

School Nurse Certificate

The La Salle School Nurse Certificate Program prepares nurses to serve children from infancy to 21 years of age in school settings. The specific programmatic focus is the needs of school-aged children and adolescents. School nurses provide preventive health teaching and manage primary health-care needs. They deliver services that improve the health status of children based on the principle that healthier children achieve greater academic success. La Salle's School Nurse Certificate Program enables registered nurses who have earned baccalaureate degrees in nursing to prepare for and receive initial certification as school nurses.

Wound, Ostomy, and Continence Nursing Education Program (WOCNEP)

Through the School of Nursing and Health Sciences' Wound, Ostomy, and Continence Nursing Education Program (WOCNEP), nurses are prepared to provide acute and rehabilitative care for people with disorders of the gastrointestinal, genitourinary, and integumentary systems. WOC nurses provide direct and consultative care for persons with abdominal stomas, wounds, fistulas, pressure ulcers, and incontinence problems. La Salle's WOCNEP enables registered nurses who have baccalaureate degrees to prepare for and receive initial certification as WOC nurses.

Certificate in Gerontology

This is a 10-credit interdisciplinary certificate program for all professionals in health and human services who are interested in various careers that provide services to older adults. Courses in this certificate program may be taken as pre-baccalaureate or post-baccalaureate.

Post-Master's Certificate Options are also available in all MSN tracks:

Clinical Nurse Specialist—Adult Health and Illness, Nurse Anesthesia, Nurse Practitioner—Primary Care of Adults, Nurse Practitioner—Primary Care of Families, Public Health Nursing, and Nursing Administration/M.B.A. For more information, contact the School of Nursing and Health Sciences at 215.951.1413.

Post-Master's Certificate in Nursing Education

A three-course post-master's certificate is available for students who already possess a master's degree in a clinical area. The following three courses are required and may be taken as electives in the MSN tracks.

NUR 610

NURSING AND HEALTH EDUCATION

3 credits

This is the first graduate nursing education course in a three-course sequence designed to prepare the master's-level nurse for beginning teaching roles in nursing education, staff development, and public/health education. The course explores the historical and philosophical underpinnings of education and their relevance to the education of nurses and the public. Emphasis is given to nursing education theory, critical analysis of theories of learning and teaching strategies, and exploration of current issues in nursing education, nursing practice, and public/health education.

Prerequisite: None

NUR 611

METHODS OF EDUCATION IN NURSING

3 credits

This course builds on the content of NUR 610 and focuses on the way in which the components of the teaching/learning process are organized in order to meet the needs of the learner—nursing student, client/patient and family, or practicing nurse. The emphasis in this course is on the

application of models and strategies in any classroom or clinical setting where nurses are responsible for others' learning.

Prerequisite: None

NUR 612

FIELD STUDY IN NURSING EDUCATION

4 credits

This seminar and preceptored practical course is designed to integrate educational theory and methods. Students will participate in a variety of experiences that focus on educating nursing students, other nurses, and nursing's clients. The ethical and legal issues of education will be explored.

Prerequisite: NUR 610, NUR 611

SPEECH-LANGUAGE-HEARING SCIENCE

Faculty

Director: Barbara J. Amster, Ph.D., CCC-SLP

Associate Professors: Klein, Kleinow

Assistant Professors: Luckhurst, Ruiz

University Clinical Coordinator: Mancinelli

Description of Program

La Salle University's Speech-Language-Hearing Science Program offers a Master of Science degree in Speech-Language Pathology for students who have an undergraduate degree in communication sciences and disorders, speech-language pathology, audiology, or speech-language-hearing science. In addition, those students with an undergraduate degree in a related field can pursue the master's degree after completing prerequisite courses. See http://www.lasalle.edu/schools/cpcs/content.php?section=post_bac_certificate&group=preslp&page=index for information about La Salle University's Pre-SLP Program.

Speech-language pathologists care for patients of all ages and cultural backgrounds with communication disorders. Speech-language pathologists assess, treat, and help to prevent speech, language, cognitive communication, voice, swallowing, fluency, and related disorders.

Our program provides personal and professional growth opportunities. We offer classes in the late afternoon and early evening. Our clinical practicum experiences at our affiliate sites are offered during business hours. Students have the opportunity to gain from diverse, excellent clinical practicum experiences in a variety of professional settings. Our faculty share their vast array of clinical experiences with students and care about each student's success.

