

# Knowledge and Skills Acquisition (KASA)

Department of Communication Sciences and Disorders  
Northern Arizona University  
M.S. Program of Clinical Speech-Language Pathology

Name: \_\_\_\_\_

Reviewer's name/date: \_\_\_\_\_

*In order to fulfill requirements for the ASHA Certificate of Clinical Competence (CCC), a record must be maintained showing students' progress in achieving the knowledge and skills that are expected of all students completing a master's degree in CSD. An updated copy of the record for each graduate semester completed must be placed in the student's file. A copy of the completed record must be in the student's file as a requirement for graduation.*

## KNOWLEDGE OUTCOMES

Each graduate student will keep track of the standards as they are successfully completed. Successful completion means that the criterion score for achievement for the course has been met. As the student fulfills the coursework requirements for the ASHA standards, these standards will be circled. ***For a list of the learning outcomes and assessments, and the standards to which they apply, please refer to the performance outcomes and assessments accompanying the syllabi for each course listed below.***

**Standard III-A: The applicant must have prerequisite knowledge of the principles of biological sciences, physical sciences, mathematics, and the social/behavioral sciences.**

Official transcript in the student's file in the CSD office includes at least three semester hours of credit with a passing grade, at the college level in **each** of the following:

Biological sciences

Course Prefix & #/Title: \_\_\_\_\_ Semester/Year: \_\_\_\_\_

Physical sciences (i.e. physics, chemistry, geology, geography, astronomy, anthropology, nutrition, etc.)

Course Prefix & #/Title: \_\_\_\_\_ Semester/Year: \_\_\_\_\_

Social/behavioral sciences

Course Prefix & #/Title: \_\_\_\_\_ Semester/Year: \_\_\_\_\_

Mathematics (including statistics)

Course Prefix & #/Title: \_\_\_\_\_ Semester/Year: \_\_\_\_\_

**Standard III-B: The applicant must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. Specific knowledge must be demonstrated in the following areas:**

	Courses								Other experience	
<b>III-B-1: Biological</b>	508			551	552	556	557	558	653	
<b>III-B-2: Neurological</b>	508	521		551	552	556	557	558	653	
<b>III-B-3: Acoustic</b>						556	557			
<b>III-B-4: Psychological</b>		521	531	541	551		557	558	651	
<b>III-B-5: Developmental</b>	510	521	531	541	551		557	558		
<b>III-B-6: Linguistic and Cultural</b>	510	521	531	541			557	558		

**Standard III-C: The applicant must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including the etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates. Specific knowledge must be demonstrated in the following areas:**

**III-C-1: Articulation**

	Courses	Other experience
<b>III-C-1a: Etiologies</b>	557	
<b>III-C-1b: Characteristics</b>	557	
<b>III-C-1c: Anatomical/physiological</b>	557	
<b>III-C-1d: Acoustic</b>	557	
<b>III-C-1e: Psychological</b>	557	
<b>III-C-1f: Developmental</b>	557	
<b>III-C-1g: Linguistic and Cultural</b>	557	

**III-C-2: Fluency**

	<b>Courses</b>	<b>Other experience</b>
<b>III-C-2a: Etiologies</b>	651	
<b>III-C-2b: Characteristics</b>	651	
<b>III-C-2c: Anatomical/ physiological</b>	651	
<b>III-C-2d: Psychological</b>	651	
<b>III-C-2e: Developmental</b>	651	
<b>III-C-2f: Linguistic and Cultural</b>	651	

**III-C-3: Voice and Resonance, including respiration and phonation**

	<b>Courses</b>	<b>Other experience</b>
<b>III-C-3a: Etiologies</b>	551 652	
<b>III-C-3b: Characteristics</b>	551 652	
<b>III-C-3c: Anatomical/ physiological</b>	551 652	
<b>III-C-3d: Acoustic</b>	551 652	
<b>III-C-3e: Psychological</b>	551 652	

**III-C-4: Receptive and expressive language (phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities.**

	<b>Courses</b>	<b>Other experience</b>
<b>III-C-4a: Etiologies</b>	510 521 531 541 552 653	
<b>III-C-4b: Characteristics</b>	510 521 531 541 552 653	
<b>III-C-4c: Anatomical/ physiological</b>	521 531 541 552 653	
<b>III-C-4d: Psychological</b>	521 531 541 552 653	
<b>III-C-4e: Developmental</b>	510 521 531 541 552 653	
<b>III-C-4f: Linguistic and Cultural</b>	510 521 531 541 552 653	

