

# NEW MEXICO STATE UNIVERSITY

## Communication Disorders Program Competencies

Graduates of the Speech-Language Pathology graduate program will develop four areas of scholarship (discovery, teaching-learning, application, and leadership) and demonstrate 10 usable knowledge and skills competencies related to ASHA Standards through specific CD courses

STANDARDS	COMPETENCIES	CD COURSES
III-E IV-G.3d	<b>1. Professional Ethics/Standards</b> – the highest standards of integrity and ethical principles in the responsible discharge of obligations in the profession of Speech-Language Pathology (i.e., ethical behavior as outlined in ASHA’s Code of Ethics and meeting the 2005 Standards for the Certificate of Clinical Competence in Speech-Language Pathology).	Addressed in all courses  Focus: CD 521
IV-B.1, B.2 IV G.3a, 3b, 3c	<b>2. Oral and Written Expression</b> – verbal and nonverbal, oral and literate symbol systems for observing/gesturing, listening/speaking, reading/writing, and thinking constructively, solving problems, and making decisions. Competence involves using the obligatory communication forms in formal and informal, personal and professional contexts.	Addressed in all courses  Focus: CD 589
III-A III-B III-C.1-9	<b>3. Typical and Atypical Development</b> – the biological, physiological, psychological, and social aspects of human development and pathology across the age span.	CD 523, 525, 530, 535, 542, 545, 547, 583, 584, 585, 586, 589
IV-F IV-G.3a	<b>4. Cultural Pluralism</b> – ethnic, age, sex, gender, disability, socioeconomic, and community diversity of ideas, beliefs, behavior, and communication.	Addressed in all courses Focus: CD 521, 589
III-D IV-C IV-D IV-E IV-F IV G.1a-g, 2a-g, 3a-d	<b>5. Service Delivery</b> – reliably and efficiently identifying and managing individuals (and their primary care givers) who have disorders of <i>speech</i> (articulation/phonology, neuromotor production, voice, resonance, fluency), <u>cognitive</u> [metaskills, executive functions, attention, memory, discrimination, etc.], <u>linguistic</u> [semantics, syntax, morphology], and <u>social</u> [pragmatics] dimensions of <i>language</i> (comprehension/production, oral/literate, verbal/nonverbal) single word, sentence, discourse [conversation, narration, exposition] levels, <i>hearing</i> (sensitivity/perception), and <i>swallowing</i> . 5.1 <u>Prevention</u> – planning and implementing effective and efficient programs aimed at primary, secondary, and tertiary phases of prevention of disorders of speech, language, hearing, and swallowing. 5.2 <u>Evaluation</u> – screening/diagnostic, formal/informal, modular/synergistic, emic/etic paradigms. 5.3 <u>Intervention</u> – habilitation and rehabilitation programs that meet diverse communication needs through changing or augmenting existing patterns, or providing alternative ways to negotiate meaning.	CD 521, 523, 525, 540, 535, 542, 545, 547, 583, 584, 585, 586, 589  Focus: CD 523

	<p>5.4 <u>Case Management</u> – referring to or consulting with other resources.</p> <p>5.5 <u>Education and in-service programs</u> – providing information about speech, language, hearing, and swallowing to various school, medical, and community groups.</p>	
STANDARDS	COMPETENCIES	CD COURSES
IV-G.1b, 1g IV-G.2a, 2b, 2g IV-G.3a, 3b, 3c	<b>6. Teamwork</b> – providing professional services collaboratively as a member of a school, clinical, or medical cross-disciplinary team; providing in-service programming for colleagues and other professionals.	Addressed in all courses
III-F III-G III-G IVG.1c, 2c, 2e	<b>7. Technology</b> – evaluating, selecting, and using electronic equipment and peripherals including audio- and videorecorders, computers (e.g., software programs, Internet), computer systems (e.g., Computerized Speech Lab, Visi-Pitch, Laryngograph, and Nasometer), AAC systems, audiometric instruments.	Addressed in all courses
III-F III-G III-H IV-G.3d	<b>8. Program Development, Administration, Supervision, Leadership, and Contemporary Issues</b> – systematically and cooperatively organizing, implementing, and evaluating service delivery programs for a variety of worksites in order to meet the needs of individuals of all ages with disorders of speech, language, hearing, and swallowing; differentially observing, critiquing, and evaluating activities of assigned professionals, paraprofessionals, volunteers, and pre-service trainees; being on the forefront of influencing and directing others toward productive management of contemporary issues.	CD 521, 589
III-F	<b>9. Research &amp; Evidence Based Practice</b> – understanding, evaluating, conducting, and disseminating research, and applying the results of best practices to academic, clinical, supervisory, administrative, and leadership procedures.	Addressed in all courses  Focus: CD 505, 521
III-G	<b>10. Certification, Specialty Recognition, Licensure, and other Credentialing</b> -understanding state, federal, and ASHA regulations and policies related to the practice of speech-language pathology, areas of specialization, and credentials for professional practice.	CD 521, 589