

# SLO Presentation

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SLP

Date: 09/11/2019

<b>HEALTH OCCUPATIONS</b>
<b>SLP</b>
<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><li>• Students identify the physical structures responsible for the processes of hearing, speech, language, and swallowing.</li><li>• Students label and describe characteristics of common speech and language disorders.</li><li>• Students list functional and organic causes for speech, language, and swallowing disorders.</li></ul>
<b>SLP105 - Speech and Language Development in Children</b> <ul style="list-style-type: none"><li>• Students describe multiple theories of childhood language acquisition for native and non-native speakers of English.</li><li>• Students identify features of normal speech and language development.</li><li>• Students provide examples of 14 morphological structure markers.</li><li>• Students perform, transcribe and analyze a speech and language sample.</li></ul>
<b>SLP108 - Introduction to Phonetics</b> <ul style="list-style-type: none"><li>• Transcribe oral language samples using broad transcription of American-English speakers</li><li>• Apply common diacritics to affected phonemes in an oral language sample</li><li>• Explain the use of phonetic transcription in the field of speech-language pathology</li><li>• Describe typical patterns of phonetic errors in accented and disordered speech</li></ul>
<b>SLP125 - Childhood Disorders and Treatment</b> <ul style="list-style-type: none"><li>• Students compare and contrast the phonological processes approach and the traditional articulation approach.</li><li>• Students will create a therapy plan with relevant materials for a child with a language disorder.</li><li>• Students will simulate therapeutic techniques to remediate a speech sound disorder.</li></ul>

- 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 - Adaptive Commun Technology**

- 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)