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M.S. in Speech-Language Pathology

YU Program/Major Assessment: Mission, Student Learning Objectives & Curriculum Map

1. **Department/Program Mission Statement**

The mission of the Graduate Program in Speech-Language Pathology is to prepare speech-language pathology clinicians to serve as qualified, knowledgeable, and ethical practitioners ready for employment in diverse health-care settings, including medical speech-language pathology.

1. **Department/Program Student Learning Outcomes**

**Learning Outcome 1 - Typical / Atypical Processes**

Students will be able to demonstrate knowledge of typical and atypical speech, language, hearing, cognition and swallowing processes and the pathophysiological, psychological, developmental, linguistic and cultural processes affecting these functions.

**Learning Outcome 2 - Assessment / Evaluation**

Students will be able to demonstrate the clinical skills necessary to screen, assess, and diagnose individuals with communication and/or swallowing disorders across the lifespan and adapt the procedures to meet individual patient needs.

**Learning Outcome 3 – Diagnosis / Interpretation**

Students will be able to demonstrate the ability to interpret and integrate evaluation results, identify etiologic and contributive factors, and make clinical recommendations necessary for appropriate case management to meet individual client needs.

### Learning Outcome 4 - Clinical Management

Students will be able to select, develop and apply evidence-based intervention plans to prevent and/or mitigate loss of communication and/or swallowing function across the lifespan.

**Learning Outcome 5 – Treatment Planning**

Students will be able to develop, implement and modify treatment plans that include long-term goals and short-term objectives personalized for each patient.

**Learning Outcome 6 - Application of Research**

Students will be able to critique research, integrate theory, and apply evidence-based practice to the field of speech-language pathology.

### Learning Outcome 7- Interaction with Others

Students will be able to demonstrate knowledge for contemporary professional issues including cultural competence and inter-professional practice in clinical settings in order to provide quality comprehensive care to individuals with diverse needs.

### Learning Outcome 8- Professionalism

Students will be able to apply professional and ethical codes of conduct within the field of speech language pathology that aligns with the standards of the profession, including integrity, accountability, ethical conduct, communication, cultural competency, and patient care.

1. **Curriculum Mapping**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Student Learning Outcomes** |  | **M.S. in SLP Required Courses** | | | | | | | | | | | | | | | | | | | | | | | |
|  | CSD5100: Prof Issues 1 | CSD5110: prof issues 2 | CSD5120: prof Issues 3 | CSD5200: Externship 1 | CSD5210: Externship 2 | CSD5220: Externship 3 | CSD5230: Externship 4 | CSD5010: Speech Sound Disorders | CSD5300: Diagnostics | CSD5400: Comm/Counseling Pts | CSD5600: Role of SLP in schools | CSD6110: Neuromotor Speech | CSD6120: Syndromes | CSD6130: Stuttering | CSD6200: Voice Dis | CSD6210: Alaryngeal/Endoscopy | CSD6300: Peds Dysphagia | CSD6310: Geriatric Dysphagia | CSD6400: Child Lang Development | CSD6410: Child lang Dis | CSD6420: Aphasia | CSD6430: Cognitive Disorders | CSD6510: SLP hearing imp | CSD6600: Research Methods | CSD7000: Capstone | |
| Goal 1: Students will be able to demonstrate knowledge of typical and atypical speech, language, hearing, cognition and swallowing processes and the pathophysiological, psychological, developmental, linguistic and cultural processes affecting these functions. |  |  |  |  |  |  |  | X |  |  | X | X | X | X | X | X | X | X | X | X | X | X | X |  |  | |
| Goal 2: Students will be able to demonstrate the clinical skills necessary to screen, assess, and diagnose individuals with communication and/or swallowing disorders across the lifespan and adapt the procedures to meet individual patient needs. |  |  |  | X | X | X | X | X | X |  | X | X | X | X | X | X | X | X | X | X | X | X | X |  |  | |
| Goal 3: Students will demonstrate the ability to interpret and integrate evaluation results, identify etiologic and contributive factors and make clinical recommendations necessary for appropriate case management. |  |  |  | X | X | X | X | X | X |  | X | X | X | X | X | X | X | X | X | X | X | X | X |  |  | |
| Goal 4: Students will be able to select, develop and apply evidence-based intervention plans to prevent and/or mitigate loss of communication and/or swallowing function across the lifespan. |  |  |  | X | X | X | X | X | X |  | X | X | X | X | X | X | X | X | X | X | X | X | X |  |  | |
| Goal 5: Student will be able to develop, implement and modify treatment plans that include long-term goals and short-term objectives personalized for each patient. |  |  |  | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |  |  | |
| Goal 6: Students will be able to critique research, integrate theory, and apply evidence-based practice to the field of speech-language pathology. | X |  |  | X | X | X | X | X | X |  |  | X | X | X | X | X | X | X | X | X | X | X | X | X | X | |
| Goal 7: Students will be able to demonstrate knowledge for contemporary professional issues including inter-professionalism in healthcare setting in order to provide quality comprehensive care to individuals with diverse needs. | X | X | X |  |  |  |  |  | X | X |  |  |  |  | X | X | X | X |  |  | X | X | X | X | X | |
| Goal 8: Students will be able to apply the professional and ethical code of conduct within the field of speech language pathology that aligns with the standards of the profession, including integrity, accountability, ethical conduct, communication, cultural competency, and patient care. | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | |