



Approved Innovative Course

- Districts must have local board approval to implement innovative courses
- Innovative courses may meet state elective credit only
- CTE Innovative courses may not be the final course in a coherent sequence for an endorsement
- Course requirements must be met without modification

Course: *Introduction to Speech Pathology and Audiology*

PEIMS Code: *N1302100*

Abbreviation: *INTSPA*

Grade Level(s): *10-12*

Number of Credits: *1.0*

Course description:

The Introduction to Speech-Language Pathology and Audiology course is designed to provide for the development of advanced knowledge and skills related to the professions that specialize in communication disorders: speech-language pathology, audiology, hearing, and speech and language science. Topics are related to defining the professional practice areas of speech-language pathology, audiology and hearing, and speech and language science; the scope of practice as determined by the American Speech-Language-Hearing Association for these professions; multicultural service delivery for individuals with communication disorders; certification; code of ethics; practice settings; employment opportunities; and the use of technology in management and treatment of communication disorders.

Essential knowledge and skills:

- (a) General requirements. This course is recommended for students in Grades 10-12. Recommended prerequisites: Anatomy and Physiology and Principles of Health Science. Students shall be awarded one credit for successful completion of this course.
- (b) Introduction.
 - (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - (2) The Health Science Career Cluster focuses on planning, managing, and providing therapeutic services, diagnostics services, health informatics, support services, and biotechnology research and development.
 - (3) The Introduction to Speech-Language Pathology and Audiology course is designed to provide an overview of the professions that specialize in communication disorders ~ speech-language pathology, audiology, hearing, and speech and language science



Approved Innovative Course

- *Districts must have local board approval to implement innovative courses*
- *Innovative courses may meet state elective credit only*
- *CTE Innovative courses may not be the final course in a coherent sequence for an endorsement*
- *Course requirements must be met without modification*

and to prepare high school students who may be interested in a career working in the field of communication sciences and disorders for undergraduate and graduate university work with a major in one of these areas.

- (4) To pursue a career in the healthcare industry, students should learn to reason, think critically, make decisions, solve problems, research topics of interest, and communicate effectively. Students should recognize that quality service delivery for individuals with communication disorders depends on the ability to work well with others.
- (5) Students are expected to demonstrate knowledge and understanding of the professional practice areas and scope of practice for speech-language pathology, audiology, hearing, and speech and language science as determined by the American Speech-Language-Hearing Association for these professions. In addition, student expectations address the code of ethics for these professions, national and state credentialing/licensure standards, career preparation requirements through university training programs, practice settings and employment opportunities, and the use of technology in management and treatment of communication disorders.
- (6) Professional integrity in communication sciences and disorders is dependent upon acceptance of legal and ethical responsibilities to consider the needs of individuals with communication disorders within the context of a culturally and linguistically diverse society. Students are expected to employ cultural sensitivity and work in a climate of respect in regard to communication differences that are based on cultural and linguistic variables, versus communication disorders that are present in the individual's heritage language.
- (7) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
- (8) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and skills.

- (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:
 - (A) express ideas in a clear, concise, and effective manner; and
 - (B) exhibit the ability to cooperate, contribute, and collaborate as a member of a team.



Approved Innovative Course

- *Districts must have local board approval to implement innovative courses*
- *Innovative courses may meet state elective credit only*
- *CTE Innovative courses may not be the final course in a coherent sequence for an endorsement*
- *Course requirements must be met without modification*

- (2) The student discusses the nature of communication disorders and differences, including their etiologies, characteristics, anatomical/physical, acoustic, psychological, developmental, and cultural and linguistic parameters. The student is expected to:
- (A) compare common communication behaviors that deviate from the healthy behaviors or communication development;
 - (B) identify common communication and hearing disorders and their typical symptoms, etiologies, and associated correlates;
 - (C) describe the basic anatomy and physiology of speech and hearing;
 - (D) define speech, language, and communication disorders
 - (E) compare and contrast the various aspects of speech, language, and communication disorders; and
 - (F) summarize of various communication disorders affecting children and adults.
- (3) The student demonstrates knowledge and understanding of the principles of prevention of communication disorders and hearing loss. The student is expected to:
- (A) describe methods of preventing communication disorders;
 - (B) explain and use terminology related to prevention of communication disorders including primary prevention, secondary prevention, tertiary prevention, at risk for communication disorders, incidence, prevalence, epidemiology, and wellness;
 - (C) analyze and evaluate conditions that place individuals at risk for various communication disorders including hearing loss;
 - (D) analyze environments which promote development and maintenance of optimal communication abilities;
 - (E) describe early identification and early intervention services for communication disorders occurring at any time during the life span;
 - (F) describe and apply universal hearing screening programs for newborns; and
 - (G) investigate current public policy related to the prevention of hearing loss and communication disorders.



