

# CUNY QUEENS SPEECH PATHOLOGY

**CUNY QUEENS SPEECH PATHOLOGY** IS A SPECIALIZED PROGRAM DESIGNED TO PREPARE STUDENTS FOR CAREERS IN SPEECH-LANGUAGE PATHOLOGY, FOCUSING ON THE ASSESSMENT, DIAGNOSIS, AND TREATMENT OF COMMUNICATION DISORDERS. LOCATED WITHIN THE CITY UNIVERSITY OF NEW YORK (CUNY) SYSTEM, QUEENS COLLEGE OFFERS A COMPREHENSIVE CURRICULUM THAT INTEGRATES THEORETICAL KNOWLEDGE WITH PRACTICAL EXPERIENCE. THIS PROGRAM ATTRACTS STUDENTS INTERESTED IN WORKING WITH DIVERSE POPULATIONS, INCLUDING CHILDREN, ADULTS, AND INDIVIDUALS WITH SPEECH, LANGUAGE, OR SWALLOWING DIFFICULTIES. THE EMPHASIS ON EVIDENCE-BASED PRACTICE, CLINICAL TRAINING, AND INTERDISCIPLINARY COLLABORATION EQUIPS GRADUATES WITH THE SKILLS NECESSARY FOR PROFESSIONAL SUCCESS. THIS ARTICLE EXPLORES THE KEY FEATURES OF THE CUNY QUEENS SPEECH PATHOLOGY PROGRAM, INCLUDING ADMISSION REQUIREMENTS, CURRICULUM STRUCTURE, CLINICAL OPPORTUNITIES, FACULTY EXPERTISE, AND CAREER PROSPECTS. UNDERSTANDING THESE COMPONENTS WILL HELP PROSPECTIVE STUDENTS MAKE INFORMED DECISIONS ABOUT PURSUING THEIR EDUCATION AND FUTURE CAREERS IN THE FIELD OF SPEECH-LANGUAGE PATHOLOGY.

- OVERVIEW OF CUNY QUEENS SPEECH PATHOLOGY PROGRAM
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- CLINICAL TRAINING AND PRACTICAL EXPERIENCE
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## OVERVIEW OF CUNY QUEENS SPEECH PATHOLOGY PROGRAM

THE CUNY QUEENS SPEECH PATHOLOGY PROGRAM IS HOUSED WITHIN QUEENS COLLEGE'S DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS. IT OFFERS A RIGOROUS GRADUATE-LEVEL EDUCATION DESIGNED TO MEET THE ACADEMIC AND CLINICAL STANDARDS REQUIRED FOR CERTIFICATION AND LICENSURE AS A SPEECH-LANGUAGE PATHOLOGIST. THE PROGRAM EMPHASIZES A BALANCE BETWEEN FOUNDATIONAL SCIENCES, COMMUNICATION THEORY, AND HANDS-ON CLINICAL PRACTICE. STUDENTS GAIN EXPOSURE TO A VARIETY OF SPEECH AND LANGUAGE DISORDERS, INCLUDING ARTICULATION, FLUENCY, VOICE, COGNITIVE-COMMUNICATION, AND SWALLOWING DISORDERS. THIS COMPREHENSIVE APPROACH ENSURES GRADUATES ARE WELL-PREPARED TO SERVE DIVERSE POPULATIONS IN MULTIPLE SETTINGS, SUCH AS SCHOOLS, HOSPITALS, REHABILITATION CENTERS, AND PRIVATE PRACTICES.

## PROGRAM ACCREDITATION AND CREDENTIALS

THE CUNY QUEENS SPEECH PATHOLOGY PROGRAM IS ACCREDITED BY THE COUNCIL ON ACADEMIC ACCREDITATION IN AUDIOLOGY AND SPEECH-LANGUAGE PATHOLOGY (CAA), ENSURING THAT THE CURRICULUM MEETS NATIONAL STANDARDS FOR PROFESSIONAL EDUCATION. GRADUATES ARE ELIGIBLE TO APPLY FOR THE CERTIFICATE OF CLINICAL COMPETENCE IN SPEECH-LANGUAGE PATHOLOGY (CCC-SLP) THROUGH THE AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION (ASHA). ADDITIONALLY, THE PROGRAM PREPARES STUDENTS FOR STATE LICENSURE, WHICH IS REQUIRED TO PRACTICE PROFESSIONALLY IN NEW YORK AND OTHER STATES.

