
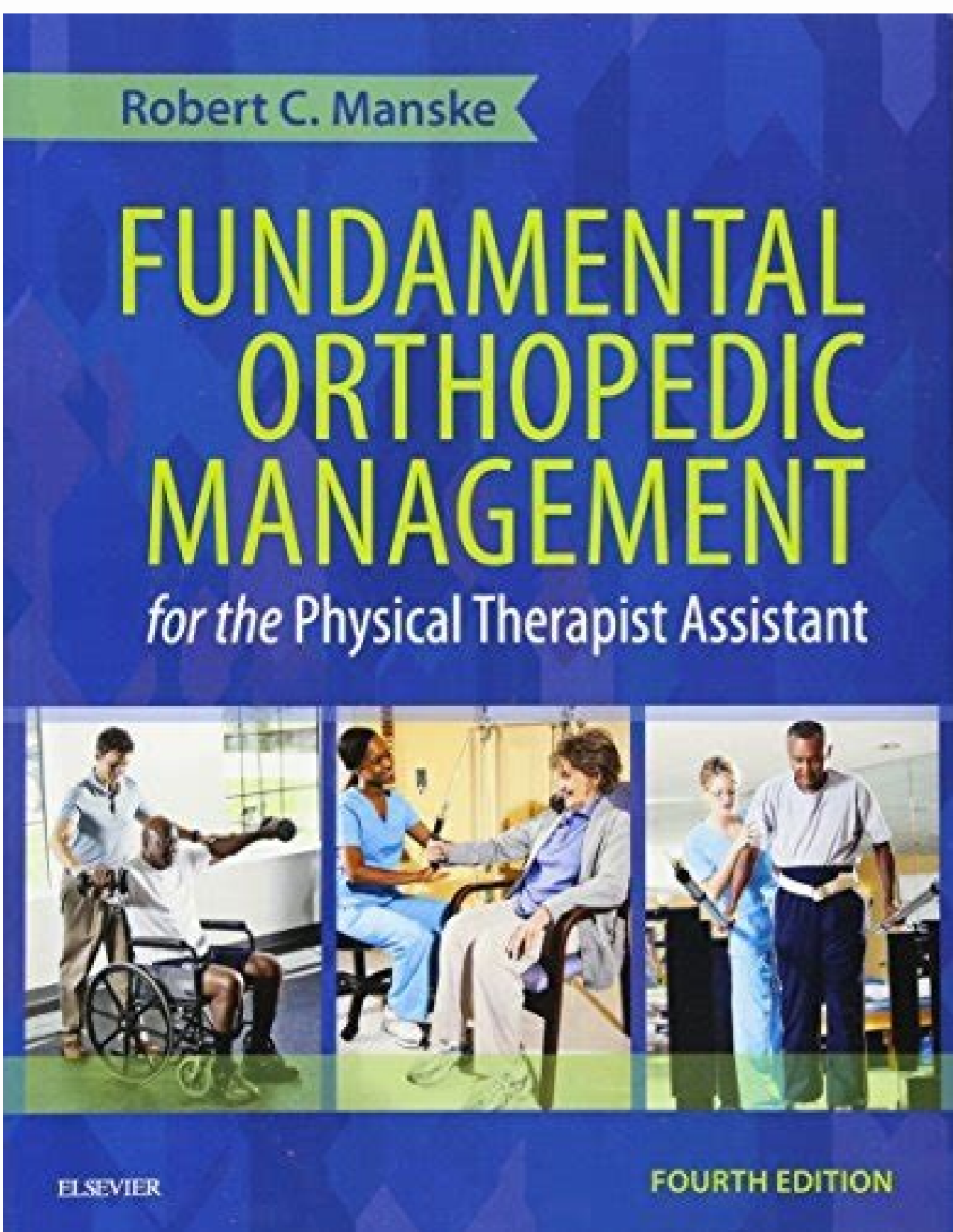


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THAS 116 Functional Anatomy and Orthopedics 4 Credits An introduction to functional anatomy as it relates to human movement and common orthopedic conditions. Students are also introduced to basic sign language skills and resources. Ethical and professional standards as well as interdisciplinary teamwork, are discussed. THAS 201 Therapeutic Interventions I: Articulation and Phonology 5 Credits This course focuses on learning styles and therapy techniques to implement articulation and phonological therapy. THAS 102 Communication Disorders 4 Credits This course introduces speech, language, fluency and voice disorders. THAS 216 Sign Language 2 Credits This course prepares students to use basic manual signing skills such as American Sign Language (ASL) and Signing Exact English (SEE) with clients who have hearing loss or are experiencing communication delays. Clinical measurement techniques, documentation and development of intervention strategies are included. THAS 215 Field Placement II 5 Credits This course is a seven week field placement under the supervision of a Speech-Language Pathologist. Students are introduced to therapy techniques appropriate to implementing treatment for language delays and acquired disorders with toddler, pre-school, school-aged and adult populations. Basic speech and hearing anatomy and physiology, including the respiratory system, vocal apparatus, oral cavity, ear and neurological system are also discussed. Students are required to practice in a self-reflective manner and participate in on-line seminars. THAS 101 Normal Development of Speech, Language and Literacy 3 Credits This course provides students with an overview of normal speech and language development. The normal developmental milestones and sequence of typical language development from birth through to the school aged years are presented. Students demonstrate accountability, responsibility and professional values. Students learn how speech sounds are produced and classified. THAS 203 Field Placement I 5 Credits This course is a seven week field placement under the supervision of a Speech-Language Pathologist. This course also reviews therapy approaches for children and adults with neuromotor speech disorders. Choosing age-appropriate materials and activities is practiced. THAS 223 Occupational Therapy in Physical Dysfunction 5 Credits Students apply occupational therapy interventions under the direction of an Occupational Therapist in the sensory motor, self care, productivity and leisure performance components. Clinical skills to enhance voice and fluency disorders are reviewed. THAS 233 Therapeutic Interventions III: Language 4 Credits This course explores language intervention approaches. Students explore the role of a Speech Language Pathologist Assistant in the educational setting. Techniques covered include range of motion, stretching, pool therapy, aerobic exercise, strengthening (including core stability), ergonomics and work evaluation, posture and gait, group exercise, and PNF (proprioceptive neuromuscular facilitation). General techniques for facilitating early speech, language and literacy development are identified. Emphasis is placed on the purpose, benefits, safe instruction, and progression of activities. Utilizing a client-centered approach, students practice the implementation of individual, family and group occupational engagement, addressing a variety of ages and disorders. Students implement treatment interventions, develop confidence, and collaborate in inter-professional teams. Activities and strategies reflective of various treatment approaches are discussed in addition to cueing, feedback and documenting progress. THAS 211 Field Placement II 4 Credits Students continue to develop their integration of knowledge and skills to demonstrate competent, safe, and ethical practice under the supervision of a Physical Therapist and/or Physical Therapist Assistant and/or Occupational Therapist and/or Occupational Therapist Assistant. Perspectives on rehabilitation measures for persons with cancer include discussion of