

Speech-Language Pathology Program

Curriculum

| Course Number | Course Name | Course Description |
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| HHS 510 | Aphasia and Related Disorders | <p>This course will provide the students current theory and practice in the identification, assessment, and intervention of aphasia in adults. Topics include the anatomy, neuropathology and the cognitive and communication characteristics associated with the different types of aphasias and Right Hemisphere Syndrome. Evidence -based practices in assessment and intervention, multicultural issues during service delivery, patient and family education, and client advocacy will be covered. Students will learn how to translate research into clinical practice.</p> |
| HHS 511 | Cognitive Communication Disorders | <p>This course will provide information about the assessment and intervention of cognitive communication disorders, including traumatic brain injury, primary progressive aphasia and dementia. Evaluating and treating cognition, including attention, memory and executive function skills will be discussed. Evidence based practice for assessment and intervention with a focus on The World Health Organization's International Classification of Functioning, Disability, and Health model will be discussed. There will be opportunities for interprofessional practice and discussion about multicultural service delivery, partner/family education and challenges that clinicians face in today's healthcare system.</p> |
| HHS 512 | Neuroscience in Communication Sciences and Disorders | <p>This course will cover the neuroanatomy and neurophysiology of the speech, language, hearing, and swallowing mechanism. This intensive neuroscience course will include neuroanatomical dissections, lectures, and clinical problem solving. Additionally, students will be required to conduct a cranial nerve exam examining the cranial nerves responsible for speech and swallowing with a client diagnosed with a communication or swallowing disorder. Team-based and problem-based learning will be used in the classroom to help students apply their theoretical knowledge into clinical practice.</p> |
| HHS 513 | Adult Dysphagia | <p>The course will examine the anatomy and physiology of normal and disordered swallowing in the adult population. Topics include the assessment and intervention of swallowing disorders, etiologies of swallowing disorders. working with tracheostomy /ventilator dependent populations, ethical considerations, documentation, insurance coverage as well as the importance of client advocacy and education with family and other professionals. Students will integrate and refine their skills through case scenarios, role-playing situations, interprofessional education and interprofessional practice.</p> |

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| HHS 514 | Neuromotor Speech Disorders | This course will cover the etiology , assessment and intervention of motor speech disorders secondary to developmental or acquired central and /or peripheral damage to the nervous system of adults and children. Topics also include the identification and differentiation of various motor speech disorders secondary to neurological injury . In addition , best practice in assessment and intervention with an |
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| | | emphasis on evidence-based practice, ethical case studies, functional treatment outcomes, importance of interprofessional education, and client advocacy is discussed. Students will observe in the ALS team clinic at Stony Brook University Hospital. |
| HHS 520 | Preschool Child Language Disorders | This course will examine the theories of language development, evidence-based practice assessment and intervention of language delays/disorders in preschool children, multicultural service delivery, treatment advocacy and outreach, designing intervention plans , establishing and maintaining collaborative relationships , and the role of family in the intervention process. Students will apply their theoretical knowledge to clinical practice by eliciting a language sample from a preschool child. |
| HHS 521 | Speech Sound Disorders | This course will cover articulation and phonological development, theories of development, and disorders in children. In addition, best practice in assessment and intervention with an emphasis on evidence-based practice , language difference versus disorder, multicultural issues in service delivery, and phonological awareness is discussed . Students will have an opportunity to apply theory into clinical practice by completing a speech sample assignment with a child diagnosed with a speech sound disorder. |
| HHS 522 | Early Intervention in Speech-Language Pathology | This course includes information about the normal development of feeding/oral- motor skills and its relation to overall motor development. In addition , feeding, craniofacial syndromes and disorders are discussed. Students will observe a session at the Cleft Palate - Craniofacial Center. Additionally, information about clinical practice in early intervention, caregiver training , multicultural issues in service delivery, and counseling of families will be discussed. There will be discussion about evidence-based practice approaches to the assessment and intervention of children who are medically fragile and how to best facilitate communication and feeding with these children. |
| HHS 523 | Language and Literacy Disorders in School- Age Children and Adolescents | This course will provide an overview about school-age and adolescent language and literacy disorders. Models of language and reading development will be covered.Evidence-based practice assessment and intervention of oral and written language disorders in school langed children and adolescents, multicultural service delivery, treatment advocacy and outreach, designing intervention plans accounting for Common Core State Standards and Response to Intervention (RT I), and providing therapy services to children in schools will be discussed. Students will apply their theoretical knowledge to clinical practice by eliciting narrative samples from a school-age child. |
| HHS 524 | Autism and Social Communication Disorders | This course will review the current research about the speech- language, cognitive, and social communication aspects of Autism Spectrum Disorders. Additionally, possible theories of ASD, the diagnostic criteria used to identify these children, best practices in assessment and |

