

WYOMING ASSESSMENT OF KNOWLEDGE AND SKILLS (WAKS)

Division of Communication Disorders
University of Wyoming
M.S. Program in Speech-Language Pathology

Name: _____ Semester Enrolled: _____

KNOWLEDGE OUTCOMES

STANDARD III-A: The applicant must demonstrate knowledge of the principles of biological sciences, physical sciences, mathematics, and the social/behavioral sciences

STANDARD III-B: The applicant must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, linguistic and cultural bases

1. BIOLOGICAL BASES

| Student describes anatomy & physiology of: | Course | Minimal/ Not begun | Emerging | Meets Standard |
|---|--------------|-----------------------|----------|-------------------|
| a. Respiration | 3250 5100 | | | |
| b. Phonation | 3250 5220 | | | |
| c. Articulation | 3250 5100 | | | |
| d. Resonance | 3250 5110 | | | |
| e. Hearing mechanism including the outer, middle, and inner ear | 3250 HMAC | | | |
| f. Normal swallow, including oral & pharyngeal phases | 3250 5230 | | | |

2. NEUROLOGICAL BASES

| Student describes: | Course | Minimal/ Not begun | Emerging | Meets Standard |
|--|--------------|-----------------------|----------|-------------------|
| a. Major components of the central and peripheral nervous system | 4380 5100 | | | |
| b. Pathways & processes in the auditory nervous system | 3250 HMAC | | | |
| c. Language pathways & processes in the CNS | 4380 5130 | | | |
| d. Speech pathways & processes in the CNS | 4380 5100 | | | |

3. ACOUSTIC BASES

| | Course | Minimal/ Not begun | Emerging | Meets Standard |
|--|--------------|-----------------------|----------|-------------------|
| a. Describes acoustic properties of vowels and consonants | 3210 SMAC | | | |
| b. Explains properties of sound and methods of measurement | 3210 SMAC | | | |

4. PSYCHOLOGICAL BASES

| | Course | Minimal/ Not begun | Emerging | Meets Standard |
|---|--------------|-----------------------|----------|-------------------|
| a. Describes cognitive development and its relationship to language | 4160 5280 | | | |

5. DEVELOPMENTAL/LIFESPAN BASES

| | Course | Minimal/ Not begun | Emerging | Meets Standard |
|--|--------------|-----------------------|----------|-------------------|
| a. Demonstrates knowledge of phonological development | 4160 5020 | | | |
| b. Demonstrates knowledge of syntax, semantics, and pragmatics | 4160 5280 | | | |
| c. Demonstrates knowledge of swallowing development | 5230 | | | |
| d. Describes development of literacy | 5330 | | | |
| e. Describes major features of multiple language acquisition | 4160 5330 | | | |

6. LINGUISTIC BASES

| | Course | Minimal/ Not begun | Emerging | Meets Standard |
|---|--------------|-----------------------|----------|-------------------|
| a. Transcribes speech using IPA | 3210 5020 | | | |
| b. Identifies phonological processes | 4160 5020 | | | |
| c. Describes constituents within each area of syntax, semantics, pragmatics | 4160 5280 | | | |
| d. Performs a language sample analysis | 4160 5280 | | | |

7. CULTURAL BASES

| | Course | Minimal/ Not begun | Emerging | Meets Standard |
|---|--------------|-----------------------|----------|-------------------|
| a. Identifies effects of cultural & socioeconomic variation on speech acquisition | 4160 5020 | | | |
| b. Identifies effects of cultural & socioeconomic variation on language acquisition | 4160 5280 | | | |

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

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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, psychological, developmental, and linguistic and cultural correlates of the disorder

1. ARTICULATION/PHONOLOGY

| | Course | Minimal/ Not begun | Emerging | Meets Standard |
|---|--------|-----------------------|----------|-------------------|
| a. Identifies etiological factors associated with articulation & phonological disorders | 5020 | | | |
| b. Assesses the speech sound system of infants/children using standardized and non-standardized tools | 5020 | | | |
| c. Designs appropriate treatment plans for common articulation & phonological disorders | 5020 | | | |
| d. Transcribes disordered speech using IPA | 5020 | | | |
| e. Identifies characteristics of major dysarthria types, apraxia of speech, and develop. apraxia | 5100 | | | |
| e. Designs appropriate treatment plans for dysarthria & apraxia | 5100 | | | |