contraindications and precautions. Developmental, genetic and acquired disorders of communication in both children and adults are reviewed. This course encompasses strategies for working with clients one-on-one and in groups. The most important basic aspects of ASL and SEE that are appropriate for stimulating language development are covered. The purposes, benefits, and contraindications of these modalities and their safe implementation are stressed. THAS 115 Human Development 4 Credits Students examine typical and non-typical human growth and development across the lifespan. THAS 237 Therapeutic Interventions V: Adult Populations 3 Credits This course examines therapy approaches for adults with various communication disorders. The effects of declining health associated with aging are addressed through rehabilitation interventions. Information gathering, reporting and documentation are included. Emergent literacy skills and literacy development are reviewed. Beginning with an analysis of their own educational beliefs, students analyze role guidelines and professional ethics. THAS 213 Therapeutic Interventions III: Language 5 Credits This course explores language intervention approaches. Implementation of the health record for data collection and information sharing is introduced. Students implement the skill set of a Physical Therapist Assistant/Occupational Therapist Assistant, develop confidence, and collaborate interprofessionally. Students are introduced to geriatric focused interventions that occur in a variety of settings. Students develop clinical skills and attributes including reflection on practice and participation in ongoing learning. THAS 234 Therapeutic Interventions IV: Clients with Concurrent Diagnoses 4 Credits Students learn speech and language therapy techniques in order to provide communication intervention to clients with a range of concurrent diagnoses. Students are introduced to the theory and practice of aspects of acute care rehabilitation interventions for pulmonary and post-surgical conditions. Students refine their abilities to distinguish individual speech sounds and transcribe normal and disordered spontaneous speech. Cueing, reinforcement, feedback and choosing materials are covered. The field placement allows the student to practice skills related to articulation and phonology. Students implement treatment interventions and collaborate in inter-professional teams. THAS 202 Therapeutic Interventions II: Introduction to Clinical Role and Skills 3 Credits This course highlights the role and responsibilities of a Speech-Language Pathologist Assistant. Methods for effective management of challenging behaviors and situations are presented. The field placement allows the student to practice skills related to language interventions. THAS 212 Field Placement III 4 Credits In this placement, students consolidate knowledge and skills to demonstrate competent, safe, and ethical practice under the supervision of a Physical Therapist and/or Physical Therapist Assistant and/or Occupational Therapist and/or Occupational Therapist Assistant. Students study best practices in effective classroom communication and teamwork. Session planning, reporting progress and organization of the therapy interaction are introduced. THAS 222 Occupational Therapy in Mental Health 4 Credits The role of the Occupational Therapist Assistant is discussed and practiced in relation to occupational therapy services for persons with disorders in the psycho-emotional and socio-adaptive perspectives. Environmental contexts are considered. Augmentative and alternate communication devices are reviewed. The role of therapeutic exercise principles in the treatment of a variety of conditions and the use of exercise software in the formulation of exercise programs are covered. Amplification systems for hearing impaired individuals are reviewed. Students also learn to complete hearing screenings. Students are also introduced to therapy approaches for adults with voice and fluency disorders. Communication intervention approaches for adults with fluency and voice disorders will also be reviewed. Students acquire skills to document