

Harding University
Department of Communication Sciences and Disorders
CSD 380-Clinical Methods and Procedures: Diagnostics
Spring 2012 Syllabus

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Office hours: 10+ hours per week as posted on my office door. Additional conferences are available by appointment.

Class time: T/R 1:00-2:15

Class location: Reynolds C219

Credit hours: 3

Prerequisites CSD 250, 290 (325 and 326 are strongly encouraged)

Required Materials

ShIPLEY, K.G, & McAFEE, J.G. (2009). *Assessment in Speech-Language Pathology: A resource manual*. (4th Ed.). Clifton Park, NY: Delmar Learning.

Each participant is required to have a pen light for oral motor examinations.

Course description

This is an undergraduate course that addresses the introductory components of the knowledge and skills of diagnostics as delineated in the ASHA Standards for the Certificate of Clinical Competence including ASHA Standards: III-B, III-C, III-D, III-E, III-F, III-G, IV-B and IV-C (www.asha.org). This course serves as an introduction to the current screening and assessment methods for the disorders of hearing, articulation, phonology, language, literacy, stuttering and voice. Topics in HIPAA, ethics, psychometrics, multi-cultural considerations, counseling, and reporting will be discussed. Practical experiences in the administration, scoring and reporting of assessment instruments and an introductory explanation and application of the frameworks of the International Classification of Functioning (ICF) will be offered. Observations, individual case studies, diagnostic demonstrations, and practical hands-on experiences will be used to enhance critical thinking skills and clinical writing.

In accordance with federal guidelines, this course adheres to university guidelines regarding workload requirements per credit hour. For one hour of academic credit to be granted, there will be 15 hours of class meeting time and approximately 30 hours of outside work.

Course objectives

Upon completion of this course, the student will exhibit a basic knowledge of the following objectives by achieving a passing grade (D or higher) on all exams and course projects and will be able to integrate the acquired knowledge into the framework of clinical practice in the field of

communication sciences and disorders. At the conclusion of this course, the students will be able to:

1. Evaluate diagnostic instruments through the application, analysis and synthesis of psychometric principles.
2. Identify and differentiate the various qualitative and quantitative methods available for the screening and assessment of communication disorders.
3. Integrate the knowledge of the anatomical, physiological, psychological, developmental, linguistic and cultural correlates of the people being referred for, or diagnosed with, communicative disorders and their families.
4. Demonstrate the emergence of interviewing and counseling techniques for clients with communication or swallowing disorders and their families.
5. Accurately administer, score and interpret a variety of standardized and non-standardized assessment instruments including the use of naturalistic communication samples.
6. Apply and synthesize basic principles and methods for the screening and assessment of communication disorders. These include, but are not limited to, effective diagnostic planning, case history integration, intake interviews, accurate test administration, scoring, interpretation and application as well as the use of appropriate recommendations and referrals.
7. Demonstrate the use of professional communication skills for the written and oral report of the diagnostic findings.

Relationship to ASHA Standards:

ASHA upholds seven Standards related to academic and clinical training as well as continuing education. This course contributes to completion of the standards outlined below.

Standard III-B – knowledge of basic communication processes including biological, neurological, acoustic, psychological, developmental, linguistic and cultural correlates

Standard III-C – knowledge of the nature of the disorder, etiologies, characteristics, acoustic, psychological, developmental, linguistic and cultural bases

Standard III-D - knowledge of principles and methods of prevention, assessment and intervention for persons with communication disorders including consideration of biological, neurological, acoustic, psychological, developmental, linguistic and cultural correlates of the disorders

Standard III-E – knowledge of standards of ethical conduct

Standard III-F – knowledge of processes used in research and the integration of research principles into evidence-based clinical practice

Standard III-G – knowledge of contemporary professional issues

Standard IV-B – possess skill in oral and written communication sufficient for entry into professional practice

Standard IV-C – participate in clinical experience—observation

Course Requirements

- Students are expected to attend class regularly. Each student is expected to sign the attendance sheet at the beginning of class.
- Each student will be allowed two unexcused absences during the semester. All other absences must be excused through the Office of the Provost.