Mission Statement of the Speech-Language-Hearing Science Graduate Program

La Salle University's Speech-Language-Hearing Science Graduate Program provides a research-oriented, clinically based curriculum grounded in theoretical, ethical, and clinical knowledge in speech, language, and hearing science. Students learn to think critically and communicate effectively. They are prepared to meet professional credentialing, including American Speech-Language-Hearing Association certification as speech-language pathologists. Students gain knowledge and skills to evaluate, treat, and advocate for individuals with communication and swallowing disorders in a pluralistic society. Students learn to analyze and integrate research into clinical practice and value life-long learning.

Goals of Program

The Master of Science in Speech-Language Pathology Program at La Salle University is designed to provide an accredited program in which students are prepared to function as qualified speech-language pathologists. The Program provides theoretical and clinical experiences that prepare students for leadership roles to meet the health, educational, and social needs of individuals with communication and swallowing disorders in the contexts of families, communities, and society. The Program is designed to equip students to meet requirements for certification by the American Speech-Language-Hearing Association, for licensure by the Commonwealth of Pennsylvania, and as a foundation for doctoral study. Graduates of this program will earn a Master of Science degree.

Learning Objectives of the Program

The following objectives reflect entry-level competency in all the basic human communication and swallowing areas, including articulation, fluency, voice and resonance, receptive and expressive language, hearing, including the impact on speech and language, swallowing, cognitive and social aspects of communication, and communication modalities.

The codes listed at the end of each objective refer to the ASHA Certification Standards from the Knowledge and Skills Acquisition (KASA) Form (March 2003).

1. Demonstrate proficiency in oral and written communication sufficient for entry into professional practice. (IV-G-3)
2. Apply basic biological/physical science, mathematics, and behavioral/social science to the study of communication and swallowing disorders. (IIIA, III-B)
3. Analyze, synthesize, and evaluate information in the areas of basic human communication and swallowing processes. (III-B)
4. Contrast basic human communication and swallowing processes with communication and swallowing disorders and differences. (III-C, III-D)
5. Demonstrate clinical skill in assessment, intervention, and prevention of human communication and swallowing disorders. (III-D, IV-G1a-g; 2a-g)
6. Integrate and demonstrate ethical, legal, and professional standards in the provision of speech-language pathology services. (IV-G-3d)
7. Integrate research with clinical knowledge to improve evaluation and treatment of individuals with communication and swallowing disorders. (III-A, III-B, III-C, III-D, IV-G)
8. Critique professional issues in speech-language pathology and advocate for individuals with communication and swallowing disorders. (IV-G)
9. Pursue education and credentials necessary for obtaining/maintaining certification and licensure for ongoing professional development. (IV-G)
10. Implement appropriate assessment and intervention for diverse client populations with communication and swallowing disorders. (III-C, III-D, IV-G)
11. Evaluate individuals with communication and swallowing disorders utilizing appropriate diagnostic tools. (III-C, III-D, IV-G)
12. Provide intervention for individuals with communication and swallowing disorders utilizing appropriate clinical methods and strategies. (III-C, III-D, IV-G)
13. Practice independently and collaboratively in various health-care and educational systems with appropriate professional manner. (III-A, III-B, III-C, III-D, IV-G)

Accreditation

The Speech-Language-Hearing Science Program's Master of Science in Speech-Language Pathology at La Salle University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association (ASHA), 2200 Research Boulevard, Rockville, MD 20850-3289, 301.296.5700. ASHA is the national professional, credentialing, and scientific organization for speech-language pathologists, audiologists, and speech-language-hearing scientists. To practice in most work settings, speech-language pathologists must hold a master's degree and become certified by ASHA. This certification, called the Certificate of Clinical Competence (CCC), requires the successful completion of a specific program of course work and practicum, a supervised Clinical Fellowship Year (CFY), and passing of a national examination. Most states also require speech-language pathologists to be licensed to practice. Licensure requirements in 48 of the 50 states (including Pennsylvania, New Jersey, and Delaware) are identical to ASHA-CCC standards.

For more information about certification, please contact the American Speech-Language-Hearing Association at 1-800-498-2071 or http://www.asha.org/certification/2005_SLP_FAQ.htm.