progress. Attention is given to provider and client safety issues. This course also introduces students to various clinical skills including the use of the International Phonetic Alphabet. Students further develop clinical skills and attributes including reflection on practice and participation in ongoing learning. Rehabilitation strategies to address deficits in mobility, cognition, and socialization with emphasis on pediatrics and geriatric populations are discussed. THAS 210 Field Placement I 4 Credits Students integrate knowledge and skills to demonstrate competent, safe, and ethical practice under the supervision of a Physical Therapist and/or Physical Therapist Assistant and/or Occupational Therapist and/or Occupational Therapist Assistant. Rehabilitation strategies that address the pathological manifestations affecting the neurosensory system are introduced and practiced. The SLP/SLP Assistant relationship is also reviewed. Students are introduced to therapy techniques appropriate to implementing treatment for language delays and acquired disorders with toddler, pre-school, and school-aged children. Students use clinical skills and attributes including reflection on practice and participation in ongoing learning. Activities and strategies reflective of various treatment approaches are discussed. THAS 104 Role and Responsibilities of Paraprofessionals in an Educational Setting 2 Credits This course focuses on the knowledge, skills and attitudes paraprofessionals need to support both teachers and children in early education and primary (K-3) classrooms. THAS 220 Exercise in Physical Therapy 5 Credits Students apply focused therapeutic exercise and gait re-education in response to identified treatment goals in physical therapy environments. Through a review of the components of an Individualized Program Plan/Learner Support Plan, students explore the documentation of children's progress in cooperation with other members of the educational team. THAS 221 Modalities and Acute Care Interventions in Physical Therapy 4 Credits Students discuss and practice the use of electrotherapy and other commonly used rehabilitation modalities including heat, cold, ultrasound, laser, TENS, muscle stimulation, interferential current, traction, and compression therapy. The adaptation and modification of programming is explored, and students develop learning activities and materials. THAS 103 Pathology 4 Credits Students are introduced to the terminology, etiology, signs and symptoms, progression, and effects of common human disorders experienced by clients undergoing occupational and physical therapy treatments. THAS 214 Therapeutic Interventions IV: Clients with Concurrent Diagnoses 4 Credits Students learn speech and language therapy techniques in order to provide communication intervention to clients with a range of concurrent diagnoses. THAS 117 Principles and Techniques of Client Contact 3 Credits Students are introduced to client contact including procedures to ensure provider and patient safety and dignity, along with techniques and devices designed to improve patient mobility.

A young adult is generally a person in the years following adolescence. Definitions and opinions on what qualifies as a young adult vary, with works such as Erik Erikson's stages of human development significantly influencing the definition of the term; generally, the term is often used to refer to adults in approximately the 20s and 30s age range. The young adult stage in human ... 23/02/2022 · Mood-improvement activities: The app offers over 200 activities that provide specific ways and tips to implement CBT principles and techniques and reduce negative feelings. You can choose to "commit" to an action, implement it, favorite it, schedule it in your calendar, or even share it with others. 23/02/2022 · Mood-improvement activities: The app offers over 200 activities that provide specific ways and tips to implement CBT principles and techniques and reduce negative feelings. You can choose to "commit" to an action, implement it, favorite it, schedule it in your calendar, or even share it with others.

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