## ADMISSION REQUIREMENTS AND APPLICATION PROCESS

GAINING ADMISSION TO THE CUNY QUEENS SPEECH PATHOLOGY PROGRAM IS COMPETITIVE, REQUIRING APPLICANTS TO MEET SPECIFIC ACADEMIC AND PROFESSIONAL CRITERIA. THE PROGRAM SEEKS CANDIDATES WITH STRONG ACADEMIC BACKGROUNDS AND

A DEMONSTRATED COMMITMENT TO THE FIELD OF COMMUNICATION DISORDERS.

## ACADEMIC PREREQUISITES

APPLICANTS MUST HOLD A BACHELOR'S DEGREE FROM AN ACCREDITED INSTITUTION, PREFERABLY WITH COURSEWORK IN COMMUNICATION SCIENCES, PSYCHOLOGY, BIOLOGY, OR LINGUISTICS. KEY PREREQUISITE COURSES TYPICALLY INCLUDE ANATOMY AND PHYSIOLOGY OF THE SPEECH AND HEARING MECHANISM, PHONETICS, LANGUAGE DEVELOPMENT, AND STATISTICS. MAINTAINING A MINIMUM GPA, OFTEN AROUND 3.0 OR HIGHER, IS ESSENTIAL FOR CONSIDERATION.

## APPLICATION MATERIALS

REQUIRED MATERIALS FOR THE CUNY QUEENS SPEECH PATHOLOGY APPLICATION INCLUDE:

- OFFICIAL TRANSCRIPTS FROM ALL COLLEGES ATTENDED
- LETTERS OF RECOMMENDATION FROM ACADEMIC OR PROFESSIONAL REFERENCES
- A STATEMENT OF PURPOSE OUTLINING CAREER GOALS AND INTEREST IN SPEECH PATHOLOGY
- GRE SCORES, IF APPLICABLE
- RESUME OR CURRICULUM VITAE DETAILING RELEVANT EXPERIENCE

APPLICANTS MAY ALSO BE INVITED FOR AN INTERVIEW AS PART OF THE SELECTION PROCESS, ALLOWING FACULTY TO ASSESS CANDIDATES' COMMUNICATION SKILLS AND PROFESSIONAL READINESS.

## CURRICULUM AND COURSEWORK

THE CUNY QUEENS SPEECH PATHOLOGY CURRICULUM IS STRUCTURED TO PROVIDE COMPREHENSIVE THEORETICAL KNOWLEDGE ALONGSIDE PRACTICAL SKILLS NECESSARY FOR CLINICAL PRACTICE. THE PROGRAM COMBINES CORE COURSES IN COMMUNICATION SCIENCES WITH SPECIALIZED TOPICS AND CLINICAL PRACTICUM EXPERIENCES.

## CORE COURSES

CORE COURSEWORK COVERS ESSENTIAL TOPICS SUCH AS:

- SPEECH AND HEARING SCIENCE
- LANGUAGE ACQUISITION AND DISORDERS
- NEUROLOGICAL BASES OF COMMUNICATION
- ARTICULATION AND PHONOLOGICAL DISORDERS
- FLUENCY AND VOICE DISORDERS
- SWALLOWING DISORDERS (DYSPHAGIA)
- RESEARCH METHODS AND STATISTICS

THESE COURSES BUILD A STRONG FOUNDATION IN THE BIOLOGICAL, PSYCHOLOGICAL, AND LINGUISTIC ASPECTS OF COMMUNICATION DISORDERS.

## ELECTIVE AND SPECIALIZED COURSES

STUDENTS MAY CHOOSE ELECTIVES THAT FOCUS ON AREAS SUCH AS PEDIATRIC SPEECH PATHOLOGY, AUGMENTATIVE AND ALTERNATIVE COMMUNICATION (AAC), OR GERIATRIC COMMUNICATION DISORDERS. THESE SPECIALIZED COURSES ALLOW STUDENTS TO TAILOR THEIR EDUCATION TO THEIR INTERESTS AND CAREER GOALS.

## CLINICAL TRAINING AND PRACTICAL EXPERIENCE

HANDS-ON CLINICAL EXPERIENCE IS A CORNERSTONE OF THE CUNY QUEENS SPEECH PATHOLOGY PROGRAM. THE PROGRAM ENSURES THAT STUDENTS PARTICIPATE IN SUPERVISED PRACTICUM PLACEMENTS, WHICH PROVIDE REAL-WORLD EXPOSURE TO DIVERSE CLIENT POPULATIONS AND CLINICAL SETTINGS.

