**CAA Accreditation Application and Annual Report**

**Speech-Language Pathology Knowledge and Skills within the Curriculum**

Instructions:

Enter the course number and title for the academic and clinical course(s), practicum experience(s) and other source(s) of experience that provide students opportunity to acquire knowledge and skills across the speech-language pathology curriculum.

Save and upload this document to Section 3.1B of your on-line application.

|  | **Academic Course Title and #** | **Clinical Course Title and #** | **Practicum Experience****Title and #** | **Labs****Title and #****or Description** | **Research****Title and #****or Description** | **Other****Title and #****or Description** |
| --- | --- | --- | --- | --- | --- | --- |
| **3.1.1B PROFESSIONAL PRACTICE COMPETENCIES** |  |  |  |  |  |  |
| Accountability |  |  |  |  |  |  |
| Effective Communication Skills |  |  |  |  |  |  |
| Evidence-Based Practice |  |  |  |  |  |  |
| Professional Duty |  |  |  |  |  |  |
| **3.1.2B FOUNDATIONS OF SPEECH-LANGUAGE PATHOLOGY PRACTICE** |  |  |  |  |  |  |
| Discipline of human communication sciences and disorders |  |  |  |  |  |  |
| Basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases |  |  |  |  |  |  |
| Ability to integrate information pertaining to normal and abnormal human development across the life span |  |  |  |  |  |  |
| Nature of communications and swallowing processes to include knowledge of:* Etiology of the disorders or differences
* Characteristics of the disorders or differences
* Underlying anatomical and physiological characteristics of the disorders or differences
* Acoustic characteristics of the disorders or differences (where applicable)
* Psychological characteristics associated with the disorders or differences
* Development nature of the disorders or differences
* Linguistic characteristics of the disorders or differences (where applicable)
* Cultural characteristics of the disorders or differences

For the following elements: |  |  |  |  |  |  |
| * Articulation
 |  |  |  |  |  |  |
| * Fluency
 |  |  |  |  |  |  |
| * Voice and resonance, including respiration and phonation
 |  |  |  |  |  |  |
| * Receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities
 |  |  |  |  |  |  |
| * Hearing, including the impact on speech and language
 |  |  |  |  |  |  |
| * Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myology)
 |  |  |  |  |  |  |
| * Cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, executive functioning)
 |  |  |  |  |  |  |
| * Social aspects of communication (e.g., behavioral and social skills affecting communication)
 |  |  |  |  |  |  |
| * Augmentative and alternative communication
 |  |  |  |  |  |  |
| **3.1.3B IDENTIFICATION AND PREVENTION OF SPEECH, LANGUAGE, AND SWALLOWING DISORDERS AND DIFFERENCES** |  |  |  |  |  |  |
| Principles and methods of identification of communication and swallowing disorders and differences |  |  |  |  |  |  |
| Principles and methods of prevention of communication and swallowing disorders |  |  |  |  |  |  |
| **3.1.4B EVALUATION OF SPEECH, LANGUAGE, AND SWALLOWING DISORDERS AND DIFFERENCES** |  |  |  |  |  |  |
| Articulation |  |  |  |  |  |  |
| Fluency |  |  |  |  |  |  |
| Voice and resonance, including respiration and phonation |  |  |  |  |  |  |
| Receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities |  |  |  |  |  |  |
| Hearing, including the impact on speech and language |  |  |  |  |  |  |
| Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myology) |  |  |  |  |  |  |
| Cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, executive functioning) |  |  |  |  |  |  |
| Social aspects of communication (e.g., behavioral and social skills affecting communication) |  |  |  |  |  |  |
| Augmentative and alternative communication needs |  |  |  |  |  |  |
| **3.1.5B INTERVENTION TO MINIMIZE THE EFFECTS OF CHANGES IN THE SPEECH, LANGUAGE, AND SWALLOWING MECHANISMS** |  |  |  |  |  |  |
| Intervention for communication and swallowing differences with individuals across the lifespan to minimize the effect of those disorders and differences on the ability to participate as fully as possible in the environment |  |  |  |  |  |  |
| Intervention for disorders and differences of the following: |  |  |  |  |  |  |
| * Articulation
 |  |  |  |  |  |  |
| * Fluency
 |  |  |  |  |  |  |
| * Voice and resonance, including respiration and phonation
 |  |  |  |  |  |  |
| * Receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities
 |  |  |  |  |  |  |
| * Hearing, including the impact on speech and language
 |  |  |  |  |  |  |
| * Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myology)
 |  |  |  |  |  |  |
| * Cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, executive functioning)
 |  |  |  |  |  |  |
| * Social aspects of communication (e.g., behavioral and social skills affecting communication)
 |  |  |  |  |  |  |
| * Augmentative and alternative communication needs
 |  |  |  |  |  |  |
| **3.1.6B GENERAL KNOWLEDGE AND SKILLS APPLICABLE TO PROFESSIONAL PRACTICE** |  |  |  |  |  |  |
| Ethical conduct |  |  |  |  |  |  |
| Integration and application of knowledge of the interdependence of speech, language, and hearing |  |  |  |  |  |  |
| Engagement in contemporary professional issues and advocacy |  |  |  |  |  |  |
| Engagement in self-assessment over the duration of the program to improve effectiveness in the delivery of clinical services |  |  |  |  |  |  |
| Clinical education and supervision skills |  |  |  |  |  |  |
| Clinical counseling skills appropriate to the individual, family members, caregivers, and others involved in care |  |  |  |  |  |  |
| Professionalism and professional behavior that is reflective of cultural and linguistic differences |  |  |  |  |  |  |
| Interaction skills and interpersonal qualities, including counseling and collaboration |  |  |  |  |  |  |
| Ability to work effectively as a member of an interprofessional team |  |  |  |  |  |  |