2. FLUENCY

| | Course | Minimal/ Not begun | Emerging | Meets Standard |
|---|--------|-----------------------|----------|-------------------|
| a. Describes major theories of stuttering | 5120 | | | |
| c. Differentiates major characteristics associated with stuttering and cluttering | 5120 | | | |
| d. Contrasts stuttering and normal disfluencies in young children | 5120 | | | |
| e. Demonstrates knowledge of common fluency assessment procedures | 5120 | | | |
| f. Demonstrates knowledge of treatment approaches for children & adults who stutter | 5120 | | | |

3. VOICE AND RESONANCE

| | Course | Minimal/ Not begun | Emerging | Meets Standard |
|--|--------|-----------------------|----------|-------------------|
| a. Identifies common voice disorders | 5220 | | | |
| b. Describes etiological factors associated with voice disorders | 5220 | | | |
| c. Performs qualitative assessment of voice | 5220 | | | |

| | | | | |
|--|------|--|--|--|
| d. Performs qualitative assessment of resonance | 5110 | | | |
| e. Describes quantitative assessment of phonation | 5220 | | | |
| g. Describes intervention for common voice disorders | 5220 | | | |
| g. Describes etiological factors associated with resonance disorders | 5110 | | | |
| h. Identifies the perceptual & physiological characteristics associated with resonance disorders | 5110 | | | |
| i. Critiques approaches to treatment of resonance disorder | 5110 | | | |

4. RECEPTIVE AND EXPRESSIVE LANGUAGE IN SPEAKING, LISTENING, READING, WRITING, AND MANUAL MODALITIES

| | Course | Minimal/ Not begun | Emerging | Meets Standard |
|--|--------|-----------------------|----------|-------------------|
| a. Differentiates common developmental language disorders | 5280 | | | |
| b. Selects and interprets appropriate diagnostic procedures for early language disorders | 5280 | | | |
| c. Differentiates language disorder from language difference | | | | |
| d. Develops appropriate treatment plans for early language disorders | 5280 | | | |
| e. Selects and interpret appropriate diagnostic procedures for school-age language disorders | 5330 | | | |
| f. Develops appropriate treatment plans for school-age language disorders | 5330 | | | |
| g. Explains the role of the family and sociocultural factors in language intervention | 5280 | | | |
| h. Describes the role of the SLP in the schools | 5330 | | | |
| i. Describes principles of standardized test construction and evaluation | 5280 | | | |
| j. Explains intrinsic and extrinsic causes of reading deficits | 5330 | | | |
| k. Clinically analyzes a sample of disordered language | 5280 | | | |
| l. Describes symptoms and differentiate among aphasia, dementia, R hemisphere, other common acquired disorders, & normal aging | 5130 | | | |
| m. Selects & interprets appropriate diagnostic procedures for common acquired disorders | 5130 | | | |
| n. Develops appropriate treatment plans for common acquired disorders | 5130 | | | |

5. HEARING, INCLUDING THE IMPACT ON SPEECH AND LANGUAGE

| | Course | Minimal/ Not begun | Emerging | Meets Standard |
|---|--------------|-----------------------|----------|-------------------|
| a. Describes common auditory disorders | 4340 HMAC | | | |
| b. Describes the communication problems associated with hearing impairment & deafness | 4150 HMAC | | | |
| c. Describes basic hearing screening procedures | 4150 HMAC | | | |

6. SWALLOWING

| | Course | Minimal/ Not begun | Emerging | Meets Standard |
|---|--------|-----------------------|----------|-------------------|
| a. Describes etiological factors associated with swallowing disorders | 5230 | | | |
| b. Describes oral, pharyngeal, & esophageal swallowing deficits throughout the lifespan | 5230 | | | |
| c. Identifies swallowing problems from videofluorographic evaluation | 5230 | | | |
| d. Describes current approaches to the assessment of swallowing | 5230 | | | |
| e. Describes appropriate intervention for common oral & pharyngeal swallow disorders | 5230 | | | |

7. COGNITIVE ASPECTS OF COMMUNICATION

| | Course | Minimal/ Not begun | Emerging | Meets Standard |
|---|--------|-----------------------|----------|-------------------|
| a. Describes relation of developmental deficits in cognition to communication skills | 5280 | | | |
| b. Describes relation of acquired deficits in attention, memory, & cognition to communication skills | 5130 | | | |
| c. Discusses modifications of treatment approaches based on client's developmental cognitive deficits | 5280 | | | |
| d. Discusses modifications of treatment approaches based on client's acquired cognitive deficits | 5130 | | | |

