentialing

• Demonstrate skills in oral and written communication sufficient for professional practice

• Demonstrate skills in evaluation, intervention and interaction with people with communication disorders and their families

• Successfully complete a minimum of 400 clock hours of supervised clinical experience (including 25 observation hours) in the practice of Speech-Language Pathology.

ADMISSIONS REQUIREMENTS: ALL STUDENTS
To be admitted to SHU’s graduate program in SLP, all students must:

• Successfully complete all required prerequisites for the appropriate track by the end of the summer prior to enrollment in a graduate program.

• Hold a Bachelor of Science or Arts degree from an accredited college or university.

• Have a 3.0 cumulative and 3.3 prerequisite GPA with no individual prerequisite course grade below a C.
It is also strongly recommended that all students applying for the SLP program complete two courses in Education, as required by the State of Connecticut for certification as a school SLP, e.g.,
- ED 152/552 Education in the US
- ED 205/569 Education of Children with Special Needs

Other admissions requirements for all students include:
- Applications submitted online through www.CSDCAS.org by external 2-year track applicants OR
- Applications submitted through graduate admissions at www.sacredheart.edu by current SHU students and 3-year track applicants
- Two letters of recommendation from academic sources (e.g., former professor)
- Official transcripts from all colleges and universities attended.

Please Note: ALL prior schools’ transcripts MUST be submitted for review, regardless of whether or not transferred courses appear on the current school transcript.
- Admissions essay describing interest in the field of Speech-Language Pathology
- Nonrefundable $60 application fee

Applicants will be invited for interviews at the discretion of the SLP Department once applications are completely reviewed.

ADMISSIONS REQUIREMENTS: 2-YEAR TRACK
In addition to the requirements already listed for all students, applicants to the 2-year track must provide documentation of:
- Bachelor of Science or Arts degree with an overall GPA of at least 3.0.
- Twenty-five hours of observation of Speech-Language Pathology practice by an ASHA certified SLP documented on SHU form (available from Admissions Office, or the equivalent form from another accredited college or university)
- Successful completion of the following courses or their equivalents with no grade below C and a GPA of at least 3.3:
  - Biological Sciences 3 CR (e.g., BI 111 or BI 030)
  - Physical Sciences 3 CR (e.g., PY 100 or CH 030)

ADMISSIONS REQUIREMENTS: 3-YEAR TRACK
In addition to the requirements already listed for all students, applicants to the 3-year track must provide documentation of:
- Bachelor of Science or Arts degree with an overall GPA of at least 3.0.
- Successful completion of the following courses or their equivalents with no grade below C and a GPA of at least 3.3:
  - Biological Sciences 3 CR
  - Physical Sciences 3 CR
  - Statistics 3 CR
  - Social/Behavioral Sciences 6 CR

No more than 6 credits of SLP courses
required for the 2-year track may be taken prior to applying for the 3-year track.

No more than one SLP pre-requisite course may be repeated by any applicant (2- or 3-year tracks).

CLINICAL EDUCATION

Graduate students will enroll for at least four credits of clinical education each term. Students will be assigned to a clinical practicum setting or settings each term, and will spend between 4 to 40 hours per week at each setting, depending upon the number of credits associated with the placement and the placement of the practicum in the program. Each practicum assignment will be accompanied by a Clinical Seminar, in which students will learn clinical skills, discuss cases, and engage in clinical learning activities. During the first year of the clinical program, students will be placed in field settings in groups, accompanied by a supervisor from SHU. During the first two semesters, more advanced students (for example, those who completed practica experiences as an undergraduate) may be assigned a one-on-one experience with a clinician at a field site, at the discretion of the Director of Clinical Education. Field placements later in the program will involve assignment of each student to a clinician at the field site. The typical sequence of clinical practica, is given below, however, individual placements will be made on the basis of availability and student interest.

