

# SPEECH-LANGUAGE PATHOLOGY, M.S.

## Program Description

La Salle University's Department of Communication Sciences and Disorders offers a Master of Science in Speech-Language Pathology.

Speech-language pathologists care for clients of all ages and cultural backgrounds with communication and swallowing disorders. Speech-language pathologists assess, treat, and help prevent speech, language, cognitive-communication, voice, swallowing, fluency, and related disorders.

This graduate program is a full-time program. Academic classes are scheduled in the late afternoon and early evening. Clinical practicum experiences in our on-campus clinic and affiliate sites are predominantly scheduled during business hours. Students have the opportunity to participate in diverse clinical practicum experiences in various professional settings.

## Mission

La Salle University's Speech-Language Pathology Graduate Program provides a research-oriented, clinically-based curriculum grounded in theoretical, ethical, and clinical knowledge in communication sciences and disorders. Students learn to think critically and communicate effectively to meet professional credentialing requirements, including American Speech-Language-Hearing Association certification as speech-language pathologists. Students gain knowledge and skills to evaluate, treat, and advocate for individuals with communication and swallowing disorders in a pluralistic society. Students learn to analyze and integrate research into clinical practice, recognize diverse client/caregiver perspectives and values, and pursue life-long learning.

## Program Goals

The Master of Science in Speech-Language Pathology Program at La Salle University is designed to provide an accredited program in which students are prepared to function as qualified speech-language pathologists. The program offers theoretical and clinical experiences that prepare students for leadership roles to meet the health, educational, and social needs of individuals with communication and swallowing disorders in the contexts of families, communities, and society. The program is designed to prepare students to meet requirements for certification by the American Speech-Language-Hearing Association, licensure by the Commonwealth of Pennsylvania, and foundations for doctoral study. Graduates of this program will earn a Master of Science degree.

## Program Specific Information

### Accreditation

The Master of Science (M.S.) education program in speech-language pathology (residential) at La Salle University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700.

### Certification and Licensure

The American Speech-Language-Hearing Association (ASHA) is the national professional, credentialing, and scientific organization for speech-language pathologists, audiologists, and speech-language-

hearing scientists. To practice in most work settings, speech-language pathologists must hold a master's degree and become certified by ASHA. This certification is called the Certificate of Clinical Competence (CCC) and requires completing specific program coursework, including practicum, a supervised Clinical Fellowship (CF), and passing a national examination.

For more information about ASHA certification, please visit <https://www.asha.org/certification/>.

All 50 states require speech-language pathologists to be licensed to practice. For state-specific licensure information (including Pennsylvania, New Jersey, and Delaware), please visit State-by-State ([asha.org](https://www.asha.org/advocacy/state/)) (<https://www.asha.org/advocacy/state/>).

La Salle University's Department of Communication Sciences and Disorders has received approval for teacher certification for the Educational Specialist I School Speech & Language Pathologist PK-12 or the Teacher Instructional Certificate I for Speech and Language Impaired PK-12 from the Pennsylvania Department of Education (PDE) of the Commonwealth of Pennsylvania. Earning one of these certificates is required to work in the various school systems in Pennsylvania. Pennsylvania State Board regulations require candidates applying for either certificate to pass the appropriate Praxis test administered by the Educational Testing Service. Information about the Praxis Series Tests is available at <http://www.ets.org/praxis/pa> (<http://www.ets.org/praxis/pa/>). Other states may also require prospective teachers to take this or other examinations. In addition to all of the requirements for completing the Master's degree, the Department of Communication Sciences and Disorders faculty must recommend candidates for Instructional I certificates. Recommendations are predicated upon completing all course requirements with a minimum cumulative GPA of 3.0 and a minimum GPA of 3.0 in CSD courses.

## Clinical Experiences

The Master of Science in Speech-Language Pathology offers clinical education at various practicum sites. The CSD Department has established strong ties with more than 250 schools, hospitals, private practices, and rehabilitation facilities for supervised clinical practicum affiliations in the greater Philadelphia area. Currently, these include acute-care hospitals (pediatric and adult); rehabilitation hospitals (pediatric and adult); specialized schools; elementary, middle, and high schools in Pennsylvania, New Jersey, and Delaware; intermediate units in Pennsylvania and educational services units in New Jersey; and private practices in Pennsylvania, New Jersey, and Delaware.

## The National Student Speech-Language-Hearing Association

The National Student Speech-Language-Hearing Association (NSSLHA) is a pre-professional membership association for students interested in communication sciences and disorders. La Salle University formed an ASHA-recognized NSSLHA chapter in 2002. Membership in the La Salle NSSLHA chapter is available to undergraduate and graduate students enrolled in our program.