### ON-CAMPUS CLINIC

QUEENS COLLEGE OPERATES A SPEECH AND HEARING CLINIC WHERE STUDENTS PROVIDE ASSESSMENT AND THERAPY SERVICES UNDER FACULTY SUPERVISION. THIS ON-CAMPUS CLINIC OFFERS A CONTROLLED ENVIRONMENT FOR DEVELOPING CLINICAL SKILLS AND APPLYING THEORETICAL KNOWLEDGE.

### OFF-CAMPUS PRACTICUM SITES

IN ADDITION TO THE CAMPUS CLINIC, STUDENTS COMPLETE CLINICAL HOURS AT EXTERNAL SITES SUCH AS SCHOOLS, HOSPITALS, REHABILITATION CENTERS, AND COMMUNITY PROGRAMS. THESE PLACEMENTS EXPOSE STUDENTS TO A VARIETY OF DISORDERS AND TREATMENT APPROACHES, ENHANCING THEIR ADAPTABILITY AND CLINICAL COMPETENCE.

## CLINICAL HOUR REQUIREMENTS

THE PROGRAM COMPLIES WITH ASHA'S STANDARDS, REQUIRING STUDENTS TO COMPLETE A MINIMUM NUMBER OF SUPERVISED CLINICAL HOURS TO QUALIFY FOR CERTIFICATION. THIS INCLUDES BOTH EVALUATION AND TREATMENT EXPERIENCES ACROSS A SPECTRUM OF COMMUNICATION DISORDERS.

## FACULTY AND RESEARCH OPPORTUNITIES

THE CUNY QUEENS SPEECH PATHOLOGY PROGRAM BOASTS A TEAM OF EXPERIENCED FACULTY MEMBERS WHO ARE ACTIVE RESEARCHERS AND CLINICIANS. FACULTY EXPERTISE SPANS MULTIPLE AREAS OF SPEECH-LANGUAGE PATHOLOGY, OFFERING STUDENTS MENTORSHIP AND OPPORTUNITIES FOR SCHOLARLY ENGAGEMENT.

### FACULTY EXPERTISE

FACULTY MEMBERS SPECIALIZE IN AREAS SUCH AS NEUROGENIC COMMUNICATION DISORDERS, CHILD LANGUAGE DEVELOPMENT, FLUENCY DISORDERS, AND DYSPHAGIA. THEIR CLINICAL AND RESEARCH EXPERIENCE ENRICHES THE LEARNING ENVIRONMENT AND PROVIDES STUDENTS WITH ACCESS TO CUTTING-EDGE KNOWLEDGE AND TECHNIQUES.

## RESEARCH AND SCHOLARLY ACTIVITIES

STUDENTS HAVE OPPORTUNITIES TO PARTICIPATE IN FACULTY-LED RESEARCH PROJECTS, CONTRIBUTING TO STUDIES THAT ADVANCE UNDERSTANDING OF SPEECH AND LANGUAGE DISORDERS. ENGAGING IN RESEARCH FOSTERS CRITICAL THINKING AND PREPARES STUDENTS FOR EVIDENCE-BASED CLINICAL PRACTICE.

## CAREER PATHS AND JOB OUTLOOK

GRADUATES OF THE CUNY QUEENS SPEECH PATHOLOGY PROGRAM ARE WELL-POSITIONED TO ENTER A GROWING AND DYNAMIC FIELD. SPEECH-LANGUAGE PATHOLOGISTS WORK IN VARIOUS SETTINGS, ADDRESSING COMMUNICATION AND SWALLOWING DISORDERS ACROSS THE LIFESPAN.

## EMPLOYMENT SETTINGS

- PUBLIC AND PRIVATE SCHOOLS
- HOSPITALS AND REHABILITATION CENTERS
- OUTPATIENT CLINICS AND PRIVATE PRACTICE
- EARLY INTERVENTION PROGRAMS
- LONG-TERM CARE FACILITIES
- RESEARCH INSTITUTIONS AND UNIVERSITIES

## JOB MARKET AND SALARY

THE DEMAND FOR QUALIFIED SPEECH-LANGUAGE PATHOLOGISTS REMAINS STRONG DUE TO INCREASED AWARENESS OF COMMUNICATION DISORDERS AND AN AGING POPULATION. ACCORDING TO NATIONAL DATA, EMPLOYMENT IN THIS FIELD IS PROJECTED TO GROW FASTER THAN AVERAGE OVER THE NEXT DECADE. GRADUATES CAN EXPECT COMPETITIVE SALARIES, WITH OPPORTUNITIES FOR CAREER ADVANCEMENT IN CLINICAL, ADMINISTRATIVE, AND ACADEMIC ROLES.