**III-C-5: Hearing, including the impact on speech and language**

	<b>Courses</b>	<b>Other experience</b>
<b>III-C-5a: Etiologies</b>	556	
<b>III-C-5b: Characteristics</b>	556	
<b>III-C-5c: Anatomical/physiological</b>	556	
<b>III-C-5d: Acoustic</b>	556	
<b>III-C-5e: Psychological</b>	556	
<b>III-C-5f: Developmental</b>	556	
<b>III-C-5g: Linguistic and Cultural</b>	556	

**III-C-6: Swallowing: oral, pharyngeal, esophageal, and related functions, including oral function for feeding, and orofacial myofunction**

	<b>Courses</b>	<b>Other experience</b>
<b>III-C-6a: Etiologies</b>	558	
<b>III-C-6b: Characteristics</b>	558	
<b>III-C-6c: Anatomical/physiological</b>	558	
<b>III-C-6d: Psychological</b>	558	
<b>III-C-6e: Developmental</b>	558	

**III-C-7: Cognitive aspects of communication: attention, memory, sequencing, problem-solving, executive functioning**

	<b>Courses</b>	<b>Other experience</b>
<b>III-C-7a: Etiologies</b>	510 521 531 541 551 552 653	
<b>III-C-7b: Characteristics</b>	510 521 531 541 551 552 653	
<b>III-C-7c: Anatomical/physiological</b>	510 521 531 541 551 552 653	
<b>III-C-7d: Psychological</b>	510 521 531 541 551 552 653	
<b>III-C-7e: Developmental</b>	510 521 531 541 551 552 653	
<b>III-C-7f: Linguistic and Cultural</b>	510 521 531 541 551 552 653	

**III-C-8: Social aspects of communication including challenging behavior, ineffective social skills, and lack of communication opportunities**

	<b>Courses</b>	<b>Other experience</b>
<b>III-C-8a: Etiologies</b>	510 521 531 541 552 653	
<b>III-C-8b: Characteristics</b>	510 521 531 541 552 653	
<b>III-C-8c: Psychological</b>	510 521 531 541 552 653	
<b>III-C-8d: Developmental</b>	510 521 531 541 552 653	
<b>III-C-8e: Linguistic and Cultural</b>	510 521 531 541 552 653	

**III-C-9: Communication modalities including oral, manual, augmentative, and alternative communication techniques and assistive technologies**

	<b>Courses</b>	<b>Other experience</b>
<b>III-C-9a: Etiologies</b>	510 521 531 541 551 552 653	
<b>III-C-9b: Characteristics</b>	510 521 531 541 551 552 653	
<b>III-C-9c: Anatomical/physiological</b>	510 521 531 541 551 552 653	
<b>III-C-9d: Psychological</b>	510 521 531 541 551 552 653	
<b>III-C-9e: Developmental</b>	510 521 531 541 551 552 653	
<b>III-C-9f: Linguistic and Cultural</b>	510 521 531 541 551 552 653	

**Standard III-D: The applicant must possess knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological (AP), psychological (P), developmental (D), and Linguistic and cultural (CLD) correlates of the disorders. Specific knowledge must be demonstrated in the following areas:**

**III-D-1: Articulation**

	<b>Courses</b>	<b>Other experience</b>
<b>III-D-1a: Prevention</b>	557	
<b>III-D-1b: Assessment</b>	552 557	
<b>III-D-1c: Intervention</b>	551 557	

**III-D-2: Fluency**

	<b>Courses</b>	<b>Other experience</b>
<b>III-D-2a: Prevention</b>	651	
<b>III-D-2b: Assessment</b>	651	
<b>III-D-2c: Intervention</b>	651	

**III-D-3: Voice and Resonance, including respiration and phonation.**

	<b>Courses</b>	<b>Other experience</b>
<b>III-D-3a: Prevention</b>	652	
<b>III-D-3b: Assessment</b>	652	
<b>III-D-3c: Intervention</b>	652	

**III-D-4: Receptive and expressive language (phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing and manual modalities.**

	<b>Courses</b>	<b>Other experience</b>
<b>III-D-4a: Prevention</b>	510 521 531 541 552 653	
<b>III-D-4b: Assessment</b>	510 521 531 541 552 653	
<b>III-D-4c: Intervention</b>	510 521 531 541 552 653	

**III-D-5: Hearing, including the impact on speech and language.**

	<b>Courses</b>	<b>Other experience</b>
<b>III-D-5a: Prevention</b>	556	
<b>III-D-5b: Assessment</b>	556	
<b>III-D-5c: Intervention</b>	556	

**III-D-6: Swallowing: oral, pharyngeal, esophageal, and related functions, including oral function for feeding, and oral myofunction.**

	<b>Courses</b>	<b>Other experience</b>
<b>III-D-6a: Prevention</b>	558	
<b>III-D-6b: Assessment</b>	558	
<b>III-D-6c: Intervention</b>	558	