La Salle University's Speech-Language-Hearing Science Program is approved for teacher certification for Speech and Language Impaired from the Pennsylvania Department of Education (PDE) of the Commonwealth of Pennsylvania. This Instructional I certificate is needed to work as a Teacher of Speech and Language Impaired in the various school systems in Pennsylvania. Any candidate applying for an Instructional I certificate is required by Pennsylvania State Board regulations to pass the appropriate sections of the PRAXIS Series Tests: Professional Assessments for Beginning Teachers, administered by the Educational Testing Service. Information about the PRAXIS Series Tests is available in the Program Director's office (St. Benilde 2201). Other states may also require prospective teachers to take these or other examinations. In addition to all of the requirements for completion of the master's degree, candidates for Instructional I certificates must be recommended by the Speech-Language-Hearing Science Program faculty. Recommendations are predicated upon successful completion of all course requirements with the required grade point average (minimum cumulative GPA of 3.0 and a minimum GPA of 3.0 in SLHS courses). In addition to the SLHS course requirements, candidates for Instructional I certificates must complete approved education courses and complete an approved full-time student teaching practicum (SLH 521). Education courses must be approved by the Director of the SLHS Program.

Clinical Experiences

In accordance with ASHA certification requirements, the SLHS graduate program offers clinical education at various practicum sites. As part of La Salle's School of Nursing and Health Sciences, the Speech-Language-Hearing Science Program has established strong ties with more than 250 schools, hospitals, private practices, and rehabilitation facilities in the greater Philadelphia area for supervised clinical practicum affiliations. In Spring 2008 the Speech-Language-Hearing Science Program moved to St. Benilde Tower and opened the La Salle University Speech-Language-Hearing Community Clinics. SLHS students have observational and clinical practicum opportunities at these sites while receiving close supervision and instruction from La Salle University faculty members. The Speech-Language-Hearing Science Clinical Handbook contains program specific guidelines and procedures for clinical practicum experiences and may be obtained from the Program Director.

THE NATIONAL STUDENT SPEECH LANGUAGE AND HEARING ASSOCIATION

The National Student Speech Language and Hearing Association (NSSLHA) is a pre-professional membership association for students interested in the study of communication sciences and disorders. La Salle University formed a recognized NSSLHA chapter in 2002. Membership in the La Salle NSSLHA chapter is available to undergraduate and graduate students enrolled full time or part time in the Speech-Language-Hearing Science Program.

Student NSSLHA members can increase their involvement in the field by visiting professional work sites, engaging in group outreach programs, attending panel discussions, fund raising, and more. NSSLHA membership allows students to engage in leadership activities locally and nationally by promoting dialogue between students, professionals, and community members.

Adviser: Cesar Ruiz, ruiz@lasalle.edu

Visit the NSSLHA Web site: www.nsslha.org

Admission

To be considered for admission into the program, a student must apply via the CSDCAS Centralized application system <https://portal.csdcas.org/> and present:

1. Official transcript as evidence of completing a baccalaureate degree in Speech-Language-Hearing Science or the equivalent from an accredited institution of higher education with a grade point average of 3.0 or above.
2. Official scores from the Graduate Record Examination (GRE) taken within the past five years. The combined scores of the verbal and quantitative sections should be 1000 or higher.
3. Two letters of reference. At least one reference must be an academic reference.
4. An essay regarding career plans and qualifications.
5. A professional resume including pertinent educational and work experience.
6. The application for admission, accompanied by the stipulated application fee payable to La Salle University.

All application information must be received and verified by the CSDCAS website on or before March 1st. Please note that verification may take several weeks, after the application is submitted. No application will be reviewed that has not been verified by CSDCAS by the March 1st deadline.

In addition, The SLHS Program participates in ASHA's Higher Education (HES) data system published on ASHA website. Data on the HES website pertains to current students in the SLHS master's program and indicates their group GPA and GRE scores. Applicants can visit the HES website for data about the GPA and GRE scores of students presently in our program.

<http://hes.asha.org:8080/EdFind/Masters/MastersSearchDetail.aspx?QryStrValue=tS/QtfVaJu3ymMoFJV1SSQxqZ8neRfg0iq/CLjLF8TbX5rTYcelxERZeD:JbD4th>

The Admission Committee considers each applicant's accomplishments, experiences, and personal qualities as reflected in his/her personal statement and letters of recommendation. Special consideration may be made on the basis of having successfully completed substantial graduate course work in a related discipline or noteworthy contributions to the field. A personal interview may be required. We invite applications from all students with a strong commitment to excellence in caring for those with communication and swallowing disorders. In order for students

to meet 2005 ASHA certification standards, see http://www.asha.org/certification/slp_standards.htm.

La Salle University's Speech-Language-Hearing Science Program includes prerequisites to graduate study. The chair of the Admission Committee evaluates graduate applications to determine whether an applicant has met all prerequisites. Applicants are required to complete the undergraduate prerequisites before their application can be considered. La Salle University has developed the Pre-SLP Program to help students complete these prerequisite requirements in both online or classroom-based formats. For more information about the Pre-SLP Program, see <http://www.lasalle.edu/academ/nursing/speech/slp/index.php>.