## FREQUENTLY ASKED QUESTIONS

### WHAT PROGRAMS ARE OFFERED BY CUNY QUEENS IN SPEECH PATHOLOGY?

CUNY QUEENS OFFERS A MASTER OF SCIENCE IN SPEECH-LANGUAGE PATHOLOGY, WHICH PREPARES STUDENTS FOR CERTIFICATION AND CAREERS AS SPEECH-LANGUAGE PATHOLOGISTS.

### DOES CUNY QUEENS OFFER CLINICAL PRACTICUM OPPORTUNITIES IN SPEECH PATHOLOGY?

YES, STUDENTS IN THE SPEECH PATHOLOGY PROGRAM AT CUNY QUEENS PARTICIPATE IN SUPERVISED CLINICAL PRACTICUM EXPERIENCES AS PART OF THEIR TRAINING.

## WHAT ARE THE ADMISSION REQUIREMENTS FOR THE SPEECH PATHOLOGY PROGRAM AT CUNY QUEENS?

ADMISSION TYPICALLY REQUIRES A BACHELOR'S DEGREE, PREREQUISITE COURSEWORK IN COMMUNICATION SCIENCES, LETTERS OF RECOMMENDATION, A STATEMENT OF PURPOSE, AND GRE SCORES MAY BE REQUIRED.

## IS THE SPEECH PATHOLOGY PROGRAM AT CUNY QUEENS ACCREDITED?

YES, THE PROGRAM IS ACCREDITED BY THE COUNCIL ON ACADEMIC ACCREDITATION IN AUDIOLOGY AND SPEECH-LANGUAGE PATHOLOGY (CAA), ENSURING IT MEETS PROFESSIONAL STANDARDS.

## WHAT CAREER SUPPORT DOES CUNY QUEENS PROVIDE FOR SPEECH PATHOLOGY STUDENTS?

CUNY QUEENS OFFERS CAREER COUNSELING, JOB PLACEMENT ASSISTANCE, NETWORKING OPPORTUNITIES, AND ACCESS TO ALUMNI IN THE FIELD OF SPEECH PATHOLOGY.

## ARE THERE RESEARCH OPPORTUNITIES IN SPEECH PATHOLOGY AT CUNY QUEENS?

YES, GRADUATE STUDENTS CAN ENGAGE IN RESEARCH PROJECTS WITH FACULTY MEMBERS FOCUSED ON COMMUNICATION DISORDERS, SPEECH DEVELOPMENT, AND INTERVENTION TECHNIQUES.

## HOW LONG DOES IT TAKE TO COMPLETE THE SPEECH PATHOLOGY PROGRAM AT CUNY QUEENS?

THE MASTER'S PROGRAM IN SPEECH-LANGUAGE PATHOLOGY AT CUNY QUEENS TYPICALLY TAKES ABOUT TWO YEARS OF FULL-TIME STUDY TO COMPLETE.

## WHAT IS THE COST OF THE SPEECH PATHOLOGY PROGRAM AT CUNY QUEENS?

TUITION VARIES DEPENDING ON RESIDENCY STATUS AND COURSE LOAD, BUT CUNY QUEENS IS GENERALLY MORE AFFORDABLE COMPARED TO PRIVATE INSTITUTIONS. FINANCIAL AID IS ALSO AVAILABLE.

## CAN INTERNATIONAL STUDENTS APPLY TO THE SPEECH PATHOLOGY PROGRAM AT CUNY QUEENS?

YES, INTERNATIONAL STUDENTS ARE WELCOME TO APPLY, BUT THEY MUST MEET ENGLISH PROFICIENCY REQUIREMENTS AND OBTAIN APPROPRIATE VISAS FOR STUDY IN THE U.S.