Student NSSLHA members can increase their involvement in the field by visiting professional work sites, engaging in group outreach programs, attending panel discussions, fundraising, and more. NSSLHA membership allows students to engage in leadership activities locally and nationally by promoting dialogue between students, professionals, and community members.

Visit the NSSLHA Web site: [www.nsslha.org](http://www.nsslha.org) (<http://www.nsslha.org>).

## CSD Student Handbook

The Communication Sciences and Disorders Student Handbook contains program-specific rules, guidelines, and procedures for progression and will be available to all students.

## Degree or Certificate Earned

M.S.

## Required for Program Completion

- Courses
  - 20
- Credits
  - 60
- GPA
  - 3.0

## Student Learning Outcomes

The following objectives reflect entry-level competency in all the basic human communication and swallowing areas, including articulation, fluency, voice and resonance, receptive and expressive language, hearing, including the impact on speech and language, swallowing, cognitive and social aspects of communication, and communication modalities.

The codes listed at the end of each objective refer to the current ASHA Certification Standards in Speech-Language Pathology.

- Demonstrate proficiency in oral and written communication sufficient for entry into professional practice. (V-A)
- Apply basic biological/physical science, statistics, and behavioral/social science to the study of communication and swallowing disorders. (IV-A)
- Analyze, synthesize, and evaluate information in the areas of basic human communication and swallowing processes. (IV-B)
- Contrast basic human communication and swallowing processes with communication and swallowing disorders and differences. (IV-B, IV-C)
- Demonstrate clinical skills in assessment, intervention, and prevention of human communication and swallowing disorders. (IV-C; IV-D; IV-E; V-B)
- Integrate and demonstrate ethical, legal, and professional standards in the provision of speech-language pathology services. (IV-E; IV-G; V-B)
- Integrate research with clinical knowledge to improve the evaluation and treatment of individuals with communication and swallowing disorders. (IV-B; IV-C; IV-D; IV-E; IV-F; IV-G; V-B)
- Critique professional issues in speech-language pathology and advocate for individuals with communication and swallowing disorders. (IV-D; IV-E; IV-F; IV-G)
- Pursue education and credentials necessary for obtaining/maintaining certification and licensure. Pursue ongoing professional development. (IV-G; IV-H; V-C; V-D; V-E; V-F, VI)
- Implement appropriate assessment and intervention for diverse client populations across the lifespan. (IV-B; IV-C; IV-D, V-B; V-F)
- Evaluate individuals with communication and swallowing disorders utilizing appropriate diagnostic tools. (IV-C; IV-D; V-B; V-F)

- Provide intervention for individuals with communication and swallowing disorders utilizing appropriate clinical methods and strategies. (IV-C, IV-D; V-B; V-F)
- Practice independently and collaboratively in various health-care and educational systems in an appropriate professional manner. (IV-A through IV-H; V-A through V-F)

## Academic Requirements

### Curriculum

Course selection is made with an adviser and includes undergraduate transcript review. If a student has deficiencies in undergraduate prerequisites, the student must complete the missing coursework during the graduate course of study.

Code	Title	Credits
<b>Required Courses</b>		
COSD 501	Introduction to Clinical Practicum	3
COSD 502	Introduction to Aural Habilitation/Rehabilitation	3
COSD 503	Speech Sound Disorders	3
COSD 511	Stuttering and Other Fluency Disorders	3
COSD 512	Language Disorders in Young Children	3
COSD 513	Acquired Language Disorders	3
COSD 514	Language Learning Disabilities in School-Age Children and Adolescents	3
COSD 515	Voice Disorders	3
COSD 516	Clinical Practicum and Procedures	3
COSD 518	Research Design in Communication Disorders	3
COSD 520	Dysphagia: Diagnosis and Treatment of Swallowing Disorders	3
COSD 521	Advanced School Practicum in Speech-Language Pathology	3
COSD 527	Motor Speech Disorders	3
COSD 528	Counseling Seminar in Communication Disorders	3
COSD 614	Clinical Diagnostics in Speech-Language Pathology	3
COSD 616	Advanced Clinical Practicum and Case Study	3
COSD 619	Medical Speech-Language Pathology	3
COSD 635	Integrative Capstone in Communication Disorders	3
<b>Electives</b>		
Students must take two electives of the following:		6
COSD 526	Alternative and Augmentative Communication	
COSD 530	Special Topics in Communication Disorders	
COSD 537	Geriatric Communication Disorders	
COSD 617	Advanced Pediatric Aural Habilitation for Speech-Language Pathologists	
COSD 618	Communication and Autism Spectrum Disorders	
COSD 620	Pediatric Dysphagia	
COSD 622	Applied Instrumentation in Speech-Language Pathology	
COSD 640	Thesis Research in Communication Disorders	
COSD 670	Management of Cognitive-Communication Disorders	