- Excessive unexcused absences (more than the two allowed) may result in the final grade for the course being lowered by one letter.
- Students who miss class (excused or unexcused) are responsible for the content presented. In class assignments conducted on the day of the absence may not be made up.
- All written work must be reasonably correct in mechanics (e.g. spelling, grammar, punctuation, etc.). Points will be deducted for inadequate work.
- Students are allowed (encouraged) to use the HU writing lab to assist with writing assignments.
- Each participant will be expected to have read the material being presented in class prior to their arrival. Students should be prepared to ask questions and to actively discuss the topic of the day.
- This course is intended to be a practical application course and class discussion will be expected. Off-task behaviors during class (texting, surfing, talking, sleeping etc.) or limited participation may result in the final grade for the course being lowered by one letter grade.
- During the semester, each participant will be expected to complete the following:
 - Three exams over material presented in class and in the course text.
 - Throughout the semester, quizzes, mini-written and/or hands-on application assignments will be completed during class.
 - Seven of the following learning opportunities as described on the individual assignment sheets
 - DX #1—Multicultural interview and reflection paper
 - DX #2---Otosopic exam, hearing screening, oral facial exam and report
 - DX #3---DX instrument scavenger hunt
 - DX #4---Group presentation (Articulation) (assigned to #4 or #6)
 - DX #5---Articulation assessment and clinical report
 - DX #6---Group presentation (Language) (assigned to #4 or #6)
 - DX #7---Language assessment and clinical report
 - DX #8---Two hours of observation—diagnostic assessment
 - The final exam is comprehensive and will include test questions from newly presented information, earlier tests, quizzes, projects, presentations and class assignments.
- Assignments are due at the beginning of class on the expected due date. Any work that is not received at this time will be considered late. Late work will be accepted for partial credit for up to three days (36 hrs.) past the date due. Any work that is turned in late will receive no more than half credit and no work will be accepted after three days. At that point, a grade of zero will be entered. All assignments should be submitted with the associated rubric and the entire assignment should be stapled together.
- Students are expected to attempt all course assignments. Failure to complete an assignment may result in the final course grade being lowered by one letter grade.

Course grading

The final grade for the course will be determined by the percentage of points achieved out of the total points possible for the semester. The following scale will be used:

A=90-100%, B=80-89%, C=70-79%, D=60-69%, F=0-59%

<u>Assignment</u>	<u>Points Possible</u>		
Exams (3 @100 each)	300	Diagnostic assignments	120
Quizzes/Activities (10 pts. each, est. 8)	80	Observations	35
Multi-cultural Interview/Reflection	50	Comprehensive final exam	200
Scavenger Hunt	50	Class participation/discussion	20
Group Presentation	40	TOTAL POINTS	895

*****Bonus opportunities are available for obtaining observation hours off campus, for completing observations prior to mid-terms and for using clients that are either pediatric/ESL speakers for the diagnostic assessments.**

<u>Assignments</u>	<u>DUE DATES</u>
DX #1 Multicultural interview/reflection paper	1/31
DX #2 Completed diagnostic instrument scavenger hunt	2/14
DX #3 Completed OFE, audiometric screening, clinical report	2/23
DX #4 Group articulation presentations	3/13
DX #5 Completed, scored and reported articulation assessment	3/20
DX #6 Group language presentations	3/29
DX #7 Completed, scored and reported language assessment	4/5
DX #8 Completed and signed observation forms	3/1 or 4/24

Course Organization

- 1/10 Syllabus, Class Expectations/DX #8 assigned
- 1/12 Chapter 1: Foundations of Assessment—Overview, Psychometric Principles (PPVT-4)
- 1/17 Chapter 1: Foundations of Assessment—Assessment methods, ICE, Code of testing/Ethics
- 1/19 Chapter 2: Multicultural Considerations / DX #1 assigned
- 1/24 Chapter 2: Multicultural Considerations
- 1/26 Chapter 3: Obtaining Pre-assessment Information/Presentation groups assigned
- 1/31 Chapter 4: Evaluating Pre-assessment Information/ DX#2 assigned
- 2/2 **EXAM over Chapters 1-4**
- 2/7 Test Review and Chapter 5: Reporting Assessment Findings
- 2/9 Chapter 5 and Chapter 6: Assess. Proc. Common To Most Comm. Dis./DX #3 assigned
- 2/14 In class lab: Audiometric activities and oral-facial examination (Bring a pen light)
- 2/16 In class lab: Audiometric activities and oral-facial examination (Bring a pen light)
- 2/21 Chapter 7: Assessment of Articulation and Phonology, Fluharty-2, /DX #4, #5 assigned
- 2/23 Chapter 7: Assessment of Articulation and Phonology, GFTA-2 case study activity
- 2/28 Chapter 7: Assessment of Articulation and Phonology, GFTA-2 activity
- 3/1 **MID-TERM EXAM over chapters 5-7**
- 3/6 **NO CLASS: Spring Break**
- 3/8 **NO CLASS: Spring Break**
- 3/13 **Group articulation presentations**
- 3/15 Chapter 8: Assessment of Language /DX #6, #7
- 3/20 Chapter 8: Assessment of Language
- 3/22 Preschool Language Scale-4 (PLS-4) activity

- 3/27 Infant/Toddler assessment/ videos
3/29 **Group language presentations**
4/3 Chapter 9: Assessment of Literacy
4/5 Chapter 9: Assessment of Literacy activity
4/10 Chapter 10: Assessment of Stuttering and Cluttering
4/12 *Stuttering Severity Instrument, 4th Edition (SSI-4) activity*
4/17 **EXAM over chapters 8-10**
4/19 **CAPSCD—Guest speaker??**
4/24 Assessment of (class choice), Case studies---review for final
4/26 Case studies—review for final
5/3 **COMPREHENSIVE FINAL EXAM 1:30-3:30 (M.C., S.A., Case studies, application)**

This schedule is a tentative outline of the semester and is subject to change at the discretion of the instructor.