## ADDITIONAL RESOURCES

### 1. *INTRODUCTION TO SPEECH-LANGUAGE PATHOLOGY AT CUNY QUEENS*

THIS COMPREHENSIVE GUIDE PROVIDES AN OVERVIEW OF THE FOUNDATIONAL PRINCIPLES AND PRACTICES IN SPEECH-LANGUAGE PATHOLOGY, TAILORED TO THE CUNY QUEENS CURRICULUM. IT COVERS ESSENTIAL TOPICS SUCH AS ANATOMY, PHONETICS, AND COMMUNICATION DISORDERS. IDEAL FOR STUDENTS BEGINNING THEIR JOURNEY IN SPEECH PATHOLOGY, THE BOOK INTEGRATES LOCAL CLINICAL CASE STUDIES TO ENHANCE UNDERSTANDING.

### 2. *CLINICAL PRACTICES IN SPEECH-LANGUAGE PATHOLOGY: A CUNY QUEENS PERSPECTIVE*

FOCUSING ON HANDS-ON CLINICAL SKILLS, THIS BOOK OFFERS DETAILED METHODOLOGIES AND PROTOCOLS USED IN SPEECH THERAPY SESSIONS AT CUNY QUEENS. IT EMPHASIZES EVIDENCE-BASED PRACTICES AND INCLUDES CASE EXAMPLES FROM THE QUEENS COMMUNITY. STUDENTS AND PRACTITIONERS CAN BENEFIT FROM ITS PRACTICAL ADVICE ON ASSESSMENT AND INTERVENTION TECHNIQUES.

### 3. *LANGUAGE DEVELOPMENT AND DISORDERS: INSIGHTS FROM CUNY QUEENS RESEARCH*

THIS TITLE EXPLORES THEORIES AND RESEARCH FINDINGS ON LANGUAGE ACQUISITION AND VARIOUS COMMUNICATION DISORDERS. HIGHLIGHTING STUDIES CONDUCTED BY CUNY QUEENS FACULTY, IT PROVIDES AN ACADEMIC YET ACCESSIBLE APPROACH TO UNDERSTANDING LANGUAGE DEVELOPMENT. THE BOOK ALSO DISCUSSES MULTICULTURAL CONSIDERATIONS PERTINENT TO THE DIVERSE QUEENS POPULATION.

### 4. *AUGMENTATIVE AND ALTERNATIVE COMMUNICATION IN SPEECH PATHOLOGY*

ADDRESSING NON-VERBAL COMMUNICATION STRATEGIES, THIS BOOK COVERS AUGMENTATIVE AND ALTERNATIVE COMMUNICATION (AAC) DEVICES AND TECHNIQUES. IT INTEGRATES CASE STUDIES FROM CUNY QUEENS CLINICAL SETTINGS, SHOWING HOW AAC SUPPORTS INDIVIDUALS WITH SEVERE SPEECH IMPAIRMENTS. THE TEXT IS ESSENTIAL FOR STUDENTS INTERESTED IN TECHNOLOGY-DRIVEN INTERVENTIONS.

### 5. *NEUROGENIC COMMUNICATION DISORDERS: A CUNY QUEENS APPROACH*

THIS RESOURCE DELVES INTO COMMUNICATION DISORDERS ARISING FROM NEUROLOGICAL CONDITIONS SUCH AS STROKE, TRAUMATIC BRAIN INJURY, AND PARKINSON'S DISEASE. IT COMBINES THEORETICAL KNOWLEDGE WITH CLINICAL INSIGHTS FROM CUNY QUEENS PROGRAMS. READERS GAIN A STRONG UNDERSTANDING OF ASSESSMENT TOOLS AND REHABILITATION STRATEGIES SPECIFIC TO NEUROGENIC DISORDERS.

### 6. *MULTICULTURAL CONSIDERATIONS IN SPEECH-LANGUAGE PATHOLOGY AT QUEENS*

GIVEN QUEENS' DIVERSE POPULATION, THIS BOOK HIGHLIGHTS THE IMPORTANCE OF CULTURAL COMPETENCE IN SPEECH-LANGUAGE PATHOLOGY PRACTICE. IT DISCUSSES LINGUISTIC DIVERSITY, CULTURAL BELIEFS, AND BIASES THAT IMPACT DIAGNOSIS AND TREATMENT. THE BOOK EQUIPS STUDENTS TO PROVIDE CULTURALLY SENSITIVE CARE IN VARIED COMMUNITY SETTINGS.