Clinical Practicum Sequence

Fall Semester I
- Speech, language and hearing screening
- Placements 2-3 half-days/week at educational settings

Spring Semester I
- Placement at rehabilitation centers and skilled nursing facilities 2-3 half days/week

Late Spring, Summer Semester A & B
- Specialty “boot camps;” 2-4 week intensive, inter-professional programs for clients with aphasia, TBI, dysfluency, etc.
- School and preschool language stimulation and literacy placements
- Eight-week adult medical externship

Fall/Spring Semester II
- Student teaching
- Field placement in medical setting or specialty pediatric/educational setting

Optional Summer II
Three-day/week placement in autism, English Language Learner/literacy, or medical SLP setting, complemented by advanced coursework in specialty area, leading to 12 credit focused study option.

DEGREE REQUIREMENTS

All students will need to have successfully completed the following undergraduate foundation coursework prior to matriculation in a graduate program in SLP:
- Biological Sciences - 3 CH
- Physical Sciences - 3 CH
- Statistics - 3 CH
- Social/Behavioral Sciences - 6 CH

Both 2- and 3-year tracks of the SHU SLP program are offered on a full-time basis only to allow for professional socialization, clinical placements, and the integration of clinical and academic work. The programs lead to national certification and state licensure as a Speech-Language Pathologist. All students must complete all academic and clinical coursework required for their track with no grade below B-, and successfully complete 400 hours of supervised clinical practicum, with no grade lower than B-.

Preclinical Coursework (to be completed at the undergraduate level for students on the
2-year track and in the first year of graduate study for students on the 3-year track)

SLP 200/400 Introduction to Communication Disorders

SLP 210/410 Phonetics

SLP 300/411 Anatomy and Physiology of Speech and Swallowing

SLP 310/412 Introduction to Audiology and Hearing Science

SLP 320/420 Speech Science

SLP 330/430 Development of Language

SLP 340/440 Neurological Bases of Communication and Swallowing

SLP 350/450 Introduction to Clinical Methods and Observation

It is also strongly recommended that all students applying for the SLP program complete two courses in Education, as required by the State of Connecticut for certification as a school SLP, such as

ED 152/552 Education in the US

ED 205/569 Education of Children with Special Needs

Required Graduate Coursework (to be taken in five semesters by students on 2-year track, and following successful completion of preclinical coursework by students in 3-year track)

The following is the typical sequence of graduate coursework for the two clinical years of the graduate program in SLP:

<table>
<thead>
<tr>
<th>Spring Semester I</th>
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<tbody>
<tr>
<td>SLP 530 Language and Literacy Disorders in School-Aged Children and Adolescents</td>
</tr>
<tr>
<td>SLP 585 Voice and Velopharyngeal Disorders</td>
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<tr>
<td>SLP 550 Dysphagia</td>
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<tr>
<td>SLP 503 Practicum Seminar II</td>
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<tr>
<td>SLP 504 Clinical Practicum II (Preschool Speech/Language Disorders)</td>
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Total Credits: 14

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<tr>
<th>Summer Semester I</th>
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<tr>
<td>SLP 570 Introduction to Research and Evidence-Based Practice (EBP)</td>
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<tr>
<td>SLP 520 Aural Rehabilitation</td>
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<tr>
<td>SLP 505 Practicum Seminar III</td>
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<tr>
<td>SLP 506 Clinical Practicum III (Medical Settings)</td>
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Total Credits: 11 (13)

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<tr>
<th>Fall Semester II</th>
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<tr>
<td>SLP 580 Dysfluency</td>
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<tr>
<td>SLP 560 Adult Neurogenic Disorders II</td>
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<tr>
<td>SLP 600 Autism, AAC, and Severe Disorders of Communication</td>
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<tr>
<td>SLP 507 Practicum Seminar IV</td>
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<td>SLP 508 Practicum IV: Specialty Placement or Student Teaching</td>
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Total Credits: 14

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<tr>
<th>Spring Semester II</th>
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<tbody>
<tr>
<td>SLP 601 Practicum Seminar V</td>
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<tr>
<td>SLP 602 Practicum V: Student Teaching or Medical Externship</td>
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<tr>
<td>SLP 610 Elective: Special Topics in Communication Disorders I</td>
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<tr>
<td>SLP 690 Capstone project</td>
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</table>

Total Credits: 14
Total Credits: 13 (16)

**Elective Summer Semester II***

SLP 699  Special Topics in Communication Disorders II

SLP 509  Specialty Practicum V

Total Credits: (9)

Total Program Credits: 66-80

* Elective second summer coursework may be taken to complete focused study option.

