HHS

Speech-Language Pathology

HHS 510: Aphasias and Related Disorders
Provides current theory and practice in the identification, assessment, and intervention of aphasia in adults. Includes the anatomy, neuropathology and the cognitive and communication characteristics associated with different types of aphasias and Right Hemisphere Syndrome. Covers evidence-based practices in the assessment and intervention, multicultural issues during service delivery, patient and family education, and client advocacy. Students will learn how to translate research into clinical practice.
3 credits,

HHS 511: Cognitive Communication Disorders
Provides information about the assessment and intervention of cognitive communication disorders, including traumatic brain injury, primary progressive aphasia and dementia. Discusses evaluating and treating cognition, including attention, memory and executive function skills. Discusses evidence based practice for assessment and intervention with a focus on The World Health Organization's International Classification of Functioning, Disability, and Health model. Opportunities will be available for interprofessional practice and discussion about multicultural service delivery, partner/family education and challenges that clinicians face in today's healthcare system.
1 credit,

HHS 512: Neuroscience in Communication Sciences and Disorders
Covers the neuroanatomy and neurophysiology of the speech, language, hearing, and swallowing mechanism. This intensive neuroscience course includes neuroanatomical dissections, lectures, and clinical problem solving. Requires students 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. Uses team-based and problem-based learning in the classroom to help students apply their theoretical knowledge into clinical practice.
3 credits,

HHS 513: Adult Dysphagia
Examines the anatomy and physiology of normal and disordered swallowing in the adult population. Includes assessment and intervention of swallowing disorders; etiologies of swallowing disorders; working with tracheotomy/ventilator dependent populations; ethical considerations; documentation; insurance coverage; importance of client advocacy; and education of family and other professionals. Students will refine their skills through case scenarios, role-playing situations, interprofessional education and interprofessional practice. Prerequisites: Completion of Year One Fall Courses
3 credits,

HHS 514: Neuromotor Speech Disorders
Covers 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. Includes the identification and differentiation of various motor speech disorders secondary to neurological injury. Discusses best practice in assessment and intervention with an emphasis on evidence-based practice, ethical case studies, functional treatment outcomes, importance of interprofessional education, and client advocacy. Students will observe in the ALS team clinic at Stony Brook University Hospital.
3 credits,

HHS 516: Foundations of Teaching English Language Arts to Bilingual Language Learners
Provides the students with an understanding of methods of teaching English language
3 credits,

HHS 520: Preschool Child Language Disorders
Examines 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 accounting for common state Core Standards and Response to Intervention (RTI), and providing therapy services to children in schools. Students will apply their theoretical knowledge to clinical practice by eliciting narrative samples from a school-age child.
3 credits,

HHS 521: Speech Sound Disorders
Covers articulation and phonological development, theories of development, and disorders in children. Discusses 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. Students will apply theory into clinical practice by completing a speech sample assignment with a child diagnosed with a speech sound disorder.
3 credits,

HHS 522: Early Intervention in Speech-Language Pathology
Includes information about the normal development of feeding/oral-motor skills and its relation to overall motor development. Discusses feeding, craniofacial syndromes and disorders. Students will observe a session at the Cleft Palate - Craniofacial Center. Discusses information about clinical practice in early intervention, caregiver training, multicultural issues in service delivery, and counseling of families. Includes discussion about evidence-based practice approaches to assessment and intervention of children who are medically fragile and how to best facilitate communication and feeding with these children.
3 credits,

HHS 523: Language and Literacy Disorders in School-Age Children and Adolescents
Provides an overview about school-age and adolescent language and literacy disorders. Covers models of language and reading development. Discusses evidence-based practice assessment and intervention of oral and written language disorders in school-age children and adolescents, multicultural service delivery, treatment advocacy and outreach, designing intervention plans accounting for Common State Core Standards and Response to Intervention (RTI), and providing therapy services to children in schools. Students will apply their theoretical knowledge to clinical practice by eliciting narrative samples from a school-age child.
3 credits,

HHS 524: Autism and Social Communication Disorders
Reviews current research about speech-language, cognitive, and social communication aspects of Autism Spectrum Disorders. Discusses possible theories of ASD, the diagnostic criteria used to identify these children, best practices in assessment and intervention. Focuses 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.
2 credits,

HHS 526: Foundations of Teaching English Language Arts to Bilingual Language Learners
Provides the students with an 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 IS A REQUIREMENT OF 25 HOURS OF FIELD EXPERIENCE DEDICATED TO OBSERVATIONS AND PARAPROFESSIONAL AUTHENTIC ACTIVITIES.