### 7. *PEDIATRIC SPEECH DISORDERS: TECHNIQUES AND CASE STUDIES FROM CUNY QUEENS*

FOCUSING ON SPEECH DISORDERS IN CHILDREN, THIS BOOK PRESENTS INTERVENTION STRATEGIES AND DEVELOPMENTAL MILESTONES THROUGH THE LENS OF CUNY QUEENS CLINICAL EXPERIENCES. IT INCLUDES DETAILED CASE STUDIES THAT ILLUSTRATE COMMON CHALLENGES AND SUCCESSFUL THERAPY OUTCOMES. THE TEXT IS A VALUABLE RESOURCE FOR THOSE SPECIALIZING IN PEDIATRIC SPEECH PATHOLOGY.

### 8. *RESEARCH METHODS IN SPEECH-LANGUAGE PATHOLOGY: A GUIDE FOR CUNY QUEENS STUDENTS*

THIS PRACTICAL GUIDE INTRODUCES RESEARCH DESIGN, DATA COLLECTION, AND ANALYSIS METHODS RELEVANT TO SPEECH-LANGUAGE PATHOLOGY. TAILORED FOR CUNY QUEENS STUDENTS, IT EMPHASIZES APPLICATION IN BOTH ACADEMIC AND CLINICAL RESEARCH PROJECTS. THE BOOK FOSTERS CRITICAL THINKING AND PREPARES STUDENTS FOR EVIDENCE-BASED PRACTICE.

### 9. *PROFESSIONAL ETHICS AND COMMUNICATION IN SPEECH-LANGUAGE PATHOLOGY*

COVERING ETHICAL CONSIDERATIONS AND PROFESSIONAL COMMUNICATION SKILLS, THIS BOOK IS ESSENTIAL FOR SPEECH PATHOLOGY STUDENTS AND PRACTITIONERS. IT DISCUSSES CONFIDENTIALITY, INFORMED CONSENT, AND INTERPROFESSIONAL COLLABORATION, WITH EXAMPLES DRAWN FROM THE CUNY QUEENS CLINICAL ENVIRONMENT. THE TEXT PROMOTES INTEGRITY AND PROFESSIONALISM IN ALL ASPECTS OF PRACTICE.

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**cuny queens speech pathology:** Professional Writing in Speech-Language Pathology and Audiology, Fourth Edition Robert Goldfarb, Yula C. Serpanos, 2023-11-29 With many more exercises, writing samples, and online resources, Professional Writing in Speech-Language Pathology and Audiology, Fourth Edition is an excellent resource for students of communication sciences and

disorders. It is often used as a textbook for courses in professional writing, clinical methods, and professional issues. Throughout the text, the authors use anecdotal material, self-help questions, and humor to illustrate that learning to be a better professional writer does not require drudgery. The authors cover a spectrum of subjects related to professional writing, including, rules of writing (review of grammar, spelling, punctuation, semantics, and sentence structure), evidence-based writing and citing sources, ethics related to professional writing, writing diagnostic and clinical reports, and writing for professional career advancement. New to the Fourth Edition: \* More exercises throughout the book \* Incorporates APA 7th edition style \* Reorganized for a greater flow of information: \* Combined the chapters on Evidence-Based Writing and Ethics of Professional Writing \* Combined the chapters on Referencing Resources and Internet Resources \* Book now ends with chapter 8 on professional presentations \* Expansion of English mechanics underlying syntax \* Inclusion of the 2023 revised version of the ASHA Code of Ethics Key Features: \* Exercises in each chapter \* Numerous samples, including: \* Institutional Review Board Research Review Form \* Authorization of Release of Information Form \* Journal Article Critique \* Diagnostic Reports and Protocol Worksheets \* Therapy Goals and Progress Reports \* Types of Professional Correspondence \* Presentation Slides \* Resumes Disclaimer: Please note that ancillary content such as exercises and sample presentations are not included as in the original print version of this work.

**cuny queens speech pathology: American Universities and Colleges**, 2014-10-08 No detailed description available for American Universities and Colleges.