**Course Descriptions**

**PRECLINICAL COURSES TO BE COMPLETED BY STUDENTS IN 3-YEAR TRACK ONLY, DURING FIRST YEAR OF GRADUATE STUDY:**

**SLP 400 Introduction to Communication Disorders**
3 CH

This course provides a general introduction to normal and disordered speech, language, and hearing in children and adults. This course considers normal development of communication behavior, the nature of communication disorders, and reviews the various conditions associated with communication disorders. Ethical standards for the practice of Speech-Language Pathology, contemporary professional issues, and information regarding certification, specialty recognition, licensure and professional credentials in Speech-Language Pathology will be presented. Lecture format.

**SLP 411 Anatomy and Physiology of Speech and Swallowing**
3 CH

Students will become familiar with the anatomical and physiological bases of human communication and swallowing, including the support structures of the respiratory, articulatory phonatory, and swallowing systems, and the identification and function of muscles in these systems. Lab/lecture format.

**SLP 412 Introduction to Audiology and Hearing Science**
3 CH

This course presents an introduction to the psychophysics of sound, and practice of audiology. It covers the anatomy, physiology and common pathologies of the auditory system, impact of hearing loss, types and characteristics of hearing loss, conventional procedures used to assess hearing, interpretation of audiological test findings, and criteria for initiating audiological referrals. Issues of ethics, professional practice, licensing, and credentials for audiology practice will be reviewed. Lab/lecture format.

**SLP 420 Speech Science**
3 CH

Prerequisite: SLP 210/410 Phonetics; SLP 300/411 Anatomy and Physiology of Speech and Swallowing. This course presents an introduction to the physics and psychology of human speech production and perception. It covers basic acoustics, the glottal sound source, resonance and acoustics of the vocal tracts, acoustic features of vowels, consonants, and suprasegmentals of speech, as well as the physics and biomechanics of Variations among regional and cultural US dialects, as well as notation and practice of narrow phonetic transcription will be introduced. The implications of cultural and linguistic differences on speech production will be discussed. Lab/lecture format.
phonation, articulation, and resonance and the instruments, applications, and programs used to assess speech production. Principles and models of speech perception, with special emphasis on categorical perception, will also be discussed. Lab/lecture format.

**SLP 430 The Development of Language**
3 CH
Prerequisite: PS 252 Child Development Psychology OR HS 310 Lifespan Development OR EX 320 Pediatric Exercise Science
This course will introduce students to the social, biological, perceptual, and cognitive bases of language. A range of theories of language acquisition will be presented and the impact of nature and nurture on children’s development will be discussed. The typical sequence of language acquisition in the areas of phonology, semantics, syntax and pragmatics will be presented. The relations between oral language development and the acquisition of literacy will be emphasized. Dialectical variations in language development and second language learning will be highlighted. Lecture/discussion format.

**SLP 440 Neurological Bases of Communication and Swallowing.**
3 CH
Prerequisite: SLP 411 Anatomy and Physiology of Speech and Swallowing
This course describes the development and anatomy and physiology of the neurological system that underlies communication and swallowing and is a prerequisite for further study in medical speech, language and swallowing disorders. Lab/lecture format.

**SLP 450 Clinical Methods and Observation**
3 CH
Prerequisite or co-requisite: SLP 200 Introduction to Communication Disorders
This course will orient students to clinical practicum, including the scope of assessment and intervention across the life span. It will include an overview of goal writing, lesson planning, writing SOAP notes, report writing, progress monitoring, and ethical conduct. Legislative, regulatory, and reimbursement issues that affect the practice of Speech-Language Pathology in educational and medical settings will be presented. As part of this course, students will complete 25 hours of intensive observations in various educational and medical settings. Lecture/discussion format.

