



VALDOSTA
STATE
UNIVERSITY

Dewar College of Education
Department of Communication Sciences & Disorders

CSD 4110 – Spring 2013
Diagnostics in Communication Disorders
4 Semester Credits

Conceptual Framework: Guiding Principles

(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

- Dispositions Principle:** Productive dispositions positively affect learners, professional growth, and the learning environment.
- Equity Principle:** All learners deserve high expectations and support.
- Process Principle:** Learning is a life-long process of development and growth.
- Ownership Principle:** Professionals are committed to, and assume responsibility for, the future of their disciplines.
- Support Principle:** Successful engagement in the process of learning requires collaboration among multiple partners.
- Impact Principle:** Effective practice yields evidence of learning.
- Technology Principle:** Technology facilitates teaching, learning, community building, and resource acquisition.
- Standards Principle:** Evidence-based standards systematically guide professional preparation and development.

Positively Impacting Learning through Evidence-Based Practices

REQUIRED TEXTBOOK & COURSE MATERIALS

Haynes, W.O., & Pindzola, R.H. (2012). *Diagnosis and evaluation in speech pathology* (8th ed.). Boston, MA: Pearson.

Additional course materials (i.e., PowerPoint slides, journal articles) will be available on the BlazeView website established for this course.

RECOMMENDED TEXTS

Retherford, K.S. (2000). *Guide to Analysis of Language Transcripts* (3rd ed.). Austin, TX: Pro-Ed.

ShIPLEY, K.G., & McAfee, J.G. (2009). *Assessment in Speech-Language Pathology: A Resource Manual* (4th ed.). Clifton Park, NY: Delmar Cengage Learning.

COURSE DESCRIPTION

Undergraduate Bulletin: An in-depth study of the evaluation and assessment processes for communication disorders. Content encompasses planning, informal, and standardized assessment and interpretation, for the development of appropriate goals and outcomes.

Prerequisite: CSD 2999

Additional Description: The purpose of the course is to introduce the student to the process of evaluation and assessment required to identify, define, differentiate and plan for children and adults presenting with communication disorders. Students will develop prerequisite knowledge for functioning in the capacity of a diagnostician. Learning will be facilitated through lectures, observation, discussion, readings, completion of individual and group projects, competency checklists, and on-line resources.

VSU COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

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

STANDARD III-C: The student must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.

STANDARD III-D: The student 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 disorders.

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

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

COURSE OBJECTIVES (CO):

Upon completion of the course, the student will:

1. Use a clinical problem-solving approach in the diagnosis of speech and language disorders. (Standards III-B, III-C, III-D, III-E, III-F)
2. Delineate between screenings, diagnostic evaluations, and assessments and describe procedures for each. (Standard III-D)
3. Identify various roles of communication partners, family members, and caregivers and determine how they can be involved in the diagnostic process. (Standards III-B, III-D, III-G)
4. Define and plan a diversity-competent evaluation and assessment process. (Standards III-B, III-C, III-D, III-F, III-G)
5. Develop appropriate clinical history procedures and interpret the information obtained for use in the diagnosis of speech and language disorders. (Standard III-B, III-C, III-D, III-F)
6. Use appropriate interviewing techniques for obtaining clinical history information. (Standards III-C, III-D, III-F)
7. Incorporate naturalistic assessment procedures into the planning process. (Standard III-D)
8. Administer and interpret the results of various standardized/norm-referenced and informal/criterion-referenced diagnostic tools. (Standards III-D, III-F, III-G)
9. Evaluate diagnostic instruments for validity and reliability. (Standards III-D, III-F)
10. Perform various language analyses and interpret results. (Standard III-D)
11. Understand the appropriate use and administration of prominent diagnostic tools in each of the various areas of speech and language. (Standards III-D, III-G)
12. Analyze, interpret, and summarize data obtained during the evaluation process. (Standards III-D, III-G)

COURSE ACTIVITIES / EXAMS & ASSIGNMENTS / REQUIREMENTS

1. Activities (commensurate with Objectives 1-12)

- A. In-class activities will include lectures, small and large group activities, case discussions, videotaped examples, and student presentations.
- B. Supplemental out-of-class activities will include the review and administration of various diagnostic tools and the completion of individual and group projects.
- C. Students will be expected to read course materials (textbook chapters, journal articles, and handouts) prior to class and participate orally in class discussions based on assigned readings.
- D. Students will be given fifteen (15) minutes at the beginning of selected classes to collaborate in small groups and answer questions related to selected readings/assignments.