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| | | intervention will be discussed . The course will also focus on the role of families in the assessment and intervention process, using effective intervention strategies, and collaborative and interdisciplinary models of service delivery for children diagnosed with Autism and social communication disorders. |
| HHS 526 | Foundations of Teaching English Language Arts to Bilingual Language Learners | This course provides the students with a thorough understanding of methods of teaching English language arts to bilingual English language learners , including literacy for meeting the State learning standards for students. This is a required course for students who wish to obtain a Bilingual Extension in any registered and approved Base Certification Program. There will be a requirement of 25 hours of field experience dedicated to observations and paraprofessional authentic activities . |
| HHS 530 | Voice and Resonance Disorders & Instrumentation | This course will provide a thorough understanding of physical, physiological and pedagogical principles in understanding professional and nonprofessional impaired voice production in children and adults . Vocal anatomy, voice classification, and use of instrumentation for assessment and intervention will be discussed. This course will provide information about evidence-based practices in assessment and intervention, multicultural issues, and client advocacy. Students will integrate their theoretical skills with clinical practice by engaging in real life scenarios and case studies. |
| HHS 531 | Fluency Disorders | This course will provide students with theoretical knowledge about the nature and possible etiologies of fluency disorders, and evidence-based practice assessment and intervention in the preschool, school-age, adolescent and adult populations. There will be an emphasis on working with family and friends of persons who stutter. At the culmination of the course, students will complete a diagnostic evaluation and an intervention plan of a person with a fluency disorder. |
| HHS 532 | Aural Rehabilitation | This course provides information and strategies for aural habilitation/rehabilitation with children and adults. Topics include hearing aids, cochlear implants, assistive technology , speech reading, auditory training, listening skills impacted by hearing loss, deafness, auditory processing disorders and communication strategies and counseling techniques. Students will develop an intervention plan based on communication skills and needs of the individual and learn about collaborating as part of multidisciplinary teams. |
| HHS 533 | Augmentative and Assistive Communication | This course examines the design, selection, and use of augmentative and alternative methods of communication. Additionally, it addresses the populations for which they are appropriate , and issues related to the prevention, assessment and intervention of persons using augmentative and alternative methods and devices, client advocacy, and service delivery models. Students will also learn about incorporating evidence-based practices and multicultural |

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| | | service delivery in assessment and intervention. |
| HHS 536 | Seminar in Medical Speech-Language Pathology | This course will prepare students to provide evidence-based practice assessment and intervention with patients in a medical setting. Students will apply ethical and professional practice skills during problem-based and team-based case studies. Topics include: identifying the role of the SLP as a member of the rehabilitation team in healthcare, identifying pertinent background information and applying the information in making decisions about the patient's communication and swallowing function, creating functional treatment plans, and interprofessional education and practice. Students will also participate in neurology grand rounds. |
| HHS 537 | Seminar in Professional, Ethical & Multicultural Issues in Communication Sciences and Disorders I | This course covers an overview of the policies of the Graduate Program in Speech-Language Pathology and current issues and procedures related to the clinical practice of speech-language pathology. Topics include knowledge and skills related to professional ethics, SLPs in different work settings documentation, confidentiality, mandatory reporting of abuse, regulations and requirements for professional practice, cultural considerations for studying, assessing and treating communication and swallowing disorders in culturally and linguistically diverse (CLD) populations, and information about ASHA and its role in the profession . This course is the prerequisite for Seminar in Professional, Ethical & Multicultural Issues in Communication Sciences and Disorders II. |
| HHS 539 | Seminar in Counseling | This course will provide an overview about counseling in speech-language pathology, specifically in interdisciplinary and collaborative healthcare and educational settings. This course will cover the role of the speech-language pathologist in the counseling process, contemporary counseling issues , models of counseling, multicultural issues and advocacy during prevention and wellness , screening , assessment and treatment in different service areas. Case studies and team-based learning will be incorporated. |
| HHS 540 | Foundations of Clinical Practice (Co-requisite with SLP 581) | This course provides the students with a thorough understanding of the assessment and therapy principles , methods and procedures in speech-language pathology. Topics include Health Insurance Portability and Accountability Act (HIPAA), universal precautions, CALIPSO, writing behavioral objectives, session plans, progress notes , individual and group therapy, data accountability and recording, and teaching strategies. Students will attain 25 hours of supervised clinical |