8. SOCIAL ASPECTS OF COMMUNICATION

| | Course | Minimal/ Not begun | Emerging | Meets Standard |
|---|--------|-----------------------|----------|-------------------|
| a. Describes how to facilitate social uses of language for children | 5280 | | | |
| b. Describes how to facilitate communication for adults | 5130 | | | |

9. COMMUNICATION MODALITIES INCLUDING ORAL, MANUAL, & AAC/ASSISTIVE TECHNOLOGIES

| | Course | Minimal/ Not begun | Emerging | Meets Standard |
|---|--------------|-----------------------|----------|-------------------|
| a. Discusses best communication modality options and appropriate communication supports for children & adults | 5500 | | | |
| b. Distinguishes among methods of manual communication | 4150 HMAC | | | |
| c. Identifies appropriate low & high technology AAC strategies for children & adults | 5500 | | | |

STANDARD III-E: The applicant must demonstrate knowledge of standards of ethical conduct

| | Course | Minimal/ Not begun | Emerging | Meets Standard |
|--|--------|-----------------------|----------|-------------------|
| 1. Describes the purpose of the ASHA Code of Ethics and the 4 Principles of Ethics | 5380 | | | |
| 2. Proposes applications of ethical standards to clinical situations | 5030 | | | |

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

| | Course | Minimal/ Not begun | Emerging | Meets Standard |
|--|----------------------|-----------------------|----------|-------------------|
| 1. Describes experimental and descriptive research methods | 4750 EDRE 5530 | | | |
| 2. Critically evaluates research literature methodology | 4750 5110 | | | |
| 3. Applies research literature to treatment practice | 4750 5380 | | | |

STANDARD III-G: The applicant must demonstrate knowledge of contemporary professional issues

| | Course | Minimal/ Not begun | Emerging | Meets Standard |
|---|--------|-----------------------|----------|-------------------|
| 1. Demonstrates knowledge on a wide range of professional issues, including policies, practices, & guidelines | 5380 | | | |

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

| | Course | Minimal/ Not begun | Emerging | Meets |
|--|--------|-----------------------|----------|-------|
|--|--------|-----------------------|----------|-------|

| | | Not begun | | Standard |
|--|------|-----------|--|----------|
| 1. Describes relevant documentation required for professional credentials (state, national, and specialty recognition) | 5380 | | | |

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

This record, along with your clinical clock hours and course transcript, demonstrates your progress in completing the academic and clinical sequence for the master's degree in speech-language pathology and your achievement of the specified learning objectives.

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

| | Course | Minimal/ Not begun | Emerging | Meets Standard |
|---|--------|-----------------------|----------|-------------------|
| 1. Presents oral information accurately, clearly, logically, concisely and appropriate for audience | 5030 | | | |
| 2. Uses professionally adequate articulation, voice, fluency, and language | 5030 | | | |
| 3. Communicates in spoken English consistent with ASHA's position on nonstandard dialects & accents | 5030 | | | |
| 4. Attends and responds to questions, comments, etc. with maturity and professionalism | 5030 | | | |
| 5. Presents written information accurately, clearly, logically, concisely and appropriate for audience | 5030 | | | |
| 6. Writes evaluation reports following facility format | 5030 | | | |
| 7. Writes treatment plans, clinical notes and other professional correspondence following facility format | 5030 | | | |
| 8. Demonstrates adequate technical writing skills (i.e. grammar, spelling, content, and professional style) | 5030 | | | |

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. Twenty-five hours must be spent in clinical observation, and 375 hours must be spent in direct client/patient contact

You must obtain written documentation, signed by an ASHA certified supervisor, showing that a minimum of 25 hours of clinical observation have been completed. Also, you must confirm with the Director of Clinical Services in Speech that a signed copy of all your clock hour forms and the final summary sheet, showing completion of all clock hour categories, is on file in the Division office.

Signed observation hours form is in student's file: _____ Date: _____
Clinical Director

Clock hours forms & summary are in student's file: _____ Date: _____
Clinical Director

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 on Accreditation in Audiology and Speech-Language Pathology

If you have completed any clock hours of direct client contact in another program as an undergraduate, you must ensure that a signed (by an ASHA certified supervisor) copy of documentation for those hours is in your student file in the Division's office. A maximum of 50 of those hours can be applied to the 400 clock hour requirement.