## Course Sequence

Course	Title	Credits
<b>First Year</b>		
<b>First Semester</b>		
COSD 501	Introduction to Clinical Practicum	3
COSD 503	Speech Sound Disorders	3
COSD 512	Language Disorders in Young Children	3
COSD 518	Research Design in Communication Disorders	3
<b>Credits</b>		<b>12</b>
<b>Second Semester</b>		
COSD 513	Acquired Language Disorders	3
COSD 515	Voice Disorders	3
COSD 516	Clinical Practicum and Procedures	3
COSD 520	Dysphagia: Diagnosis and Treatment of Swallowing Disorders	3
Optional COSD Graduate Elective		0-3
<b>Credits</b>		<b>12-15</b>
<b>Third Semester</b>		
COSD 614	Clinical Diagnostics in Speech-Language Pathology	3
COSD 619	Medical Speech-Language Pathology	3
Optional 1 or 2 COSD Graduate Elective(s)		0-6
<b>Credits</b>		<b>6-12</b>
<b>Second Year</b>		
<b>First Semester</b>		
COSD 514	Language Learning Disabilities in School-Age Children and Adolescents	3
COSD 521 or COSD 616	Advanced School Practicum in Speech-Language Pathology or Advanced Clinical Practicum and Case Study	3
COSD 527	Motor Speech Disorders	3
COSD 528	Counseling Seminar in Communication Disorders	3
Optional COSD Graduate Elective		0-3
<b>Credits</b>		<b>12-15</b>
<b>Second Semester</b>		
COSD 502	Introduction to Aural Habilitation/Rehabilitation	3
COSD 511	Stuttering and Other Fluency Disorders	3
COSD 635	Integrative Capstone in Communication Disorders	3
COSD 521 or COSD 616	Advanced School Practicum in Speech-Language Pathology or Advanced Clinical Practicum and Case Study	3
Optional COSD Graduate Elective		0-3
<b>Credits</b>		<b>12-15</b>
<b>Total Credits</b>		<b>54-69</b>

All MS in SLP students must complete two COSD graduate electives.

## Course Descriptions

### Communication Sciences and Disorders

#### COSD 501 Introduction to Clinical Practicum

This course is the first supervised clinical speech-language pathology experience in the graduate degree program. Students enrolled in this course complete requirements through a clinical assignment in the La Salle University Speech-Language-Hearing Community Clinics (LSU-SLHCC). Students supervised by an ASHA certified speech-language pathologist, apply theoretical knowledge, continue to develop clinical management skills, self-analysis and evaluation abilities, and become familiar with professional practices and issues in the discipline of speech-language pathology in general and in this unique practicum setting. Emphasis is placed on selection and administration of diagnostic instruments. Students write reports and daily progress notes and conduct family/patient counseling. Students may have the opportunity to communicate with other health care and educational professionals as needed. Restriction(s): CSD graduate students and CSD five-year seniors

#### COSD 502 Introduction to Aural Habilitation/Rehabilitation

This course examines principles and strategies in management of problems related to hearing impairment in children and adults. Development and maintenance of communication through speech reading, auditory training, and the use of technology in aural habilitation/rehabilitation are investigated. Restriction(s): CSD graduate students

#### COSD 503 Speech Sound Disorders

This course reviews the development of speech sound production and speech perception skills in children. Factors affecting phonological development and auditory-motor learning are discussed. Prominent theories of phonology are reviewed and critiqued and assessment and modification of atypical articulatory patterns are emphasized. The differential diagnosis of oral motor versus phonological disorders is explored. Case studies are used to illustrate methodologies and to plan remediation. Restriction(s): CSD graduate students and CSD five-year seniors

#### COSD 511 Stuttering and Other Fluency Disorders

This course provides information about normal fluency as well as the history, theories, development, nature, and symptomatology of stuttering and other fluency disorders in children and adults. Controversies regarding theoretical explanations about the nature of stuttering that influence management strategies are discussed. Clinical case studies are used to illustrate methodologies and to plan remediation. Restriction(s): CSD graduate students

