

Harding University
Department of Communication Sciences and Disorders
CSD 380 – Clinical Methods and Procedures: Diagnostics
Spring 2009 Syllabus

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Class Time: 10:00 MWF
Class Location: Reynolds C124
Office Hours: M-F 2:30-4:30 or
Conferences by Appointment

Required Text

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

Course Objectives

This course is an introduction to current diagnostic and appraisal methods for the disorders of speech and language. The course includes the study of and practical experience in the administration and reporting of assessment instruments for communication disorders. Case studies and diagnostic demonstrations will be used for practical application and critical thinking skills.

This is an undergraduate course that addresses knowledge and skills delineated in the ASHA Standards for the Certificate of Clinical Competence including ASHA 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 disorders (www.asha.org).

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

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.**

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, psychological, vision, hearing, etc.) 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 Director *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 (501) 279-4019.**

Academic Integrity

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 procedure delineated in the Harding University catalog.

Attendance

Punctual class attendance and attention reflect interest, work ethic, and professionalism. Three unexcused absences are allowed. Written or emailed excuses need to be provided in advance when possible or when you return to class after an absence. Unexcused absences past the three allowed will result in lowering your grade for the class by one letter.

Course Requirements

Course material will be assessed by exams, clinical writing assignments, demonstrating and administering diagnostic evaluations and oral presentations.

PART 1: Preparatory Considerations

- Chapter 1 – Foundations of Assessment
- Chapter 2 – Multicultural Considerations

PART 2: Obtaining, Interpreting, and Reporting Assessment Information

- Chapter 3 – Obtaining Preassessment Information
- Chapter 4 – Evaluating Preassessment Information
- Chapter 5 – Reporting Assessment Findings

The student's knowledge and skills for this material will be assessed by two methods:

1. **Exam in class (100 points) over terminology, principles, and methods: Proposed date for the exam is Monday, February 9.**

2. **Writing an assessment/diagnostic report (100 points) due Monday, February 23.**

Example reports are in the text and additional examples will be provided. Most information needed for the report will be provided and the student will invent any missing information.

The report will include the following components:

- Identifying Information
- Overview/Background/Presenting Complaint/Initial Status
- Histories
- Assessment Information
- Diagnostic Summary
- Recommendations
- Speech-Language Pathologist's Name and Signature

This is NOT a team assignment. Each student will write his or her own report. Reports turned in 1-3 days late will receive half credit or less. Reports more than three days past the due date will not be accepted.

PART 3: Resources for Assessing Communicative Disorders

Chapter 6 – Assessment Procedures Common to Most Communicative Disorders

Chapter 7 – Assessment of Articulation and Phonological Disorders

Chapter 8 – Assessment of Language

This material will be assessed by the following **diagnostic assignments (50 points each) to be completed by the assigned due dates.** Each student will:

1. Complete an oral-facial examination due Monday, March 2.
2. Administer and score **one** of the following articulation/phonology tests due Wednesday, March 18:
Clinical Assessment of Articulation and Phonology (CAAP), (Secord & Donohue, 2002)
Goldman-Fristoe 2 Test of Articulation (GFTA 2), (Goldman & Fristoe, 2000)
Arizona Articulation Proficiency Scale (Arizona-3), (Fudala & Reynolds, 2000)
3. Administer and score the *Peabody Picture Vocabulary Test, 4th Edition (PPVT 4)*, (Dunn & Dunn, 2007) due Wednesday, March 25.
4. Administer and score the *Expressive Vocabulary Test, 2nd Edition (EVT 2)*, (Williams, 2007) due Wednesday, April 1.

These assessments may be conducted with one or more individuals. **Diagnostic assignments turned in 1-3 days late will receive half credit or less. Assignments more than three days past the due date will not be accepted.**

PART 3: Resources for Assessing Communicative Disorders

Chapter 9 – Assessment of Literacy

Chapter 10 – Assessment of Stuttering and Cluttering

Chapter 11 – Assessment of Voice and Resonance

Chapter 12 – Assessment of Neurologically Based Communicative Disorders

Chapter 13 – Assessment of Dysphagia

Chapter 14 – Assessment of Four Special Populations

Chapter 15 – Hearing Considerations

The student's knowledge and skills for this material will be assessed by two methods:

1. **Exam in class (100 points) over terminology, principles, and methods: Proposed date for the exam is Wednesday, April 15.**

2. **Team diagnostic demonstrations and oral presentations (100) points) in class on assigned due dates. This will be used as the final exam grade.** Students in the class will be randomly placed in teams of four and will be assigned a diagnostic test to review and demonstrate in class. The team will provide a summary of information (2-3 pages) that describes:

- Authors, Publisher, Year
- Age Range and Testing Time
- Adequacy of Norms – Standardization Sample
- Purpose and Use
- Test Content – Areas Assessed – Subtests
- Administration and Scoring
- Test Interpretation

Each team will make a presentation (approximately 20 minutes) describing and demonstrating the procedures for the test. The team should be prepared to answer questions concerning the presentation. The instructor will determine the overall team grade, but peer evaluations will be used to provide data for adjusting individual grades as needed.

Grading Scale

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

Personal Mission Statement

It is my goal to help you integrate faith and learning in your daily life as a student and in the professional career that you have chosen. Ways to strengthen and incorporate Christian values in our professions will be emphasized. The professions of speech-language pathology and audiology require a sincere interest in helping people become effective communicators. These are excellent professions for Christian servants.

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