La Salle University's Speech-Language-Hearing Science Program includes prerequisites to graduate study. The chair of the Admission Committee evaluates graduate applications to determine whether an applicant has met all prerequisites. Applicants are asked to complete the undergraduate prerequisites before their application can be considered. La Salle University has developed the Pre-SLP Program to help students complete these prerequisite requirements in both online or classroom-based formats. For more information about the PreSLP Program, see http://www.lasalle.edu/schools/cpcs/content.php?section=post_bac_certificates&group=preslp&page=index. Upon admission to the M.S. in Speech-Language Pathology Program, the student meets with his/her adviser to determine the course of study, review the student's transcript to verify whether the student has fulfilled all the prerequisite requirements, and begin to implement the Knowledge and Skills Acquisition (KASA) summary form for evaluation by the Council For Clinical Certification (CFCC). If the student has not met the prerequisite requirements (equivalent course title and description at the undergraduate institution) the student is required to meet these requirements upon entering the M.S. program. In certain situations, students may complete some necessary prerequisites simultaneously with graduate study. Students must fulfill prerequisite requirements prior to obtaining the master's degree.

For more information about the Program contact:

Dr. Barbara Amster, Director
Speech-Language-Hearing Science
La Salle University
Philadelphia, PA 19141
215.951.1982
slh@lasalle.edu

La Salle University's Speech-Language-Hearing Science graduate program uses the centralized application service known as CSDCAS, which will launch AFTER August 5, 2009. For more information about this application process, please see <http://csdcas.org/>.

Tuition and Fees 2009-2010

Application Fee	Please see CSDCAS Web site at https://portal.csdcas.org/
Online Application	free
Tuition, per credit hour	\$715
General University Fee, per semester	\$85

Students accepted into the SLHS program are required to submit a non-refundable \$200 deposit to reserve their place in the class. These funds will be credited to the student's first invoice upon enrollment.

Tuition Assistance

Information about financial aid and application forms may be obtained from the Director of Financial Aid, La Salle University, Philadelphia, PA 19141, 215.951.1070.

Model Curriculum

The following is presented as a model for progression through the Master of Science program. Individual plans for progression will be determined for each student in consultation with the Program Director.

The Speech-Language-Hearing Science Student Handbook contains program specific guidelines and procedures for progression through the program and may be obtained from the Program Director.

The model curriculum contains a minimum of 45 credits, which includes clinical practicum requirements and successful completion of the Master's Comprehensive Examination. Only six credits of clinical practicum can be counted towards the 45-credit minimum. Most SLHS students graduate with more credits to meet both ASHA Certification and PA Teacher Certification Requirements.

Students must meet with their advisers each semester to discuss registration and to review their KASA. The KASA must be completed, approved, and signed by the Director of the Program to complete graduation requirements. When a graduate student enters his/her final semester of study, the student's academic and clinical record is examined by the student's adviser for compliance with La Salle University SLHS Program requirements and ASHA requirements. Typically, the Capstone (SLHS 635) course is completed during the student's final semester in the program. Part of the SLHS requirements for graduation includes taking the National Examination in Speech-Language Pathology (NESPA) examination while enrolled in the Capstone Course (SLHS 635). Any deviation from this sequence must be approved by the Program Director.

Students are responsible for making sure that they follow ASHA guidelines for course selection. Selection of courses is made with an adviser and includes undergraduate transcript review. If students have deficiencies in undergraduate prerequisites, in accordance with ASHA guidelines, these courses must be completed. Please note: Students must meet the 2005 ASHA Standards for Certification. Please contact the American Speech-Language-Hearing Association at 800.498.2071 or http://www.asha.org/certification/slp_standards.htm for more information about certification standards. Graduate students who take longer than three years to finish the M.S. degree will be subject to meeting the curriculum requirements in place at the time of graduation.

Progression in the SLHS Program

- SLHS graduate students must maintain a minimum cumulative 3.0 GPA.
- SLHS graduate students may not earn more than two grades below "B" in SLHS courses. Note that a "B-" average does not satisfy this requirement.
- If a student receives a "C" in a clinical practicum course, he/she must retake the course and receive a "B" or better. Students who receive below a "B" on retaking the course are subject to dismissal from the program.
- A grade of "F" in any clinical practicum course (SLH 516, SLH 616, SLH 517), including the student teaching course (SLH 521), is grounds for immediate dismissal from the program.
- SLHS graduate students are expected to abide by the ASHA Code of Ethics. The SLHS faculty will determine the degree to which a student fulfills these criteria.
- Decisions of the SLHS faculty are final but subject to appeal. Refer to the La Salle University Graduate Catalog and Student Guide to Rights and Responsibilities.