**cuny queens speech pathology: Allied Health Education Programs in Junior and Senior Colleges**, 1973 United States. Public Health Service. Bureau of Health Manpower, 1975

**cuny queens speech pathology: Allied Health and Rehabilitation Professions Education Directory, 1996-1997** Price Stern Sloan Publishing, 1996-04

**cuny queens speech pathology: *Advances in the Neurolinguistic Study of Multilingual and Monolingual Adults*** Mira Goral, Aviva Lerman, 2023-10-20 This edited volume examines current themes in the neurolinguistic study of multilingual and monolingual adults and highlights several new directions the field is moving toward. The organization of the book is as follows. Part I focuses on language processing in multilingual and monolingual adults, Part II explores language processing in multilingual and monolingual adults with dementia, and Part III centers on language processing in multilingual and monolingual adults with stroke-induced aphasia. Chapters feature empirical data and/or literature reviews, discussing the key issues in the field that are currently engaging scholars and practitioners with topics including language attrition, cognitive flexibility, aging and the brain, eye-tracking studies of aphasia, translanguaging, and multilingualism in dementia. The book includes cuttingedge research from researchers and practitioners who are all alumni and colleagues of Professor Loraine K. Obler, to whom this book is dedicated. Presenting crucial topics in the field, the book is highly relevant for students, researchers, and practitioners in the fields of neurolinguistics, psycholinguistics, sociolinguistics, applied linguistics, and language disorders.

**cuny queens speech pathology: *Directory - American Speech-Language-Hearing Association*** American Speech-Language-Hearing Association, 1980

**cuny queens speech pathology: *Language and Motor Speech Disorders in Adults*** Harvey Halpern, Robert M. Goldfarb, 2013 Rev. ed. of: *Language and motor speech disorder in adults* / Harvey Halpern. 2nd ed. c2000.

**cuny queens speech pathology: *Consuming and Producing Research in Communication Sciences and Disorders*** Robert Goldfarb, 2019-06-21 *Consuming and Producing Research in Communication Sciences and Disorders* is an exciting new textbook designed for undergraduate research methods in communication sciences and disorders (CSD) programs. It is also appropriate for first-year graduate students taking research methods courses in speech-language pathology and audiology. The text guides students in attaining the competencies required to consume, produce, and disseminate research; and students will have the knowledge and skills that are necessary and sufficient to conduct research as is consistent with the duties of an academic professor. The text reviews what obligations an individual, professor or not, has before being permitted to do research.

The emphasis is on clinically-oriented professionals who can perform the research associated with professors. Part I on Consuming Research in CSD includes academic-clinical integration of research, as well as information required for consumption of research such as research ethics, the scientific method, types of research, and how to critique a journal article and a diagnostic test. Part II on Producing Research in CSD helps guide the undergraduate student in producing a capstone project or senior thesis and the master's student in producing a graduate thesis or research project. Part II also addresses mentoring, the Institutional Review Board, and conducting academic and clinical research. Part III addresses Disseminating Research in CSD, from the traditional (presenting and publishing academic and clinical research) to the non-traditional (marketing, social media, and new technologies). Key Features: \*Each chapter begins with an Introduction and Learning Objectives to set the scene and prepare the student for what is covered. \*Advanced Study Questions end each chapter and allow the student to review their skills. \*Boxes throughout the text highlight key points and explore topics in more depth. Disclaimer: Please note that ancillary content (such as documents, audio, and video, etc.) may not be included as published in the original print version of this book.

**cuny queens speech pathology:** Allied Health Education Programs in Junior and Senior Colleges, 1973 American Society of Allied Health Professions, United States. Public Health Service. Bureau of Health Manpower, 1975

**cuny queens speech pathology:** *ASHA*. , 1992

**cuny queens speech pathology:** Health Professions American Medical Association, 2000-11 This title contains information in nearly 6000 educational programs in over 50 professions, from anaesthesiologist assistant to therapeutic recreation specialist; describes professions by work environment, general occupational responsibilities, average salaries and job outlook. It also features statistics and data on trends in health professions and education and program enrolments, graduates and attrition by gender.

**cuny queens speech pathology:** Health Professions 1998-1999 American Medical Association, 1998 Covering more than 5,000 educational programs in more than 40 different health care professions, this reference provides in-depth information on educational programs, curricula, prerequisites, and standards. It also includes each profession's historical development, job outlook, and work environment. It is an indispensable resource for anyone who requires up-to-date, reliable health care career information.

**cuny queens speech pathology:** *Asha* American Speech-Language-Hearing Association, 1993

**cuny queens speech pathology:** **Manpower in Basic Neurologic and Communicative Sciences** National Research Council (U.S.). Committee on Manpower Needs for Teaching and Research in Basic Neurologic and Communicative Sciences, 1977

**cuny queens speech pathology:** *Membership Directory* American Speech-Language-Hearing Association, 1993 With 1989/90: Includes information on the Association, such as membership, fellows, life members, and international affiliates, clinical certification, employment service, code of ethics, and recognized state organizations, as well as membership lists.