**HHS 530: Voice and Resonance Disorders & Instrumentation**

Provides a thorough understanding of physical, physiological and pedagogical principles in understanding professional and nonprofessional impaired voice production in children and adults. Discusses vocal anatomy, voice classification, and use of instrumentation for assessment and intervention. Provides 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.

*3 credits,*

**HHS 531: Fluency Disorders**

Provides the 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. Emphasizes 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.

*2 credits,*

**HHS 532: Aural Rehabilitation**

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.

*2 credits,*

**HHS 533: Augmentative and Alternative Communication**

Examines the design, selection, and use of augmentative and alternative methods of communication. 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 services delivery in assessment and intervention.

*2 credits,*

**HHS 536: Seminar in Medical Speech-Language Pathology**

Prepares 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.

*1 credit,*

**HHS 537: Seminar in Professional, Ethical and Multicultural Issues in Communication Sciences and Disorders**

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, knowledge and skills related to certification and licensure, employment seeking skills, cultural linguistic diversity, clinical fellowship, and information about ASHA and its role in the profession.

*2 credits,*

**HHS 538: Foundations of Clinical Practice**

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 (HIPPA), 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 observation if they did not attain at the undergraduate level. Corequisite: HHS 581

*2 credits, *

**HHS 544: Diagnostics in Speech-Language Pathology**

Covers principles and methods of evidence-based practice assessment of a variety of communication and swallowing disorders across the lifespan. Includes 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. Students will acquire experience writing the different sections of a diagnostic report. Corequisite: HHS 587

*2 credits, *

**HHS 546: Speech Language Pathology in Schools**

Covers 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, and communication with family and professionals. Describes models and theories of typical and atypical growth and behavior across age groups, and philosophies that provide the foundation for research-based special education practice.

3 credits,

HHS 551: Research Methods and Resources in Communication Sciences and Disorders
Teaches 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.

2 credits,

HHS 572: Speech and Language Pathology in the Schools Clinical
Required clinical/seminar for students pursuing their TSSLD certification. Students will complete 150 clock hours of supervised clinical practice in a school setting. Seminar 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.

4 credits,

HHS 574: Speech and Language Pathology in the Schools Bilingual Clinical
Required clinical/seminar for students pursuing their Bilingual Extension certification. Students are required to complete 150 clock hours (50 hours with bilingual population) 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.

4 credits,

HHS 581: Clinical I
Integrates 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. Corequisite: HHS 540 Foundations of Clinical Practice

3 credits,

HHS 582: Clinical II
Integrates 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 and children. 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. Prerequisites: HHS 540 and HHS 581 (with a minimum grade of B)

1 credit,

HHS 583: Clinical III
Integrates 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 and 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. Prerequisites: HHS 540, HHS 581, HHS 582, and HHS 583 (with a minimum grade of B).

1.5 credits,

HHS 584: Clinical IV
Integrates 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 and evidence-based practice presentation to faculty and peers at the culmination of this course. Prerequisites: HHS 540, HHS 581, HHS 582, and HHS 583 (with a minimum grade of B).

3 credits,

HHS 585: Clinical V
Integrates 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. Prerequisites: HHS 540, HHS 581, HHS 582, and HHS 583 (with a minimum grade of B).

3 credits,

HHS 586: Audiology Clinical
Provides 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. Corequisite: HHS 542

HHS 587: Diagnostics in Speech-Language Pathology Clinical
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 professional and collaborative relationships, making appropriate referrals and recommendations, providing counseling and education to patients/family and other professionals, and adhering to the ASHA Code of Ethics. Corequisite: HHS 544

HHS 594: Capstone Project in Speech-Language Pathology and Praxis Examination Preparation
This hybrid course will cover the nine ASHA areas of specialty, including speech sound disorders; child language/literacy disorder; adult language/neurological disorders; voice disorders; fluency disorders; augmentative and alternative communication; dysphagia; research methods; and cultural aspects of communication disorders. Discusses basic human communication; audiology/hearing; counseling; professional issues; and research. Provides necessary tools to prepare and present a professional poster illustrating students' research study. Students will write a research paper summarizing their capstone project for submission to a journal or for a professional presentation.

2 credits,

**HHS 599: Clinical Continuation**

Clinical continuation course for speech-language pathology students only.

* S/F graded
* May be repeated for credit.