Core: Required for all students

- SLH 502** Introduction to Aural Habilitation/Rehabilitation
- SLH 503** Disorders of Articulation and Phonology

- SLH 511** Fluency and Stuttering
- SLH 512** Language Disorders in Young Children
- SLH 513** Acquired Language Disorders
- SLH 514** Language Learning Disabilities in School-Age Children and Adolescents
- SLH 515** Voice Disorders
- SLH 516** Clinical Practicum and Procedures
- SLH 517** Clinical Practicum in Audiology (may be waived if student achieves a minimum of 10 aural habilitation/rehabilitation clinical practicum hours while engaged in SLH 516, SLH 616, or SLH 521)
- SLH 518** Research Design in Communication Disorders
- SLH 520** Dysphagia
- SLH 527** Motor Speech Disorders
- SLH 616** Advanced Clinical Practicum and Case Study
- SLH 635** Integrative Capstone in Communication Disorders

Two electives:

- | | | |
|----------------|----------------|----------------|
| SLH 519 | SLH 537 | SLH 619 |
| SLH 526 | SLH 538 | SLH 620 |
| SLH 528 | SLH 611 | SLH 622 |
| SLH 530 | SLH 613 | SLH 630 |
| SLH 531 | SLH 617 | SLH 640 |

Additional requirements for students pursuing Pennsylvania Teacher Certification:

- SLH 521** Student Teaching in Speech and Language Disabilities
- EDC 501 or EDC 603** or equivalent (or appropriate Education courses completed while enrolled in undergraduate program and approved by the Program Director)

Course Descriptions

☞ identifies courses that have been designated as having a service-learning component.

SLH 502

INTRODUCTION TO AURAL HABILITATION/REHABILITATION
3 credits

This course examines principles and strategies in management of problems related to hearing impairment in children and adults. Development and maintenance of communication through speech reading, auditory training, and the use of technology in aural habilitation/rehabilitation are investigated.

Prerequisite: SLH 211, 304, or permission of instructor

SLH 503

DISORDERS OF ARTICULATION AND PHONOLOGY
3 credits

This course reviews the development of speech sound production and speech perception skills in children. Factors affecting phonological development and auditory-motor learning are discussed. Prominent theories of phonology are reviewed and critiqued and assessment and modification of atypical articulatory patterns are emphasized. The differential diagnosis of oral motor versus phonological disorders is explored. Case studies are used to illustrate methodologies and to plan remediation.

Prerequisite: SLH 200 or permission of instructor

SLH 506

NEUROLOGICAL BASES OF COMMUNICATION AND BEHAVIOR
3 credits***

This course is an examination of the structure (neuroanatomy), organization (neurophysiology), and functions of the central and

peripheral nervous systems as they relate to speech, language, hearing, and cognition. Behavioral manifestations of normal and abnormal brain functioning are contrasted.

SLH 511
FLUENCY AND STUTTERING
3 credits

This course provides information about normal fluency as well as the history, theories, development, nature, and symptomatology of stuttering and other fluency disorders in children and adults. Controversies regarding theoretical explanations about the nature of stuttering that influence management strategies are discussed. Clinical case studies are used to illustrate methodologies and to plan remediation.

SLH 512
LANGUAGE DISORDERS IN YOUNG CHILDREN
3 credits

This course offers a theoretical and applied approach to childhood language disorders from birth through six years. It provides an overview of language development and early assessment and intervention in the field of child language pathology within and across the domains of semantics, pragmatics, syntax, morphology, and phonology. Clinical applications and controversies in case management are emphasized through case presentations, article reviews, and research presentations. Diagnostic information, including language sampling, stages of emergent literacy, and stages of play are discussed in relation to early intervention.

SLH 513
ACQUIRED LANGUAGE DISORDERS
3 credits

Neuropathology, symptomatology, and speech-language rehabilitation of individuals with aphasia and related disorders due to stroke, traumatic brain injury, etc. are examined in adults and children. Other neurologically based disorders, such as dementia, apraxia, and dysarthria are contrasted for differential diagnosis. Evaluation, treatment, and prognosis for recovery are reviewed.