**COURSES TO BE COMPLETED BY ALL GRADUATE STUDENTS:**

**SLP 500 Speech Sound Disorders**
3 CH
Prerequisites: SLP 210/410 Phonetics, SLP 330/430 The Development of Language
The purpose of this course is to provide advanced study of disordered speech-sound production including functional articulation disorders, phonological processing, and developmental apraxia of speech. Methods of assessment of articulation and phonological production, as well as a range of approaches to improving speech sound accuracy and intelligibility will be presented. Relations of phonological development to literacy will be emphasized. The impact of a range of genetic, motor, and cognitive disorder on speech sound production will be addressed. The impact of cultural and linguistic differences on speech sound development and disorders will be highlighted. 3 credits; problem-based learning format.

**SLP 510 Language Disorders in Children Birth-Five**
3 CH
Prerequisite: SLP 330/430 The Development of Language
This course provides advanced theoretical and clinical information regarding the development, assessment and treatment of spoken phonological, morphological, semantic, syntactic and pragmatic disorders in infants, toddlers, and preschoolers. The impact of a range of medical conditions on communicative development will be
presented. Differences in approaches to infants/toddlers vs. preschoolers will be highlighted. The impact of cultural and linguistic differences will be discussed. Lecture/seminar format.

**SLP 520 Aural Rehabilitation**

3 CH  
Prerequisite: SLP 310/412 Introduction to Audiology and Hearing Science  
The purpose of this course is to provide information regarding students who are deaf or hard of hearing in the educational setting, and current methods used to identify and to treat hearing loss in the pediatric population. Topics to be covered include the identification and diagnosis of childhood hearing loss, pediatric aural rehabilitation technologies and strategies, and the impact of cochlear implants on communication and learning. Lecture format.

**SLP 530 Language and Literacy Disorders in School-aged Children and Adolescents**

3 CH  
Prerequisite: SLP 330/430 The Development of Language  
This course presents a detailed description of the development of reading, writing and spelling, and their relation to oral language development. Assessment and intervention of language and literacy problems in school-aged children and adolescents, including response-to-intervention methods, the use of oral language activities to promote literacy, and classroom collaboration as an intervention context will be discussed. The impact of a range of communication disorders on academic achievement, with special emphasis on students with cultural and linguistic difference will be highlighted. Connecticut State Dep’t. of Education Common Core Curriculum Standards in English/Language Arts will be reviewed. Problem-based learning format.

**SLP 540 Adult Neurogenic Disorders I**

3 CH  
Prerequisite SLP 340/440 Neurological Bases of Communication and Swallowing  
Theoretical issues, neurogenic bases, definitions, symptomatology, etiology, prognosis, recovery, differential diagnosis and treatment of adult neurogenic language disorders including aphasia and motor speech disorders will be addressed. The impact of cultural and linguistic differences will be highlighted. Lecture/seminar format.

**SLP 550 Dysphagia**

3 CH  
Prerequisites: SLP 300/411 Anatomy and Physiology of Speech, Swallowing, and Hearing; SLP 320/420 Speech Science; SLP 340/440 Neurological Bases of Communication and Swallowing  
The course will review normal anatomy and physiology of swallowing as well as pediatric neurodevelopment. Etiologies of dysphagia in pediatric and adult populations will be presented, including the role of respiratory and digestive systems and abnormalities in each that may cause dysphagia. Specific information on ways to evaluate and manage adults and infants with dysphagia will be stressed. Emphasis will be placed on current research as it relates to each of these areas. Oral motor assessment for speech and swallowing will also be presented. Lecture/seminar format.

**SLP 560 Adult Neurogenic Disorders II**

3 CH  
Prerequisites: SLP 300/411 Anatomy and Physiology of Speech, Swallowing, and Hearing; SLP 320/420 Speech Science; SLP 340/440 Neurological Bases of Communication and Swallowing  
This course continues the study of adult neurogenic language disorders, focusing on traumatic brain injury and cognitive communication disorders. Theoretical issues, neurogenic bases, definitions, symptomatology, etiology, prognosis,
recovery, differential diagnosis and treatment will be addressed. Ethical issues in the treatment of neurogenic disorders will be discussed. Problem-based learning format.