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| | | observation if they did not attain at the undergraduate level. This course is taken concurrently with Clinical I. |
| HHS 542 | Clinical Concepts in Audiology (Co-requisite 586) | This course will provide the student with the knowledge and skills necessary to perform the responsibilities as outlined in the scope of practice of the speech-language pathologist. Pure tone screenings, otoscopic inspection, tympanometry screening, listening checks for hearing aids, multicultural screening considerations, and counseling patient/ family will be discussed. |
| HHS 544 | Diagnostics in Speech-Language Pathology (Co-requisite 587) | This course will cover the principles and methods of evidence-based practice assessment of a variety of communication and swallowing disorders across the lifespan. Topics include: analyzing and interpreting testing data, designing functional intervention plans based on the results , reporting assessment results to clients, family , and other professionals working in educational and health related fields, teaching students to be critical consumers of assessment materials, client advocacy and outreach, and professional ethics and practice. Students will engage in team-based and problem-based learning experiences. Additionally, students will acquire experience writing the different sections of a diagnostic report. This course is taken concurrently with Diagnostics Clinical. |
| HHS 546 | Speech and Language Pathology in the Schools | This course will cover the role of the speech-language pathologist in the school setting, models of service delivery historical and legal foundations of education, scheduling , individualized education planning, multicultural service delivery, importance of collaboration and consultation, Common Core Standards, managing the educational environment to maximize communication opportunities, communication with family and professional s, describe model s and theories of typical and atypical growth and behavior across age groups, and philosophies that provide the foundation for research-based special education practice. |
| HHS 551 | Research Methods & Resources in Communication Sciences and Disorders | This course will teach students to be critical consumers of different types of research in the field of communication sciences and disorders. Topics include research designs, accessing and assessing articles in journals; using Refworks; creating an annotated bibliography, ethics in research, Institutional Review Board; Evidence-Based Practice in communication disorders; HIPAA ; and constructing a presentation/ professional poster. Students will be required to write a research proposal including a research question, theoretical position, supportive literature review, and methodology . |
| HHS 572 | Speech and Language Pathology in the Schools Clinica I (Prerequisite HHS 546, CEF 547, CEE 505, and LIN 544) | This is a required clinical/seminar for students pursuing their TSSLD certification. Students will complete 150 clock hours of supervised clinical practice in a school setting. There will be a seminar which will meet once weekly and allow students to discuss evidence-based practice assessment and intervention in the school setting, models of service delivery, multicultural diversity, advocacy and outreach, classroom management, NYS Standards, educating family, collaboration with professionals, and reflect about their clinical experiences. |

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| HHS 574 | Speech and Language Pathology in the Schools Bilingual Clinical (Prerequisite HHS 526, HHS 546, CEF 547, CEE 505, LIN 544, LIN 541/SPN 506, LIN 542 /SPN 505, and CEF 536) | This is a required clinical/seminar for students pursuing their Bilingual Extension certification. Students are required to complete 150 clock hours (50 hours with bilingual popular ion) of supervised clinical practice in a bilingual school setting. There will be a seminar which will meet once weekly and allow students to discuss evidence-based practice assessment and intervention in the school setting, models of service delivery, multicultural diversity, advocacy and outreach, classroom management, NYS Standards, educating family, collaboration with professionals, and reflect about their clinical experiences. |
| HHS 581 | Clinical I (Co-requisite HHS 540) | Students will integrate information learned in concurrent speech-language pathology courses through real-life clinical experiences, classroom discussions and clinical simulations with other allied health professionals. Clinical clock hours will be obtained for real-life experiences and clinical simulations. Students will complete an evidence-based practice presentation to faculty and peers at the culmination of this course. It is taken concurrently with Foundations of Clinical Practice in a student's first semester in the graduate program. |
| HHS 582 | Clinical II (Prerequisite HHS 581) | Students will integrate information learned in previous and concurrent speech-language pathology courses through real-life clinical experiences and classroom discussions. Students will provide prevention, and evidence-based practice assessment and intervention services with adults. Clinical clock hours will be obtained for real-life experiences at clinical sites affiliated with Stony Brook University. Students will complete an evidence-based practice presentation to faculty and peers at the culmination of this course. Foundations of Clinical Practice and Clinical I are prerequisites for this course. Students must earn a grade of a B or higher in the previous courses to enroll in this course. |
| HHS 583 | Clinical III (Prerequisite HHS 581 and HHS 582) | Students will integrate information learned in previous and concurrent speech-language pathology courses through real-life clinical experiences and classroom discussions. Students will provide prevention, and evidence-based practice assessment and intervention services with children or adults. Clinical clock hours will be obtained for real-life experiences at an outside placement. Students will complete an evidence-based practice presentation to faculty and peers at the culmination of this course. Foundations of Clinical Practice, Clinical I and Clinical II are pre-requisites for this course. Students must obtain a grade of a B or higher in the previous courses and have a cumulative GPA of 3.0 or higher in the graduate program to enroll in this course. |
| HHS 584 | Clinical IV (Prerequisite HHS 581, HHS 582, HHS 583) | Students will integrate information learned in previous and concurrent speech-language pathology courses through real-life clinical experiences and classroom discussions. Students |