Prerequisite: SLH 306 or SLH 506 permission of instructor

SLH 514
LANGUAGE LEARNING DISABILITIES IN SCHOOL-AGE CHILDREN AND ADOLESCENTS
3 credits

This course focuses on language learning disabilities in school-age children and adolescents and the cognitive/linguistic processes involved in the classroom performance of listening, speaking, reading, and writing. It explores the role of the speech-language pathologist in the evaluation and treatment of students with language learning disabilities.

Prerequisite: SLH 512: Language Disorders in Young Children or permission of instructor

SLH 515
VOICE DISORDERS
3 credits

This course investigates the etiology, symptomatology, development, diagnosis, intervention, and prevention of voice disorders in children and adults. Controversies about current treatment strategies are discussed.

Prerequisites: SLH 306 or SLH 506 or permission of instructor

SLH 516
CLINICAL PRACTICUM AND PROCEDURES
3 credits



This initial clinical practicum course provides observation and supervised clinical experience focusing on the evaluation and treatment of speech and language disorders, counseling of clients and families, development of treatment plans, and writing of evaluation and progress reports. Emphasis is placed on increasing diagnostic and therapeutic skills with children and adults with communication problems. SLH 516/616 sequentially build on each other and take place in an affiliated hospital, clinic, rehabilitation facility, school, or other appropriate setting under the supervision of an ASHA-certified speech-language pathologist. Students meet with the University Coordinator/Supervisor to reflect and discuss procedures within the clinical experience. Prerequisite: SLH 308, SLH 314, SLH 503, SLH 512, and permission of Program Director and University Coordinator. *Prerequisites: SLH 503, SLH 512, and permission of Program Director required.*

SLH 517
CLINICAL PRACTICUM IN AUDIOLOGY
1 credit



This supervised clinical experience focuses on conducting pure-tone air conduction hearing screening and screening tympanometry for the purpose of the initial identification and/or referral of individuals with communication disorders or possible middle ear pathology. Emphasis is also placed on aural rehabilitation and related counseling services for individuals with hearing loss and their families. The role of the speech-language pathologist in the assessment of central auditory processing disorders is discussed. Counseling clients and their families and clinical report writing are emphasized.

Prerequisite: SLH 304 and SLH 502 or permission of instructor

SLH 518
RESEARCH DESIGN IN COMMUNICATION DISORDERS
3 credits

This course explores the relationships among research, theory, and practice. Critique of published research focuses students on literature reviews and purposes, methods, and findings of studies with applicability of research to clinical situations. Treatment and outcome variables, sampling, measurement theory, qualitative and quantitative analysis, and the use of computers in data analysis are emphasized.

Prerequisite: Undergraduate statistics course such as HSC 217 or permission of instructor

SLH 519
CLEFT PALATE AND OTHER MAXILLOFACIAL DISORDERS
3 credits***

This course focuses on the development of craniofacial structure, classification of clefts, syndromes associated with clefts and other craniofacial anomalies, surgical repair, diagnosis, and treatment of related speech/language disorders.

SLH 520
DYSPHAGIA: DIAGNOSIS AND TREATMENT OF SWALLOWING DISORDERS
3 credits

The course examines anatomy and physiology of normal swallowing and respiration and the anatomic and physiologic disturbances affecting swallowing in infants, children, and adults. Radiographic and bedside diagnostic and treatment procedures are presented. Indications and methods for non-oral feeding are discussed.

Prerequisite: SLH 306 or SLH 506 or permission of the instructor.

SLH 521

STUDENT TEACHING IN SPEECH AND LANGUAGE DISABILITIES

6 credits ***

Candidates for the Teacher Certificate in Speech and Language Disabilities engage in a student teaching experience in public or private schools in the greater Philadelphia area under the supervision of a certified speech-language pathologist who has Teacher Certification for Speech-Language Disabilities and a University Supervisor. Students investigate how speech and language affects the child's achievement and functioning in the school environment and assess the child's communication ability in relation to school achievement with consideration of age-appropriate curriculum in the classroom. Students learn federal and state special education requirements as they relate to developing and modifying the Individualized Educational Plan (IEP) and other legal documents. They also participate in parent-teacher conferences pertaining to the child's communication and education, organize a caseload, and provide appropriate intervention in areas including speech, language, voice, and fluency for children who may range in grade from preschool through high school.