#### COSD 512 Language Disorders in Young Children

This course offers a theoretical and applied approach to childhood language disorders from birth through six years. It provides an overview of language development and early assessment and intervention in the field of child language pathology within and across the domains of semantics, pragmatics, syntax, morphology, and phonology. Clinical applications and controversies in case management are emphasized through case presentations, article reviews, and research presentations. Diagnostic information including language sampling, stages of emergent literacy, and stages of play are discussed in relation to early intervention. Restriction(s): CSD graduate students and CSD five-year seniors

**COSD 513 Acquired Language Disorders**

Neuropathology, symptomatology, and speech-language rehabilitation of individuals with aphasia and related disorders due to stroke, traumatic brain injury, etc. are examined in adults and children. Other neurologically based disorders such as dementia, apraxia, and dysarthria are contrasted for differential diagnosis. Evaluation, treatment, and prognosis for recovery are reviewed. Restriction(s): CSD graduate students and CSD five-year seniors

**COSD 514 Language Learning Disabilities in School-Age Children and Adolescents**

This course focuses on language learning disabilities in school-age children and adolescents and the cognitive/linguistic processes involved in the classroom performance of listening, speaking, reading, and writing. It explores the role of the speech-language pathologist in the evaluation and treatment of students with language learning disabilities. Restriction(s): CSD graduate students Prerequisite(s): COSD 512 or permission of instructor.

**COSD 515 Voice Disorders**

This course investigates the etiology, symptomatology, development, diagnosis, intervention, and prevention of voice disorders in children and adults. Controversies about current treatment strategies are discussed. Restriction(s): CSD graduate students

**COSD 516 Clinical Practicum and Procedures**

This clinical practicum course provides observation and supervised clinical experience focusing on the evaluation and treatment of communication disorders, counseling of clients and families, development of treatment plans, and writing of evaluation and progress reports. Emphasis is placed on increasing diagnostic and therapeutic skills with children and adults with communication disorders. COSD 516 takes place in an affiliated, clinic, rehabilitation facility, school, or other appropriate setting under the supervision of an ASHA certified speech-language pathologist. Students meet with the University Clinical Instructor to reflect on and discuss procedures within the clinical experience. Restriction(s): CSD graduate students and CSD five-year seniors Prerequisite(s): COSD 503 and COSD 512 and permission of Program Director.

**COSD 518 Research Design in Communication Disorders**

This course explores the relationships among research, theory, and practice. Critique of published research focuses students on literature review and purpose methods and findings of studies with applicability of research to clinical situations. Treatment and outcome variables, sampling, measurement theory, qualitative and quantitative analyses, and the use of computers in data analysis are emphasized. Restriction(s): CSD graduate students and CSD five-year seniors Prerequisite(s): A statistics course such as HSC 217 or equivalent or permission of instructor

**COSD 520 Dysphagia: Diagnosis and Treatment of Swallowing Disorders**

This course examines anatomy and physiology of normal swallowing and respiration and the anatomic and physiologic disturbances affecting swallowing in infants, children, and adults. Radiographic and bedside diagnostic and treatment procedures are presented. Indications and methods for non-oral and modified oral feeding are discussed. Restriction(s): CSD graduate students and CSD five-year seniors

**COSD 521 Advanced School Practicum in Speech-Language Pathology**  
Candidates for the Educational Specialist I School Speech & Language Pathologist PK-12 or the Teacher Instructional Certificate I for Speech and Language Impaired PK-12 engage in an advance school practicum experience in public or private schools in the greater Philadelphia area under the supervision of a school-based ASHA certified speech-language pathologist and a University Supervisor. Students investigate how speech and language affects the child's achievement and functioning in the school environment and assess the child's communication ability in relation to academic achievement with consideration of age appropriate curriculum in the classroom. Students learn Federal and State special education regulations as they relate to developing and modifying the Individualized Educational Plan (IEP) and other legal documents. They also participate in parent-teacher conferences pertaining to the child's communication and education, organize a caseload, and provide appropriate assessment and intervention in areas including speech, language, voice and fluency for children who may range in grade from preschool through high school. Restriction(s): CSD graduate students Prerequisite(s): COSD 516 and permission of the Graduate Program Director

**COSD 526 Alternative and Augmentative Communication**

This course investigates theories and practices in clinical management of severely impaired or non-speaking persons. Application of graphics, signs, gestural means of communication, use of aids and devices, development of interactive communication behaviors, and development and use of computer-assisted communication strategies are surveyed. Restriction(s): CSD graduate students Prerequisite(s): COSD 516

