

Student Clinician _____

Site _____

**The University of Toledo * Speech-Language Pathology Program
PRIORITY STUDENT LEARNING OUTCOMES (SLOs)**

**See also the corresponding Student Learning Outcomes Form and Priority Outcomes Check-off Form. These priority outcomes link course knowledge and clinical skills.*

Priority SLOs and Indicators <i>(Must be performed at a level of 83% or better.)</i>	2020 Std.	Supervisor Signature & Date
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SLP 6100 – Diagnosis of Communication Disorders

Demonstrate competency in educating, counseling, advocating, making referrals for individuals, their significant others, and other persons in the community. (SLO 6100) 1-D (u)-02D,

– Language Development and Disorders: Early Childhood through Adolescence

Advocate for prevention of language disorders and early intervention for young children that emphasizes prevention of language disorders, disorders, and delays.	IV-D	
Incorporate high-quality evidence from scholarly sources into decision-making about treatment for language disorders.	IV-F	
Conduct a thorough and accurate assessment of a child with a language disorder.	IV-D; V-A, B	

SLP 6300 – Articulation and Phonology

Make a differential diagnosis for

Identify relevant case history information, score and interpret evaluative data, and complete an assessment report for an adult with an acquired language and/or cognitive communicative disorder

IV-D, G;
V-A, B

- | | | |
|--|--|--|
| d. Indications and procedures for referral to other professionals, | | |
| e. Accepted formats for documenting and reporting assessment results | | |

Score and interpret results of assessment measures for a client who stutters; procedures will include but not be limited to:

- a. Calculating the frequency of disfluency, duration of disfluency, and speaking rate and assessing interjudge and intrajudge reliability of these measures
- b. Identifying secondary features,