**III-D-7: Cognitive aspects of communication: attention, memory, sequencing, problem-solving, executive functioning.**

	<b>Courses</b>	<b>Other experience</b>
<b>III-D-7a: Prevention</b>	521 531 541 551 552 653	
<b>III-D-7b: Assessment</b>	531 541 551 552 653	

**III-D-8: Social aspects of communication including challenging behavior, ineffective social skills, and lack of communication opportunities.**

	<b>Courses</b>	<b>Other experience</b>
<b>III-D-8a: Prevention</b>	510 521 531 541 552 653	
<b>III-D-8b: Assessment</b>	510 521 531 541 552 653	
<b>III-D-8c: Intervention</b>	510 521 531 541 552 653	

**III-D-9: Communication modalities (including oral, manual, augmentative, and alternative communication techniques and assistive technologies).**

	<b>Courses</b>	<b>Other experience</b>
<b>III-D-9a: Assessment</b>	510 521 531 541 552	
<b>III-D-9b: Intervention</b>	521 531 541 552	

**Standard III-E: The applicant must demonstrate knowledge of standards of ethical conduct.**

	<b>Courses</b>	<b>Other experience</b>
III-E: Knowledge of standards of ethical conduct.	510	

**Standard III-F: The applicant must demonstrate knowledge of processes used in research and the integration of research principles into evidence-based clinical practice.**

	Courses	Other experience
<b>III-F: Research &amp; integration of research &amp; clinic</b>	510 554 556 602	

**Standard III-G: The Applicant must demonstrate knowledge of standards of ethical conduct.**

	Courses	Other experience
<b>III-G: Knowledge of contemporary professional issues</b>	510 602 608	

**Standard III-H: The applicant must demonstrate knowledge about certification, specialty recognition, licensure, and other relevant professional credentials.**

	Courses	Other experience
<b>III-H: Knowledge of certification</b>	510 602 608	

### **Standard IV: Program of Study – Skills Outcomes**

**Standard IV-A: The applicant must complete a curriculum of academic and clinical education that follows an appropriate sequence of learning sufficient to achieve the skills outcomes in Standard IV-G. *The Program of Study sequentially outlines all required coursework from the beginning to the end of the program.***

**Standard IV-B: The applicant must possess skill in oral and written or other forms of communication sufficient for entry into professional practice.**

	Courses	Other experience
<b>IV-B-1: Oral communication</b>	602 608	
<b>IV-B-2: Written communication</b>	602 608	

**Standard IV-C: The applicant for certification in speech-language pathology must complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology. 25 hours must be spent in clinical observation, and 375 hours must be spent in direct client/patient contact.**

	Courses	Other experience
<b>IV-C-1: Completion of 25 observation hours</b>		
<b>IV-C-2: Direct client contact</b>	602 608	

**Standard IV-D: At least 325 of the 400 clock hours must be completed while the applicant is engaged in graduate study in a program accredited in speech-language pathology by the Council of Academic Accreditation in Audiology and Speech-Language Pathology.**

	<b>Courses</b>	<b>Other experience</b>
<b>IV-D: Direct observation hours</b>	602 608	

**Standard IV-E: Supervision must be provided by individuals who hold the Certificate of Clinical Competence in the appropriate area of practice. The amount of supervision must be appropriate to the student's level of knowledge, experience, and competence. Supervision must be sufficient to ensure the welfare of the client/patient.** *The CSD Department only utilizes individuals who hold a CCC in Speech-Language Pathology for supervision in CSD 602 & 608. Supervision ranges from 25%-100% depending on the needs of the student clinician.*

**Standard IV-F: Supervised practicum must include experience with the client/patient populations across the life span and from culturally/linguistically diverse backgrounds. Practicum must include experience with client/patient populations with various types and severities of communication and/or related disorders, differences, and disabilities.** *All students will have the experiences listed in IV-F-1 through IV-F-3. All students will also have multiple experiences within a majority of the other categories, though not necessarily all of these categories.*

	<b>Courses</b>	<b>Other experience</b>
<b>IV-F-1: Child</b>	602 608	
<b>IV-F-2: Adult</b>	602 608	
<b>IV-F-3: Culturally/linguistically diverse</b>	602 608	
<b>IV-F-4: Articulation</b>	602 608	
<b>IV-F-5: Fluency</b>	602 608	
<b>IV-F-6: Voice &amp; Resonance</b>	602 608	
<b>IV-F-7: Receptive &amp; Expressive language</b>	602 608	
<b>IV-F-8: Hearing (impact on speech &amp; language)</b>	602 608	
<b>IV-F-9: Swallowing</b>	602 608	
<b>IV-F-10: Cognitive aspects of communication</b>	602 608	
<b>IV-F-11: Social aspects of communication</b>	602 608	
<b>IV-F-12: Communication modalities</b>	602 608	