**COSD 527 Motor Speech Disorders**

This course provides an overview of the neurological disorders that affect speech production. Procedures for assessing speech disorders associated with neuromotor impairments are investigated. Neuropathology, symptomatology, and speech-language habilitation/rehabilitation of individuals with apraxia and/or dysarthria are emphasized. Restriction(s): CSD graduate students

**COSD 528 Counseling Seminar in Communication Disorders**

This course provides an overview of counseling in communication disorders and in the helping professions. Components of the therapeutic relationship including the interpersonal nature of communication, attending to clients, clinical interviewing, and recognizing communication patterns are surveyed. Counseling theories, goal setting, and strategic interventions with clients and their families are critiqued. This course includes active learning strategies and case study analysis. Restriction(s): CSD graduate students

**COSD 530 Special Topics in Communication Disorders**

Current scientific and professional problems and issues in communication disorders are investigated. Students may re-enroll for a maximum of 12 credits. Restriction(s): CSD graduate students Prerequisite(s): Permission of instructor

**COSD 537 Geriatric Communication Disorders**

Speech, hearing, language, and cognitive problems associated with normal aging and/or various pathological conditions are explored. The course emphasizes evaluation and intervention strategies. Restriction(s): CSD graduate students



**COSD 614 Clinical Diagnostics in Speech-Language Pathology**

This course provides advanced knowledge and skills in assessment principles, process, and applied practice. Through a case-based approach, students apply content knowledge to clinical cases in order to improve decision-making across assessments of speech sounds, language, voice, fluency, swallowing, and neurologically-based disorders. Students interact with actual and virtual clients and professionals to measure, analyze, and integrate information for diagnosis and clinical reporting. Clinical decision-making skills and rationale for test selection, administration, diagnosis, interpretation, and recommendations are considered. Restriction(s): CSD graduate students

**COSD 616 Advanced Clinical Practicum and Case Study (repeated as necessary to fulfill ASHA Certification requirements)**

This course continues the supervised clinical speech-language pathology experience of COSD 516 necessary to fulfill ASHA Clinical Practicum Requirements. Students enrolled in this course will complete requirements in an affiliated hospital, clinic, rehabilitation facility, school, or other appropriate setting treating patients/clients 18 years or older. Students are supervised by an ASHA certified speech-language pathologist. Emphasis is placed on the interpretation and application of diagnostic and therapeutic procedures with individuals with a variety of communication disorders. Students meet with the University Clinical Instructor to present and discuss case studies. Feedback and reflection regarding clinical decision-making are emphasized. Restriction(s): CSD graduate students Prerequisite(s): COSD 516

**COSD 617 Advanced Pediatric Aural Habilitation for Speech-Language Pathologists**

This course provides investigation of theory, research and clinical application of auditory-oral principles for therapeutic intervention with deaf and hard of hearing children. Focus is on the application of theoretical and research-based principles for the development of assessment and treatment plans, including writing of behavioral objectives specific to the needs of this population. Issues related to advances in technology, equipment management, multi-disciplinary collaboration and family counseling are discussed. Emphasis is placed on increasing diagnostic and therapeutic skills with deaf and hard of hearing children in the education setting who are developing oral language skills. The lecture portion of this course is designed to provide a framework for students to increase their knowledge base. Students reflect on and discuss cases, issues and procedures relevant to use of an auditory-oral approach in intervention with deaf and hard of hearing children. Restriction(s): CSD graduate students Prerequisite(s): COSD 502 or permission of instructor.

**COSD 618 Communication and Autism Spectrum Disorders**

This course provides an overview of autism spectrum disorders and the principles for speech-language pathologists in the diagnosis, assessment, and treatment of autism spectrum disorders. Professional issues relating to assessment and treatment of children on the autism spectrum are discussed along with appropriate evaluation protocols, behavioral strategies, and treatment methodologies including augmentative-alternative communication (AAC) to promote social-communication. Appropriate materials and practical supports to enhance communication are discussed. Restriction(s): CSD graduate students and CSD five-year seniors

**COSD 619 Medical Speech-Language Pathology**

This course introduces the graduate student in speech-language hearing science to medical speech pathology as it is practiced in the acute care setting. The student will be introduced to the five major service areas in the acute care setting that interface most commonly with Speech-Language Pathology Services. Those areas are: Neurology, Radiology, Trauma/Neurosurgery, ENT, and Medicine. The information necessary to interact with these services and treat their patients will be provided. The student will also have the opportunity to do site visits, prepare a detailed case study that will be presented in class, submit a research paper in a selected service area, and spend an entire workday with a Neurologist and an ENT during office hours. A written structured reflection on that experience will be required. Restriction(s): CSD Graduate Students Prerequisite(s): COSD 513 and COSD 520 or permission of instructor.