2. Exams & Assignments

- A. *Reading Points* - Due to the amount of content covered in this class, assigned reading will be crucial for helping the student acquire knowledge and skills. Up to 5 quizzes will be administered across the semester. Students will be given approximately 15 minutes during selected classes to collaborate in small groups (3 to 4 students) to answer multiple choice questions related to selected readings. Reading points will be accrued across the semester for a total quiz grade (valued at 100 points). Quizzes may not be announced in advance by the instructor. Make-up quizzes will only be allowed when a student's absence is legitimate and known *in advance* by the instructor.
- B. *Examinations* - There will be three (3) examinations throughout the semester, inclusive of the final. The first two exams will equal 100 points each and the final exam will equal 150 points for a total of 350 exam points across the semester.
- C. *Ethnographic Interview Project* – For this project, students will work in pairs to develop an organized list of functional, meaningful, and open-ended interview questions and conversation starters appropriate for a given client and his/her caregivers, family members, and communication partners. A more thorough description of this project will be posted on the BlazeView website for this course. Students may earn up to 75 points on this project. Students working together as a pair will earn the same grade.
- D. *Standardized Test Reviews* – Each student will check out two standardized tests from the VSU Speech & Hearing Clinic as directed by the instructor. The student will use a format provided by the instructor to complete a summary/review of each test assigned. The written summaries/reviews should be submitted on paper and electronically. At the end of the semester, the instructor will disseminate all of the summaries/reviews to the class in an effort to create a large base of shared information. A more thorough description of this project will be posted on the BlazeView website for this course. This project is valued at 100 points (50 points per summary/review).
- E. *Test Administration* - An important part of learning about diagnostics in communication disorders involves becoming comfortable with a variety of screening, evaluation, and assessment measures. Many such measures will be demonstrated and referred to in class, but extensive class time will not be devoted to actual test administration. Students should utilize the testing resources available in the VSU Speech & Hearing Clinic to gain “hands-on” knowledge of various testing options. For the test administration project, all students will be required to demonstrate basic competence with one standardized test as assigned by the instructor. The student will then read the corresponding test manual, prepare to administer the test to an age-appropriate individual, video-tape him/herself administering the test, score the standardized test, and write a brief self-reflection. The role-play should be videotaped using a digital camera, such as a Flip video camera. A more thorough description of this project will be posted on the BlazeView website for this course. This assignment is valued at 100 points.

F. *Diagnostic Plan* (including a group presentation) – Working in groups of three students, each group will be given a brief description of a client in need of evaluation and assessment. The group will develop a meaningful and appropriate diagnostic plan for the client by reviewing case history information and researching characteristics of the described disorder. The written diagnostic plan should include:

1. Areas to evaluate and assess,
2. Informal and formal measures to be utilized,
3. Rationale for the selection of informal and formal measures,
4. Explanation of how family members, caregivers, and communication partners will be included in the process, and
5. Identification of special considerations or accommodations.

The group will submit the diagnostic plan and make a class presentation. A more thorough description of this project will be posted on the BlazeView website for this course. Students may earn up to 200 points on this project and presentation. All members of a group will earn the same grade.

G. *Participation Grade* – Based on the expectations listed below, a participation rubric will be utilized to assign up to 75 points for attendance and active participation in the course, including the diagnostic lab part of the course.

3. Additional Requirements/Considerations

This is a professional level course, and as a result, professional behavior is expected. Students are expected to be on time for class and assignments are to be turned in on time. Assignments due in class are expected to be turned in at the start of the class period. The penalty for late assignments is a 10% reduction off the total points possible for **each day** beyond the assigned deadline. Assignments not turned in will be awarded zero points at the end of the semester.

Discussion during class should be respectful and courteous. Debate of issues will be promoted using the motto “Be *hard* on the issues and *soft* on people.” All in-class and out-of-class discussions with the instructor should be grounded in PEOPLE-FIRST language. Students should be extra mindful of people-first language when discussing individuals with disabilities. For instance, saying “a child with autism” versus an autistic child.

Use of cell phones, headphones, and similar technology will not be allowed during class activities. In order to promote an atmosphere conducive to learning, a student may be asked to leave should there be an incident relating to any of these or similar items. Cell phones and computer devices will not be permitted on your desk or within view during quizzes and examinations.

COURSE EVALUATION

Students in this course will complete formal exams, reading quizzes, and practical assignments. Exam material will include lectures, any videos, guest speakers, supplemental readings, and the text.

Grades for the course will be based on the following:

<i>Source</i>	<i>Points</i>
Reading Points	100
Three exams	350
Ethnographic Interview Project	75
Standardized Test Reviews	100
Test Administration	100
Diagnostic Plan	200
Participation Grade: attendance, class discussion, and lab contributions	75
Course Total	1,000

Final Grading Scale: A=920-1000, B= 840-919, C=760-839, D= 680-759, F=679 and below

ATTENDANCE POLICY

Class attendance and active learning are expected; as such, weekly class attendance may be taken. Some course content will only be presented in class. Students who must miss class for legitimate reasons are expected to arrange to get notes and handouts on their own (preferably from BlazeView and fellow classmates).

The instructor’s lectures/presentations will include videotape examples, case based discussions, handouts, in-class small and large group activities, and individual technology learning. Questions from the class and contributions from your experience and readings are encouraged. In addition, students may be asked directly to answer questions in a group learning atmosphere about readings and topics presented in class.