**SLP 570 Introduction to Research & Evidence Based Practice**

3 CH  
Prerequisite: SLP 350/450 Introduction to Clinical Methods and Observation  
This course introduces students to the research process, including group and single subject designs, writing research objectives, the critical analysis of research articles, research ethics, and the translation of research findings to practice. Standards of evidence-based practice, and the evaluation of intervention programs for evidence of their efficacy will be emphasized. Lecture/seminar format.

**SLP 580 Dysfluency**

3 CH  
Prerequisites: SLP 210/410 Phonetics; SLP 320/420 Speech Science  
This course aims to provide the knowledge and clinical skills necessary for Speech-Language Pathology practice in the area of fluency disorders. Course content will include the genetic, behavioral, affective, and cognitive components involved in the development of dysfluency; differential diagnosis among stuttering, cluttering, and neurogenic fluency disorders; assessment protocols for fluency disorders in children, youth, and adults; age-appropriate treatment approaches for individuals who stutter, and an understanding of the impact cultural and linguistic differences as well as the effects of dysfluency upon human communication. Lecture/seminar format.

**SLP 585 Voice and Velopharyngeal Disorders**

3 CH  
Prerequisites: SLP 300/411 Anatomy and Physiology of Speech, Swallowing, and Hearing; SLP 320/420 Speech Science  
This course presents the anatomy, physiology, and embryology of the head and neck involved in the onset, development and maintenance of disorders of the voice as well as structural malformations of the palate and velopharynx in children and adults. Assessment procedures for speech, resonance, and velopharyngeal dysfunction are illustrated with case studies, and no-tech, low-tech, and high-tech treatment procedures are covered in detail. Consideration will be given to laryngeal rehabilitation with emphasis on surgical voice restoration. Lecture/laboratory format.

**SLP 600 Autism, AAC and Severe Disabilities**

3 CH  
Prerequisites: SLP 510 Language Disorders in Children Birth to Five; SLP 530 Language and Literacy Disorders in School-Aged Children  
This course addresses the assessment and treatment of severe disorders affecting communication, including autism, cerebral palsy, and genetic syndromes, with and without intellectual disability. The use of range assistive technologies, including voice output communication aids and handheld computer applications will be emphasized. The impact of cultural and linguistic diversity on these disorders will be highlighted. Relations to literacy will be emphasized. Lecture/seminar format.

**SLP 610/699 Special Topics in Communication Disorders**

3-6 CH  
Prerequisites: SLP 650 Introduction to Research & Evidence Based Practice  
This elective course will cover various topics in communication sciences and disorders that will allow students to develop a specialty practice area. Areas of specialty practice may include autism spectrum disorders, medical speech/language pathology, or assistive technology. Seminar format.
SLP 501 Practicum Seminar I
Prerequisite: SLP 350/450 Introduction to Clinical Methods and Observation; SLP 310/412 Introduction to Audiology and Hearing Science; Co-requisite SLP 502 Clinical Practicum I
This practicum seminar will accompany students first semester of clinical practicum experience. The seminar will focus on methods and instruments for screening and assessment, including standardized norm-referenced testing, criterion referenced tests, dynamic assessment and language sampling using a computerized program. Behavior management and counseling techniques will be introduced. 1 credit; seminar format.

SLP 502 Clinical Practicum I: Speech and Hearing Screening/Diagnostics
4 CH
Prerequisite: SLP 350/450 Introduction to Clinical Methods and Observation; SLP 310/412 Introduction to Audiology and Hearing Science; Co-requisite SLP 501 Practicum Seminar I
This course will provide supervised clinical experience in hearing and speech-language screening, as well as basic diagnostic procedures. This course has a field work format. Students will obtain approximately 40 clock hours of supervised child and adult assessment experience. Field work format.

SLP 503 Practicum Seminar II
1 CH
Prerequisite: SLP 350/450 Introduction to Clinical Methods and Observation; SLP 500 Language Disorders in Children Birth-Five; SLP 500 Speech Sound Disorders; Co-requisite SLP 504 Clinical Practicum II
This practicum seminar will emphasize the assessment and treatment issues of early speech and language development. Evidence-based intervention methods for this developmental level will be discussed. Advanced behavior management techniques will be presented. Seminar format.