**COSD 620 Pediatric Dysphagia**

This course provides information about the anatomy and physiology of normal and abnormal pediatric swallowing, and explores its evaluation and treatment in the context of a neuro-developmental approach. The course facilitates the development of skills in the diagnosis and treatment of swallowing and feeding disorders in different pediatric clinical populations. The role of the speech-language pathologist as part of an interdisciplinary management team is emphasized. Problem-based learning and experiential learning are utilized to illustrate the complex medical and social issues related to pediatric dysphagia. Restriction(s): CSD Graduate Student Prerequisite(s): COSD 520 or permission of the instructor.

**COSD 622 Applied Instrumentation in Speech-Language Pathology**

This course focuses on the pros and cons of instrumentation in Speech Language Pathology (SLP). Current instrumentation commonly used in the evaluation and treatment of swallowing, voice, and speech disorders will be closely reviewed. A comprehensive review of clinical and theoretical research will be conducted to comprehend the clinical benefits and disadvantages of instrumentations. The instruments being discussed will be available for hands on experience to further enhance comprehension of their applications. The following instruments will be included: Electrical Stimulators (VitalStim), Surface Electromyography (sEMG), Modified Barium Swallow Study (MBS), Fiberoptic Endoscopic Evaluation of Swallowing (FEES), Fiberoptic Endoscopic Evaluation of Swallowing and Sensory Testing (FEESST), Computer Speech Lab (CSL), and Videostroboscopy. Emphasis will be given to the instrumentation's purpose, application, risk and management, disinfection, and proper maintenance. Restriction(s): CSD Graduate Students Prerequisite(s): COSD 520 or permission of the instructor.

**COSD 635 Integrative Capstone in Communication Disorders**

This seminar course is designed as a comprehensive integration and analysis of the field of Speech-Language Pathology. This course provides a formative and summative evaluation of the students' work. Formatively, students will develop a portfolio that contains pieces of work that exemplify their progress throughout the academic program. Summatively, the course provides students with an opportunity to review clinical research across the discipline and gain new insights to the field. Students formally present information from scholarly investigations. Restriction(s): CSD Graduate Students Prerequisite(s): COSD 514, COSD 515, COSD 518, COSD 527, and COSD 616 or COSD 521 and permission of Program Director

#### COSD 640 Thesis Research in Communication Disorders

This course is an opportunity to pursue descriptive and/or experimental research. This thesis option will result in approved, original, scholarly research within the field of communication disorders under the supervision of a member of the faculty to produce an acceptable thesis. Students present their thesis orally to faculty and students in lieu of the master's comprehensive examination. Students may re-register for this course until completion of thesis. Restriction(s): CSD Graduate Students. Permission of faculty member and program director. Prerequisite(s): COSD 518

#### COSD 670 Management of Cognitive-Communication Disorders

This course is designed to provide students with a comprehensive understanding of the cognitive-communication disorders associated with traumatic brain injury (TBI), right hemisphere brain damage (RHBD), and dementia. Students will learn clinical methods for differential diagnosis and treatment of these disorders. Topics to be covered include: neuropathology of TBI, RHBD, and dementia; Variables of recovery pertaining to TBI, RHBD, dementia; Assessment and treatment of individuals with TBI, RHBD, dementia; Patient and family education pertaining to TBI, RHD, and dementia. Restriction(s): CSD graduate students

## Faculty

Ryan S. Husak, Ph.D., CCC-SLP, Assistant Professor, Chair

Dana Bitetti, Ph.D., CCC-SLP, Associate Professor, Graduate Program Director

Evelyn R. Klein, Ph.D., CCC-SLP, Professor

Cesar Ruiz, SLP.D., CCC-SLP, Professor

James M. Mancinelli, Ph.D., CCC-SLP, Assistant Professor

Maureen Costello-Yacono, Ph.D., CCC-SLP, Assistant Professor and Director of Clinical Education

Amanda Santarlas, M.B.A., M.S., CCC-SLP, BCS-S, Clinic Director

## Program Contact Information

Dana Bitetti, Ph.D., CCC-SLP, Associate Professor, Graduate Program Director

2216 St. Benilde Tower  
bitetti@lasalle.edu  
(215) 951-1609