

# SLO Presentation

---

SLP

Date: 09-15-2022

## ISLO

### Civic Engagement

- Students will develop values and beliefs in their role as a member of local, national and global societies to promote truth, fairness and goodwill to others. They will use the democratic process to further their values and beliefs and recognize and accept differing perspectives based on cultural diversity. They will engage in actions which provide service to others and have a positive impact on their local community.

### Communication and Expression

- Students will demonstrate the ability to effectively and appropriately communicate their thoughts and ideas both in written and oral forms. They will develop verbal and non-verbal delivery skills, in an appropriate manner, to communicate their ideas as well as evaluate the ideas of others in a wide variety of contexts.

### Critical Thinking and Quantitative Reasoning

- Students will demonstrate the ability to recognize assumptions within an argument and actively and skillfully analyze underlying reasoning to develop a conclusion. They will apply qualitative and/or quantitative analysis to solve problems, predict outcomes, test hypotheses, and explore alternatives in an ethical manner.

### Information Literacy

- Students will demonstrate the ability to determine when gathering additional information is necessary. They will use appropriate resources and technologies to locate, evaluate and incorporate the information when developing supporting arguments and drawing conclusions. Students will also develop the ability to understand any legal, ethical or social issues regarding the use of information.

### Personal Knowledge and Responsibility

- Students will develop the necessary skills to define, maintain and complete their personal educational goals. They will learn to work independently to accomplish personal goals toward realizing their full potential academically, physically and emotionally whether for personal enrichment, further education or career advancement.

Health Occupations
SLP
<b>Speech-Language Pathology--AA</b> <ul style="list-style-type: none"><li>• Students adapt therapy materials and language based on the client's background and current level of functioning.</li><li>• Students describe normal and disordered communication, etiologies, and their implications for physical and psychological development.</li><li>• Students develop accurate and legible client/patient records in accordance with SLP guidelines.</li><li>• Students distinguish between those skills that are within and that are beyond the Scope of Practice for a SLPA as identified by the California State Licensing Board and the American Speech-Language-Hearing Association.</li><li>• Students employ professional terminology correctly.</li><li>• Students explain the privacy and confidentiality laws in regards to speech-language assessment and intervention.</li><li>• Students gather data regularly during intervention to monitor the effectiveness of an intervention.</li><li>• Students implement the training protocol and treatment plans as directed by the supervising SLP.</li><li>• Students self-evaluate own performance realistically.</li><li>• Students utilize evidence-based resources to learn more about a particular topic or disorder.</li></ul>
<b>CSLO</b>
<b>SLP100 - Intr Speech/Language Patho</b> <ul style="list-style-type: none"><li>• Students explain the roles and responsibilities of a Speech-Language Pathology Assistant.</li><li>• Students label and describe characteristics of common speech and language disorders.</li><li>• Students describe general assessment and treatment procedures for individuals with communication disorders.</li><li>• Students identify settings and professionals who work with SLPs and individuals with communication disorders.</li></ul>
<b>SLP101 - Introduction to Communication Disorders</b> <ul style="list-style-type: none"><li>• Students explain the roles and responsibilities of a Speech-Language Pathology Assistant.</li></ul>

- Students identify the physical structures responsible for the processes of hearing, speech, language, and swallowing.
- Students label and describe characteristics of common speech and language disorders.
- Students list functional and organic causes for speech, language, and swallowing disorders.

### SLP105 - Speech and Language Development in Children

- Students describe multiple theories of childhood language acquisition for native and non-native speakers of English.
- Students identify features of normal speech and language development.
- Students provide examples of 14 morphological structure markers.
- Students perform, transcribe and analyze a speech and language sample.

### SLP108 - Introduction to Phonetics

- Transcribe oral language samples using broad transcription of American-English speakers
- Apply common diacritics to affected phonemes in an oral language sample
- Explain the use of phonetic transcription in the field of speech-language pathology
- Describe typical patterns of phonetic errors in accented and disordered speech

### SLP125 - Childhood Disorders and Treatment

- Students compare and contrast the phonological processes approach and the traditional articulation approach.
- Students will create a therapy plan with relevant materials for a child with a language disorder.
- Students will simulate therapeutic techniques to remediate a speech sound disorder.
- Students will identify the key components of a client's therapy plan in preparation for intervention.
- Students will differentiate between positive reinforcement, negative reinforcement, and punishment.

### SLP230 - Introduction to Augmentative and Alternative Communication

- Define augmentative and alternative communication technology
- Identify four ways a user could activate equipment or access an augmentative communication system
- Create a primary and secondary communication board for an adult and a child using appropriate software
- Identify settings and professionals who work with SLPs and individuals with communication disorders

### SLP235 - Adult Disorders and Treatment

- Students create a therapy plan with relevant materials for adult individuals with communication disorders.
- Students simulate therapy techniques for acquired communication disorders.
- Students describe clinical behaviors associated with a variety of acquired communication disorders.
- Students list factors that can impact vocal production.

### SLP241\* - Clinical Experience I

- A. Demonstrate ethical and professional behavior in accordance with national, state, and department standards
- B. Implement treatment objectives as directed by the supervising speech-language pathologist given minimal or some assistance
- C. Provide clear, concise instructions that are appropriate for the child's language learning profile during therapeutic sessions
- D. Describe his/her clinical and professional strengths and weaknesses
- E. Create therapeutic activities appropriate for the client's communication disorder(s)

### SLP246 - Clinical Experience II

- implement treatment objectives as directed by the supervisory speech-language pathologist
- Use treatment strategies appropriate for a specific communication disorder
- Summarize therapy progress based on client data
- Describe area of growth in their clinical skills and a plan to address weaknesses