SLP 504 Clinical Practicum II: (Preschool Speech/Language Disorders)
4 CH
Prerequisite: SLP 350/450 Introduction to Clinical Methods and Observation; SLP 500 Language Disorders in Children Birth-Five; SLP 500 Speech Sound Disorders; Co-requisite SLP 503 Practicum Seminar II
This course will provide supervised clinical experience in the assessment and treatment of speech and language disorders in young children. This course has a field work format. Students will obtain approximately 40 clock hours of supervised child assessment and intervention experience. Field work format.

SLP 505 Practicum Seminar III
1 CH
This practicum seminar is designed to introduce students to principles and practices in medical speech-language pathology. Topics include specialized roles of the speech/language pathologist in the medical setting, medical record keeping systems, regulations, and terminology. Students will learn to read a medical chart and identify pertinent information for the diagnosis and management, complete written documentation of a patient’s diagnosis, progress and discharge plan, and discuss modifications of diagnostic/management procedures for specialized populations i.e. infants/children, tracheotomized patients. Seminar format.

SLP 506 Clinical Practicum III
4 CH
Prerequisites: SLP 540 Adult Neurogenic Disorders I, SLP 550 Dysphagia; Co-Requisite:
This course will provide supervised clinical experience in the assessment and treatment of speech, language, and swallowing disorders in medical settings. Students will obtain approximately 48 clock hours of supervised experience in assessment and intervention with adults and children. This course has a field work format. Field work format.
SLP 507 Practicum Seminar IV
1 CH
Prerequisite: Practicum Seminar III; Clinical Practicum III; Corequisite: Clinical Practicum IV
This seminar will address clinical and professional issues in Speech-Language Pathology relating to adult clients, including ethical considerations, reimbursement issues, family-centered practice, and cultural and linguistic differences. Seminar format.

SLP 508 Clinical Practicum IV
4 CH
Prerequisite: Practicum Seminar III; Clinical Practicum III; Corequisite: Practicum Seminar IV
Students will participate in supervised clinical practice in the assessment and remediation of speech and language disorders with adolescents and adults, using flexible formats including group-based interventions, support groups, and virtual practice. The course will provide approximately 48 clock hours of supervised clinical practice. Field work format.

SLP 509 Specialty Practicum VI
3 CH
Prerequisites: Special Topics in Communication Disorders; Co-Requisite: Topics in Communication Disorders II
Candidates complete a supervised clinical experience working in an educational, medical or clinical setting, focusing on the specialty area. Fieldwork format.

SLP 601 Practicum Seminar V
1 CH
Prerequisite: SLP 530 Language and Literacy Disorders in School-Aged Children; Co-Requisite: SLP 602 Clinical Externship
This practicum seminar is designed to accompany students’ externship in a school setting. Topics covered include IDEA and NCLB regulations, particularly as they apply to speech-language pathology; the construction of individualized educational plans; and regulations regarding mandated services to special needs students and their families. Principles of interdisciplinary collaboration, progress monitoring, curriculum-based assessment and intervention, scientific research-based intervention (SRBI) and connections between SLP services and the mainstream curriculum will be discussed. Seminar format.

SLP 602 Clinical Externship
9 CH
Prerequisite: SLP 530 Language and Literacy Disorders in School-Aged Children; Co-Requisite: Practicum Seminar V
This course provides placement with a cooperating SLP in a full-time school setting and fulfills CT requirements for student teaching in Speech-Language Pathology for Teacher Certification. This course has an externship format and will provide approximately 240 supervised clock hours of assessment and intervention for child speech and language disorders. Externship format.

SLP 690 Capstone Project
3 CH
Students will participate in a seminar aimed at guiding them through a project in which they select a clinical case from their experience, identify a relevant intervention for this case, and research the evidence base for the intervention. They will then prepare a detailed, written report of the evidence for the intervention in which they discuss their evaluation of the level of evidence -- both external and internal -- available for the practice, describe additional research needed to increase the level of evidence, and discuss what their review would lead them to do about their original client and others with similar strengths and needs. Students will give “Grand Rounds” oral presentations of their findings and submit a written account of their research in the format of a scholarly paper. Seminar format.