Class attendance

Punctual class attendance, active listening and course participation reflect interest, work ethic, and professionalism. Two unexcused absences will be allowed during the semester.

Assignments are due on the date posted, regardless of class attendance. For an excused absence, a written or e-mailed excuse should be provided in advance, when possible, or on the date that you return to class after an absence. All absences need to be cleared through the Office of the Provost. Failure to provide the documentation for an excused absence will result in an unexcused absence. Unexcused absences, past the two allowed, may result in the final grade for the course being lowered by one letter. The instructor of the course reserves the right to excuse absences provided the appropriate documentation or when a reasonable request was received prior to the absence.

Technology

Laptops may be used during class for the purpose of note taking only (proof may be required). Laptops may not be used for surfing the web, instant messaging (IM's), or e-mail. All cell phones and pagers must be turned off during class. The instructor reserves the right to mark a student absent if he/she is observed to be using a cell phone or computer for any use other than those indicated above. Any use of electronics during a graded assessment will be considered cheating and a zero will be entered for the assignment.

Liberal Arts

The Liberal Arts program reflects the principles contained in the University mission statement and provides a foundation for study in major and minor fields. The Liberal Arts principles incorporated in the CSD 380 curriculum include:

- Spiritual, Moral and Ethical Values
- Communication and Critical Thinking
- The Individual and the Social Environment
- Oral and Written Communication Skills

Academic Integrity Policy

Honesty and integrity are characteristics that should describe each one of us as servants of Jesus Christ. As your instructor, I pledge that I will strive for honesty and integrity in how I handle the content of this course and in how I interact with each of you. I ask that you join me in pledging to do the same.

Academic dishonesty will result in penalties up to and including dismissal from the class with a failing grade and will be reported to the Assistant Vice President for Academic Affairs. All instances of dishonesty will be handled according to the procedures delineated in the Harding University catalog.

Students with disabilities

It is the policy for Harding University to accommodate students with disabilities, pursuant to federal and state law. Therefore, any student with a *documented disability* condition (e.g. physical, learning, or psychological) who needs to arrange reasonable accommodations must contact the instructor and the Disabilities Office at the *beginning* of each semester. (If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Disabilities Office *as soon as possible* in order to get academic accommodations in place for the remainder of the semester.) **The Disabilities Office is located in Room 102 of the Lee Academic Center, telephone, (501) 279-4019.**

Assessment

Harding University, since its charter in 1924, has been strongly committed to providing the best resources and environment for the teaching-learning process. The board, administration, faculty, and staff are wholeheartedly committed to full compliance with all criteria of the Higher Learning Commission of the North Central Association of Colleges and Schools. The university values continuous, rigorous assessment at every level for its potential to improve student learning and achievement and for its centrality in fulfilling the stated mission of Harding. Thus, a comprehensive assessment program has been developed that includes both the Academic units and the Administrative and Educational Support (AES) units. Specifically, all academic units will be assessed in reference to the following Expanded Statement of Institutional Purpose: **The University provides programs that enable students to acquire essential knowledge, skills, and dispositions in their academic disciplines for successful careers, advanced studies, and servant leadership.**

Personal Mission Statement

It is my goal to inspire you with a passion for our field and the tools to integrate faith and learning in your daily life as a student and in the professional career that you have selected. It is my prayer that through class discussions and outside assignments, your knowledge and ability to strengthen relationships and to incorporate Christian values into the profession will be learned. The professions of speech-language pathology and audiology require a sincere interest in helping people become effective communicators. In addition to academic coursework and clinical experience, qualities such as unyielding personal ethics, sensitivity, patience, resourcefulness, tact, and perseverance are essential components of a skilled therapist. I hope that you will

discover these qualities within yourself and that you will be able to improve them in each of your clients.

As we journey through this semester and we encounter the many mysteries and the complexities of the human mind, the human body and the human personality. I pray that you will join with me in the acknowledgement of the following...

“I praise you because I am fearfully and wonderfully made: your works are wonderful, I know that full well.” Psalm 139:14.

Therefore, as God’s chosen people, holy and dearly loved, clothe yourselves with compassion, kindness, humility, gentleness, and patience. Bear with each other and forgive whatever grievances you may have against one another. Forgive as the Lord forgave you. And over all these virtues, put on love, which binds them all together in perfect unity. And whatever you do, whether in word or deed, do it all in the name of the Lord Jesus, giving thanks to God the Father through him. Colossians 3:12-14; 17