Approved Innovative Course

- *Districts must have local board approval to implement innovative courses*
- *Innovative courses may meet state elective credit only*
- *CTE Innovative courses may not be the final course in a coherent sequence for an endorsement*
- *Course requirements must be met without modification*

- (4) The student describes the professions of speech-language pathology and audiology; the certification, licensure, and credentialing requirements for both professions; and the clients served by these professions. The student is expected to:
- (A) define the profession of speech-language pathology and the basic scope of practice for the profession;
 - (B) define the profession of audiology and the basic scope of practice for the profession;
 - (C) identify certification, licensure, and credentialing requirements for speech-language pathology and audiology;
 - (D) describe the clients who may be served by speech-language pathologists across the life span; and
 - (E) describe the clients who may be served by audiologists across the life span.
- (5) The student demonstrates understanding of the scope of practice for speech-language pathologists and the scope of practice for audiologists, and the code of ethics for both professions. The student is expected to:
- (A) define the current scope of practice for speech-language pathology as described under Texas licensure and as described by the American Speech-Language-Hearing Association;
 - (B) define the current scope of practice for audiology as described under Texas licensure and as described by the American Speech-Language-Hearing Association;
 - (C) identify history, laws, and ethical practices related to the professions of speech-language pathology and audiology; and
 - (D) research the code of ethics for speech-language pathology and the code of ethics for audiology under Texas licensure law and as written by the American Speech-Language-Hearing Association in connection with the Certificate of Clinical Competence in Speech-Language Pathology and the Certificate of Clinical Competence in Audiology.
- (6) The student identifies other professionals who may work with speech-language pathologists and audiologists and describes models for working on a multi-disciplinary team. The student is expected to:
- (A) describe the various roles of the different professions that may intersect with service delivery provided by speech-language pathologists and audiologists such as classroom teachers, special education teachers, occupational therapists, physical therapists, psychologists, diagnosticians, counselors, social workers, physicians, and deaf educators;



Approved Innovative Course

- *Districts must have local board approval to implement innovative courses*
- *Innovative courses may meet state elective credit only*
- *CTE Innovative courses may not be the final course in a coherent sequence for an endorsement*
- *Course requirements must be met without modification*

- (B) evaluate different models for professional teaming such as interdisciplinary teams, multi-disciplinary teams, or transdisciplinary teams;
- (C) analyze the roles of various professionals including the speech-language pathologist or audiologist on a multidisciplinary team;
- (D) evaluate effective professional communication skills when working on a multidisciplinary team;
- (E) differentiate the role of the speech-language pathologist and audiologist when making referrals to other professionals; and
- (F) distinguish implications of the Health Insurance Protection and Portability Act (HIPPA) and other confidentiality laws and discuss their impact on individuals with communication disorders.
- (7) The student identifies the legal and ethical responsibilities of speech-language pathologists and audiologists when identifying and meeting the needs of individuals with communication disorders within the context of a culturally and linguistically diverse society. The student is expected to:
- (A) identify portions of the scope of practice and the code of ethics for speech-language pathology and the scope of practice and the code of ethics for audiology that relate to working with individuals with cultural and linguistic differences;
- (B) identify laws that address the civil rights of individuals with cultural and linguistic difference such as....;
- (C) debate civil rights laws for individuals with communication disorders in terms of access to services, diagnosis and treatment; and
- (D) summarize the legal and ethical responsibilities of speech-language pathologists and audiologists when working with individuals with cultural and linguistic differences.
- (8) The student demonstrates effective verbal and nonverbal communication skills. The student is expected to:
- (A) demonstrate communication skills appropriate to the situation when interacting with elementary age students, classroom teachers, speech-language pathologists, principals, and parents with communication disorders;
- (B) demonstrate knowledge of verbal and nonverbal communication techniques that should be used when communicating with children that have sensory loss, language barriers, cognitive impairment, and other learning disabilities;



Approved Innovative Course

- *Districts must have local board approval to implement innovative courses*
- *Innovative courses may meet state elective credit only*
- *CTE Innovative courses may not be the final course in a coherent sequence for an endorsement*
- *Course requirements must be met without modification*