**cuny queens speech pathology:** **Language, Literacy, and Learning** Meredith Saletta Fitzgibbons, 2022-08-01 Language, Literacy, and Learning: Theory and Application is an academic textbook for graduate students studying speech-language pathology and a useful clinical resource for practicing speech-language pathologists (SLPs). This text explores how aspects of orthography and word learning relate to speech production and reading comprehension in children and adults with typical development or language learning differences. It is essential that SLPs assess and treat language and literacy skills in their clients. This text is uniquely designed to help SLPs build their own skillsets in facilitating the development of the literacy skills that are crucial for navigating educational, vocational, and recreational experiences. This evidence-based resource includes clinical examples to support chapter information, with a focus on the science of reading and writing, typical and exceptional reading and writing development, and assessments and interventions for individuals with reading and writing differences. The author uses a student-friendly writing style that promotes learning at various levels of thinking: remembering, understanding, applying, analyzing, evaluating,

and creating. Key Features: \* An overview of current and influential theoretical models, the research supporting these models, and the evidence challenging each model \* Detailed table of current published and standardized reading assessments for children, adolescents, and adults \* Chapters featuring interviews with family members or teachers of individuals who have had experience with reading differences \* Highlights of the accessibility and cultural implications of the presented information \* Supplementary activities for instructors to conduct in class to support learning

Language, Literacy, and Learning: Theory and Application is also a useful resource for special education teachers who work with students experiencing reading differences.

**cuny queens speech pathology: Opportunities in Speech Language Pathology** Patricia Larkins Hicks, 2006-10-12 Discusses a variety of speech therapy career options, highlighting working conditions, salaries, benefits, qualifications, educational requirements, and training programs.

**cuny queens speech pathology: Speech-language Pathology and Audiology Handbook**, 1988

**cuny queens speech pathology: Aspects of Multilingual Aphasia** Martin R. Gitterman, Mira Goral, Loraine K. Obler, 2012-06-20 This volume presents a broad overview of current research and thought on aphasia in individuals who speak more than one language. The range of topics covered, and their in-depth treatment, should be of interest to researchers, clinicians, and students.

**cuny queens speech pathology: Essentials of Audiology** Stanley A. Gelfand, Lauren Calandruccio, 2022-11-04 The quintessential core textbook for audiology and speech-language pathology students Essentials of Audiology, Fifth Edition by renowned audiology and hearing science experts Stanley A. Gelfand and Lauren Calandruccio has been updated to incorporate advances and changes in the field of audiology that have occurred since the publication of the prior edition. These include advances in audiological diagnosis and intervention in such areas as electrophysiological assessment, pediatric evaluation, cochlear implants, speech perception, hearing aids, and related technologies. The text has also been updated to reflect revised clinical guidelines, expert position papers, current systematic reviews, and standards and regulations that affect clinical practice. In addition to the reader-friendly text for which the book is well-known, the new edition actively embraces diversity with features such as non-gendered language (e.g., singular they) and more inclusive photographs and drawings. This textbook provides a comprehensive overview of audiology at the introductory level with discussions on acoustics, anatomy and physiology, sound perception, auditory disorders and the nature of hearing impairment, methods of measurement, screening, clinical assessment, and clinical management. The book includes 17 chapters, starting with Acoustics and Sound Measurement and concluding with Effects of Noise and Hearing Conservation. As with the prior editions, the text is highly relevant and conducive to learning, thanks to the input of a distinguished group of audiologists involved in clinical practice, research, teaching, and student supervision, along with insightful advice from recent audiology students. Key Highlights Co-authored by renowned clinician-scientists, educators, and Fellows of the American Speech-Language-Hearing Association and the American Academy of Audiology Extensively updated and expanded content encompasses current standards and clinical guidelines State-of-the-art hearing science, audiology, and related disciplines provide a firm foundation for evidence-based audiological best practices Clear and informative classroom-tested illustrations, figures, tables, explanations, and examples enhance understanding This comprehensive introductory text is essential reading for undergraduate students of speech, language, and hearing and will also benefit first-level graduate students who need to learn or review fundamentals.

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