**Standard IV-G: The applicant for certification must complete a program of study that includes supervised clinical experiences sufficient in breadth and depth to achieve the following skills outcomes:**

*In addition to direct client/patient contact, clinical skills may be developed and demonstrated through successful performance on academic coursework and examinations, application of information obtained through clinical experiences, and completion of independent projects. In instances where applicants have not had direct patient contact with disorder and difference categories, appropriate alternative methods for skills development must be demonstrated. The skills outcomes listed below are addressed in the course syllabi and clinical practicum records.*

**1. Evaluation:**

- a) Conduct screening and prevention procedures (including prevention activities).
- b) Collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professional.
- c) Select and administer appropriate evaluation procedures, such as behavioral observations, non-standardized and standardized tests, and instrumental procedures.
- d) Adapt evaluation procedures to meet client/patient needs.
- e) Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.
- f) Complete administrative and reporting functions necessary to support evaluation.
- g) Refer clients/patients for appropriate services.

**2. Intervention:**

- a) Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process.
- b) Implement intervention plans (Involve clients/patients and relevant others in the intervention process).
- c) Select or develop and use appropriate materials and instrumentation for prevention and intervention.
- d) Measure and evaluate clients'/patients' performance and progress.
- e) Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.
- f) Complete administrative and reporting functions necessary to support intervention.
- g) Identify and refer clients/patients for services as appropriate.

**3. Interaction and personal qualities:**

- a) Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.
- b) Collaborate with other professionals in case management.
- c) Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.
- d) Adhere to the ASHA Code of Ethics and behave professionally.

The skills outcomes listed under IV-G-1, 2, and 3 are achieved for the types of communication and swallowing disorders in the following courses:

	<b>Courses</b>	<b>Other experience</b>
<b>IV-G-1: Articulation</b>	602 608	
<b>IV-G-2: Fluency</b>	602 608	
<b>IV-G-3: Voice &amp; Resonance</b>	602 608	
<b>IV-G-4: Receptive &amp; Expressive language</b>	602 608	
<b>IV-G-5: Hearing (impact on speech &amp; language)</b>	602 608	
<b>IV-G-6: Swallowing</b>	602 608	
<b>IV-G-7: Cognitive aspects of communication</b>	602 608	
<b>IV-G-8: Social aspects of communication</b>	602 608	
<b>IV-G-9: Communication modalities</b>	602 608	

### **Standard V: Assessment**

The applicant for certification must demonstrate successful achievement of the knowledge and skills delineated in Standard III and Standard IV by means of both formative and summative assessment.

**Standard V-A: Formative Assessment** – The applicant must meet the education program’s requirements for demonstrating satisfactory performance through ongoing formative assessment of knowledge and skills (*Fulfillment of requirements for previous standards entails fulfillment of this standard.*)

	<b>Date Met</b>
<b>V-A: Formative assessment requirements</b>	

**Standard V-B: Summative Assessment** – The applicant must pass the national examination adopted by ASHA for purposes of certification in speech-language pathology.

	<b>Date Met</b>
<b>V-B: ASHA national exam passed</b>	

## **Knowledge and Skills Acquisition Record**

<b>Met</b>	<b>Course</b>	<b>Notes</b>
	<b>CSD 508</b> -Neurobiology in Communication	
	<b>CSD 510</b> -Clinical and Educational Methods in SLP	
	<b>CSD 521</b> - Communication Disorders- Birth-3	
	<b>CSD 531</b> - Language Disorders- Preschool Populations	
	<b>CSD 541</b> -Language Disorders in School-Age children	
	<b>CSD 551</b> - Motor Speech Disorders	
	<b>CSD 552</b> - Aphasia & Right hemisphere Damage	
	<b>CSD 554</b> - Quantitative and Qualitative Methods in SLP	
	<b>CSD 555</b> -Organic Disorders of Communication	
	<b>CSD 556</b> -Audiology for SLPs	
	<b>CSD 557</b> - Phonological Disorders	
	<b>CSD 558</b> - Swallowing Disorders: Evaluation and Treatment	
	<b>CSD 599</b> - School-Based Practice	
	<b>CSD 602</b> - Clinical Practicum	
	<b>CSD 608</b> - Clinical externship	
	<b>CSD 651</b> - Stuttering_ Diagnosis and Therapy	
	<b>CSD 652</b> - Voice Disorders: Assessment and Treatment	
	<b>CSD 653</b> - Traumatic Brain Injury	

**Form revised: 7/14/2011**