Prerequisites: SLH 516: *Clinical Practicum and Procedures, appropriate Education courses, permission of Program Director, and recommendation of the Program Director and SLHS faculty.*

SLH 526

ALTERNATIVE AND AUGMENTATIVE COMMUNICATION

3 credits***

This course investigates theories and practices in clinical management of severely impaired or non-speaking persons. Application of graphics, signs, gestural means of communication, use of aids and devices, development of interactive communication behaviors, and development and use of computer-assisted communication strategies are surveyed.

Prerequisite: SLH 516 or permission of the instructor.

SLH 527

MOTOR SPEECH DISORDERS

3 credits

This course provides an overview of the neurological disorders that affect speech production. Procedures for assessing speech disorders associated with neuromotor impairments are investigated. Neuropathology, symptomatology, and speech-language habilitation/rehabilitation of individuals with apraxia and/or dysarthria are emphasized.

Prerequisite: SLH 306 or SLH 503 and permission of instructor

SLH 528

COUNSELING SEMINAR IN COMMUNICATION DISORDERS

3 credits***

This course provides an overview of counseling in the helping professions. Components of the therapeutic relationship, including the interpersonal nature of communication, attending to clients, clinical interviewing, and recognizing communication patterns are surveyed. Counseling theories, goal setting, and strategic interventions with clients and their families are critiqued. This course includes active learning strategies and case study analysis.

SLH 530

SPECIAL TOPICS IN COMMUNICATION DISORDERS

3 credits***

Current scientific and professional problems and issues in communication disorders are investigated. Students may re-enroll for a maximum of 12 credits.

**SLH 537**

GERIATRIC COMMUNICATION DISORDERS

3 credits***

Speech, hearing, language, and cognitive problems associated with normal aging and/or various pathological conditions are explored. The course emphasizes evaluation and intervention strategies.

SLH 538

ATYPICAL LANGUAGE DEVELOPMENT AND DISORDERS

3 credits***

This course addresses the language learning problems associated with special populations of children. Characteristics of children with specific language impairment, autism spectrum disorder, emotional/behavioral disorders, and cognitive impairments will be analyzed from theoretical and practical perspectives. Current theories and controversies pertaining to clinical application are explored.

SLH 611

FLUENCY AND STUTTERING II

3 credits ***

This course is an in-depth exploration of controversies and issues in the evaluation and management of persons with fluency disorders and stuttering. The phenomenology of stuttering is explored. The role of the client and the client's environment are addressed as they relate to treatment at various stages of life.

Prerequisite: SLH 511 or permission of instructor

SLH 613

ACQUIRED LANGUAGE DISORDERS II

3 credits***

The course explores the advanced study of aphasia syndromes and neuropathology with an emphasis on theoretical models of normal and disordered language processing; evaluation of diagnostic testing procedures and current approaches to treatment.

Prerequisite: SLH 513 or permission of instructor

SLH 616

ADVANCED CLINICAL PRACTICUM AND CASE STUDY

(3 credits repeated as necessary to fulfill ASHA Certification requirements)

This course continues the supervised clinical speech-language pathology experience of SLH 516 necessary to fulfill ASHA Clinical Practicum Requirements. This experience takes place in an affiliated hospital, clinic, rehabilitation facility, school, or other appropriate setting under the supervision of an ASHA-certified speech-language pathologist. Emphasis is placed on the interpretation and application of diagnostic and therapeutic procedures with individuals with a variety of communication disorders across the life span. Students meet with the University Supervisor to present and discuss case studies. Feedback and reflection regarding clinical decision making are emphasized. Prerequisite: SLH 516, SLH 513, SLH 520, or permission of the University Coordinator.

Prerequisite: SLH 516

**SLH 617**

TOPICS IN ORAL/DEAF THEORY AND APPLICATION

3 credits***

This course provides investigation of theory, research, and clinical application of auditory-oral principles for therapeutic intervention with deaf and hard of hearing children. Focus is on the application of theoretical and research-based principles for the development of assessment and treatment plans, including writing of behavioral objectives specific to the needs of this population. Issues related to advances in technology, equipment management, multi-disciplinary collaboration,



and family counseling are discussed. Emphasis is placed on increasing diagnostic and therapeutic skills with deaf and hard of hearing children in the educational setting who are developing oral language skills. The lecture portion of this course is designed to provide a framework for students to increase their knowledge base. Students reflect on and discuss cases, issues, and procedures relevant to use of an auditory-oral approach in intervention with deaf and hard of hearing children.

Prerequisite: SLH 502 or permission of instructor.