The University policy regarding attendance will be strictly adhered to in the administration of grades. Missing more than 20% of the class will result in an administrative “F”. The instructor appreciates students who call, e-mail, and/or leave messages on days that they will not be in attendance.

ACADEMIC HONESTY POLICIES & PROCEDURES

The academic student conduct code and related policies and procedures are available in the VSU Student Handbook and online at <http://www.valdosta.edu/academic/AcademicHonestyPoliciesandProcedures.shtml>.

The Dewar College of Education Policy Statement on Plagiarism is available at <http://www.valdosta.edu/coe/psop.shtml>. Consequences of academic dishonesty are as follows:

FIRST OFFENSE: The student will earn a “0” on the assignment, test, project, etc.

SECOND OFFENSE: The student will earn the letter grade “F” for the course.

THIRD OFFENSE: The student will earn the letter grade “F” for the course, and further action involving referral of the matter (with documentation) to the appropriate University officials within the administrative structure will be taken. (Please also see the VSU Student Handbook)

SPECIAL NEEDS STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin or handicap of the individual. It is the intent of the institution to comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973.

Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located in Farber Hall. The phone numbers are (229) 245-2498 (voice), (866) 948-3815 (VP), and (229) 219-1348 (TTY). The website can be accessed at www.valdosta.edu/access.

STUDENT OPINION OF INSTRUCTION (SOI) STATEMENT

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction (SOI) survey through BANNER. Students will receive an email notification through their VSU email address when the survey is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOI surveys, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available online at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

COURSE OUTLINE:

Assigned chapters, journal articles, and other materials should be read **before** the corresponding class dates.

Week	Dates	Topics	Readings	Assignments Due
1	Jan. 7-11	Introduction to Diagnosis & Evaluation	<ul style="list-style-type: none"> ▪ Ch. 1, pages 1-20 ▪ Preferred Practice Patterns (ASHA) 	
2	Jan. 14-18	Chapter 1, continued	<ul style="list-style-type: none"> ▪ Ch. 1, pp. 20-32 	
3	Jan. 21-25	Information Gathering & Interviewing <ul style="list-style-type: none"> ▪ Case history forms ▪ Ecological Assessment *MLK Day on Jan. 21	<ul style="list-style-type: none"> ▪ Ch. 2 ▪ Westby article on ethnographic interviewing ▪ Ecological assessment article 	
4	Jan. 28-Feb. 1	Psychometric Considerations	<ul style="list-style-type: none"> ▪ Ch. 3 ▪ Pirate Treasure Activity 	Feb. 1 Ethnographic Interview ?s due
5	Feb. 4-8	Psychometrics, continued; Exam Review	<ul style="list-style-type: none"> ▪ Understanding Tests and Measurements for the Parent and Advocate www.wrightslaw.com 	
6	Feb. 11-15	Early Language Assessment	<ul style="list-style-type: none"> ▪ Ch. 4 	Feb. 11 Exam One: chapters 1-3
7	Feb. 18-22	Communication Sampling; IGDIs; Routines-Based Assessment in NE	<ul style="list-style-type: none"> ▪ IGDIs www.igdi.ku.edu ▪ RBA article ▪ DEC Recommended Practices 	
8	Feb. 25-March 1	Assessment of School-Age & Adolescent Language Disorders; Language Sampling; Literacy Assessment	<ul style="list-style-type: none"> ▪ Ch. 5 	Feb. 25 Test Summaries due
9	March 4-8	Assessment of Articulation & Phonological Disorders; Oral-Peripheral Exam	<ul style="list-style-type: none"> ▪ Ch. 6 ▪ Ch. 9, pp.238-242 	

Week	Dates	Topics	Readings	Assignments Due
10	March 11-15	Assessment of Fluency Disorders; Exam Review	▪ Ch. 7	<u>March 13 or 15</u> Exam 2: chapters 4-7
Spring Break: March 18-22				
11	March 25-29	Assessment of Aphasia and Adult Language Disorders	▪ Ch. 8	<u>March 27</u> Test Administration Project due
12	April 1-5	Assessment of Motor Speech Disorders and Dysphagia	▪ Ch. 9, pp. 242-266	
13	April 8-12	Assessment of Voice; Assessment of Resonance	▪ Ch. 10 ▪ Ch. 11	
14	April 15-19	Sharing Information with Clients & Families; Writing the Dx. Report	▪ Ch. 13	<u>April 17</u> Dx. Plans due & Group Presentations
15	April 22-26	Multicultural Issues in Assessment; Case Studies; Prepare for final exam	▪ Ch. 12	

PROFESSOR

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 Friday 10:30 a.m. to 3:30 p.m.

SYLLABUS CHANGE POLICY

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change based on the needs of class participants and the instructor. The amount of material covered and the dates of examinations are approximate. This practice is in concert with Accelerated Learning Theory, which purports that instructors facilitate student learning by maintaining flexibility in programming rather than adhering to unalterable schedules.