Undergraduate hours documentation is in student's file: _____ Date: _____

Clinical Director

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

Standard IV-F: Supervised practicum must include experience with client/patient populations across the lifespan 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

Diversity of clinical experiences/populations is documented in the student's permanent file: _____ Date: _____

Clinical Director

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:

EVALUATION

| | Course | Minimal/ Not begun | Emerging | Meets Standard |
|---|--------|-----------------------|----------|-------------------|
| 1. Conducts hearing screening and speech-language-swallowing screenings | 5030 | | | |
| 2. Describes expectations of "typical" development across communication and swallowing areas. | 5030 | | | |
| 3. Participates in prevention activities that inform, eliminate, inhibit or delay onset of communication/swallowing disorders. | 5030 | | | |
| 4. Informs client/family of the impact the disorder (including hearing loss) has on communication skills. | 5030 | | | |
| 5. Makes appropriate recommendations after screening, including full assessment and referrals. | 5030 | | | |
| 6. Collects case history information and integrates information from clients, family, caregivers, relevant others, and other professionals to develop an evaluation plan. | 5030 | | | |
| 7. Selects and administers appropriate evaluation procedures, including behavioral observations, non-standardized and standardized assessments and instrumental procedures, based upon the information about the communication concern. | 5030 | | | |
| 8. Explains and gives meaningful evaluation instructions appropriately, recognizing client/family's needs and cultural/ linguistic background and adapting procedures accordingly. | 5030 | | | |
| 9. Scores, interprets, integrates, analyzes and synthesizes all information to develop diagnoses and make appropriate recommendations and referrals. | 5030 | | | |
| 10. Comprehensively summarizes client's communication/swallowing/cognitive status (including report writing) based on target audience and facility requirements. | 5030 | | | |

INTERVENTION

| | Course | Minimal/ Not begun | Emerging | Meets Standard |
|--|--------|-----------------------|----------|-------------------|
| 11. Collaborates with client/family and other professionals to establish appropriate intervention plans. | 5030 | | | |
| 12. Formulates appropriate, measurable and functional goals and objectives based upon evaluation results. | 5030 | | | |
| 13. Implements intervention plans based upon task hierarchies, actively involving client/family/ relevant others in the intervention process. | 5030 | | | |
| 14. Uses or designs appropriate intervention materials based on client needs and interests. | 5030 | | | |
| 15. Gives consistent, concrete, and concise explanation and feedback to client/family about expectations in meeting target goals. | 5030 | | | |
| 16. Measures, analyzes and documents client's performance/ progress and modifies intervention plans as appropriate. | 5030 | | | |
| 17. Develops an appropriate behavior management plan as needed and implements plan consistently. | 5030 | | | |
| 18. Encourages client/family to self-evaluate/critique progress towards goals and makes adjustments in treatment accordingly. | 5030 | | | |
| 19. Comprehensively summarizes client's communication/swallowing/cognitive status (including progress notes) based on target audience and facility requirements. | 5030 | | | |
| 20. Refers client/family for additional services as appropriate. | 5030 | | | |

INTERACTION & PERSONAL QUALITIES

| | Course | Minimal/ Not begun | Emerging | Meets Standard |
|---|--------|-----------------------|----------|-------------------|
| 21. Demonstrates ethical and professional behavior as outlined in the ASHA Code of Ethics. | 5030 | | | |
| 22. Demonstrates a working knowledge and compliance of the facility's policies and procedures (including HIPAA, universal precautions, and safety regulations). | 5030 | | | |
| 23. Communicates and interacts effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client, family, caregivers and relevant others. | 5030 | | | |
| 24. Collaborates with other professionals in case management with professional maturity and conduct for the situation. | 5030 | | | |
| 25. Provides counseling regarding communication and swallowing disorders to clients, family, caregivers, and relevant others in a professional manner. | 5030 | | | |
| 26. Demonstrates a positive attitude toward clinical training. | 5030 | | | |
| 26. Self-evaluates and demonstrates initiative and responsibility for professional and clinical | 5030 | | | |
| 27. Completes responsibilities on time, including paperwork, preparation for sessions, and supervisory meetings. | 5030 | | | |
| 28. Maintains an appropriate working relationship with clinical educators, including actively seeking and | 5030 | | | |