SLH 619

MEDICAL SPEECH-LANGUAGE PATHOLOGY

3 credits***

This course introduces the graduate student in speech-language-hearing science to medical speech pathology as it is practiced in the acute care setting. The student will be introduced to the five major service areas in the acute care setting that interface most commonly with Speech-Language Pathology Services. Those areas are: Neurology, Radiology, Trauma/Neurosurgery, ENT, and Medicine. The information necessary to interact with these services and treat their patients will be provided. The student will also have the opportunity to do site visits, prepare a detailed case study that will be presented in class, submit a research paper in a selected service area, and spend an entire workday with a neurologist and an ENT during office hours. A written structured reflection on that experience will be required.

Prerequisite: SLH 306 or SLH 506, and SLH 513 and SLH 520 or permission of instructor.

SLH 622

APPLIED INSTRUMENTATION IN SPEECH-LANGUAGE PATHOLOGY

3 credits***

This course focuses on the pros and cons of instrumentation in Speech-Language Pathology (SLP). Current instrumentation commonly used in the evaluation and treatment of swallowing, voice, and speech disorders will be closely reviewed. A comprehensive review of clinical and theoretical research will be conducted to understand the clinical benefits and disadvantages of instrumentations. The instruments being discussed will be available for hands on experience to further enhance comprehension of their applications. The following instruments will be included: Electrical Stimulators (VitalStim), Surface Electromyography (sEMG), Modified Barium Swallow Study (MBS), Fiberoptic Endoscopic Evaluation of Swallowing (FEES), Fiberoptic Endoscopic Evaluation of Swallowing and Sensory Testing (FEESST), Computer Speech Lab (CSL), and Videostroboscopy. Emphasis will be given to the instrumentation's purpose, application, risk and management, disinfection, and proper maintenance.

Prerequisites: SLH 306 or SLH 506, and SLH 515 and SLH 520 or permission of the instructor.

SLH 630

SEMINAR IN COMMUNICATION DISORDERS

3 credits***

Various topics in human communication disorders are explored. Students may re-enroll for a maximum of 12 credits.

SLH 635

INTEGRATIVE CAPSTONE IN COMMUNICATION DISORDERS

3 credits

This seminar course is designed as a comprehensive integration and analysis of the field of speech-language pathology. This course provides a formative and summative evaluation of the students' work. Formatively, students will develop a portfolio that contains pieces of work that exemplify their progress throughout the academic program. Summatively, the course provides students with an opportunity to review clinical

research across the discipline and gain new insights to the field. Students formally present information from scholarly investigations.

Prerequisite: SLH 502, SLH 511, SLH 514, SLH 515, SLH 518, SLH 527, SLH 616, and permission of the Program Director

SLH 640

THESIS RESEARCH IN COMMUNICATION DISORDERS ***

3 credits

This course is an opportunity to pursue descriptive and/or experimental research. This thesis option will result in approved, original, scholarly research within the field of communication disorders under the supervision of a member of the faculty to produce an acceptable thesis. Students present their thesis orally to faculty and students in lieu of the master's comprehensive examination.

Prerequisite: SLH 518 and permission of faculty member and Program Director. Students may re-register for this course until completion of thesis.

*** SLH elective

DOCTOR OF PSYCHOLOGY (PSY.D.) IN CLINICAL PSYCHOLOGY

Faculty

Program Director

Kelly McClure, Ph.D.

Director of Clinical Training

Randy Fingerhut, Ph.D.

Director, La Salle University Community Center for Counseling and Psychological Services: Kathleen Murphy-Eberenz, Ph.D.

Faculty

Professors: Burke, Rooney

Associate Professors: Armstrong, Collins, Falcone, Fingerhut, Montague, Smith

Assistant Professors: Block-Lerner, Cardaciotto, McClure, Moon, Spokas, Williams, Wilson, Zelikovsky

Core Adjuncts: Gallagher, Gold, Loving, Mattei, Ruchinskas, Walker

Description of Program

The APA-accredited program leading to the Doctor of Psychology (Psy.D.) is a professional program intended for those students who have completed a bachelor's degree in psychology, or a related field, or for those students who hold a master's degree in a mental health discipline. It is a five-year, full-time program that has a partial part-time option that allows two levels of the program to be completed over four calendar years for a maximum time frame of seven years from entry to degree completion. The program follows the practitioner-scientist model of training clinical psychologists, and, as such, an intensive integration of theory, research, and practice is stressed throughout the entire course of study.

The program requires the completion of a practicum progression and a full-year clinical internship. It also requires the completion of the Clinical Dissertation, a qualitative or quantitative research project that addresses an important original question of relevance to the practice of clinical psychology.