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| | | will provide prevention, and evidence-based practice assessment and intervention services with children or adults. Clinical clock hours will be obtained for real-life experiences at an outside placement. Students will complete an evidence- based practice presentation to faculty and peers at the culmination of this course. Foundations of Clinical Practice, Clinical I, Clinical II, and Clinical III and prerequisites for this course. Students must earn a grade of a B or higher in the previous courses and have a cumulative GPA of 3.0 or higher in the graduate program to enroll in this course. |
| HHS 585 | Clinical V * not required for TSSLD or TSSLD + bilingual extension; substitute clinical in the school; (Pre -requisite HHS 581, HHS 582, HHS 583, HHS 584) | Students will integrate information learned in previous and concurrent speech-language pathology courses through real- life clinical experiences and classroom discussions. Students will provide prevention, and evidence-based practice assessment and intervention services with children or adults. Clinical clock hours will be obtained for real-life experiences at an outside placement. Students will complete an evidence- based practice presentation to faculty and peers at the culmination of this course . Foundations of Clinical Practice ,Clinical I, Clinical II, Clinical III, and Clinical IV are pre- requisites for this course. This course is a required clinical for students not completing the TSSLD or TSSLD with Bilingual Extension. Students must earn a grade of B or higher in the previous courses and have a cumulative GPA of 3.0 or higher in the graduate program to enroll in this course. |
| HHS 586 | Audiology Clinical (Co-requisite SLP 542) | This course is taken concurrently with Clinical Concepts in Audiology. It will provide the student with the practical skills necessary to perform the responsibilities as outlined in the scope of practice of the speech-language pathologist.Students will gain hands-on experience performing pure tone screenings , otoscopic inspection, tympanometry screenings, listening checks for hearing aids, and making referrals to audiologists. |
| HHS 587 | Diagnostic Clinical (Co-requisite SLP 544) | Students will provide evidence-based practice assessment with children and adults diagnosed with communication and swallowing disorders. Students will be selecting and administering evaluation procedures, adapting evaluation procedures, interpreting and synthesizing information to determine diagnoses, considering multicultural service delivery and treatment advocacy and outreach, designing intervention plans, establishing and maintaining collaborative relationships, making appropriate referrals and recommendations, providing counseling and education to patients/family and other professionals, writing diagnostic reports, and adhering to the ASHA Code of Ethics. This course is taken concurrently with Diagnostics in Speech -Language Pathology (Lecture). |
| HHS 594 | Capstone Project in Speech-Language Pathology and Praxis Examination Preparation (Prerequisite Completion of Research & Resources in Communication Sciences and Disorders, Clinical I, II, III, IV or Speech-Language Pathology in the Schools Clinical.) | This hybrid course will cover the nine ASHA areas of specialty, including speech sound disorders, child language/literacy disorders, adult language/neurological disorders, voice disorders, fluency disorders, augmentative and alternative communication, dysphagia, research methods, and cultural aspects of communication disorders. Additionally, basic human communication, audiology/hearing, counseling, professional issues, and research will be discussed. Additionally, students are required to complete a clinical research project in the second year of their graduate program. This course will provide the students the necessary tools to prepare and present a professional poster illustrating their research study. Students will write a research paper summarizing their capstone project for submission to a journal or for a professional presentation. |