- (C) employ electronic communication and technology devices when interacting with children with communication disorders with appropriate supervision in a school setting; and
- (D) demonstrate translation skills from English to a second language or from a heritage language into English with appropriate supervision.
- (9) The student defines core vocabulary used across settings in the practice of speech-language pathology or audiology. The student is expected to:
- (A) interpret, transcribe, and communicate vocabulary in the field of speech-language pathology;
 - (B) interpret, transcribe, and communicate vocabulary in the field of audiology; and
 - (C) identify the human anatomical structures used in for speech production and
 - (D) for hearing.
- (10) The student demonstrates knowledge and understanding of the use of technology in management, evaluation, and treatment of communication disorders. The student is expected to:
- (A) investigate and describe the use of technology for identification of a speech, language, or communication disorder including hearing loss/deafness;
 - (B) investigate and describe the use of technology for treatment of a speech, language, or communication disorder including hearing aids and cochlear implants and
 - (C) describe the ethical considerations that may be involved with the use of telepractice for the treatment of communication disorders.
- (11) The student differentiates the communication disorders that may occur with other congenital, neurological, or acquired disabilities and the role of the speech-language pathologist and audiologist in identification and treatment of these communication disorders. The student is expected to:
- (A) identify communication disorders that often occur with intellectual disabilities, autism, attention-deficit hyperactivity disorder (ADHD), cleft palate, cerebral palsy, and acquired disabilities such as traumatic brain injury or motor/cognitive impairment following a stroke;
 - (B) identify and define the speech, language, and communication disorders associated with deafness or hearing loss;
 - (C) explain the role of the speech-language pathologist in the identification of a communication disorder when the individual has one or more other disabilities;



Approved Innovative Course

- *Districts must have local board approval to implement innovative courses*
- *Innovative courses may meet state elective credit only*
- *CTE Innovative courses may not be the final course in a coherent sequence for an endorsement*
- *Course requirements must be met without modification*

- (D) describe the role of the audiologist in the identification of hearing loss or deafness when the individual has one or more other disabilities; and
- (E) describe the roles of the speech-language pathologist and audiologist in working with clients who have other disabilities in addition to hearing loss or a speech, language, or communication disorder.

Description of specific student needs this course is designed to meet:

The Introduction to Speech-Language Pathology and Audiology course is designed to provide students with an overview of communication disorders, an initial understanding of the clinical application of the fields of speech-language pathology and audiology, an understanding of basic concepts and terms associated with the practice of speech-language pathology and audiology, familiarity with a variety of communication disorders, and basic assessment strategies and treatments.

Major resources and materials:

Textbooks, observation of live and/or video evaluation and treatment sessions demonstrating different therapy approaches, project-based learning, and student presentations using technology as the platform for the presentation.

Recommended course activities:

This course augments the skills students will use during internship experiences with speech-language pathologists or audiologists in the Practicum in Health Science. The course will focus on various types of evaluation and treatment techniques used by speech-language pathologists and audiologists when working with clients with speech sound disorders, stuttering, voice disorders, language disorders, and swallowing disorders. In the area of audiology students will learn how to work with deaf and/or hard of hearing clients, or the balance issues that may result from tinnitus.

Sample optional activities: Observation of speech-language therapy sessions; interviews of professionals and graduate students in speech-language pathology or audiology; project or research paper on a current topic or challenge faced by speech-language pathologists or audiologists.



Approved Innovative Course

- *Districts must have local board approval to implement innovative courses*
- *Innovative courses may meet state elective credit only*
- *CTE Innovative courses may not be the final course in a coherent sequence for an endorsement*
- *Course requirements must be met without modification*

Suggested methods for evaluating student outcomes:

Ongoing monitoring by teacher
Evaluation of performance and final research paper
Grading of lessons by teachers
Student self-assessment
Peer review and evaluation by audience during final project performances
Assessment of student research and documentation

Teacher qualifications:

An assignment for Introduction to Speech Pathology and Audiology is allowed with one of the following certificates:

- (1) Human Development and Family Studies: Grades 8-12
- (2) Health Science: Grades 6-12.
- (3) Health Science Technology Education: Grades 8-12.
- (4) Vocational Health Occupations.
- (5) Vocational Health Science Technology.
- (6) School Speech-Language Pathologist.
- (7) Speech and Hearing Therapy.
- (8) Speech and Language Therapy.

Two years of wage earning experience in the licensed occupational field

Additional information:

aStudents are expected to apply the knowledge and skills necessary to pursue further education culminating in a bachelor's degree and subsequent master's degree in Communication Sciences and Disorders.