



**Department of Communication Sciences and Disorders
CSD 3800-Clinical Methods and Procedures: Diagnostics
Spring 2023 Syllabus
Tuesday/Thursday 1:00-2:15 pm
Credit hours: 3**

Instructor: Jan Traughber, Ed.D., CCC-SLP

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Office hours: A minimum of 10+ hours per week are set aside to help the students with course material, professional questions, etc. A schedule of office hours is available in the Canvas course and posted by my office door; however, other times are available upon request. Please contact me by e-mail to set up an appointment. I am available to meet students virtually (via Google Meet), or face-to-face. These meetings provide a wonderful opportunity for me to get to know you better and to help you succeed in the course

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. The discussion and activities of this course introduces the screening and assessment methods for the disorders of hearing, oral motor skills, speech sound disorders, and language. Successful completion of the course will allow students to engage in learning about professional topics such as the HIPAA policies and procedures, ethical standards and conduct, psychometrics, multi-cultural considerations, interviewing, counseling, and reporting. Students will participate in practical experiences by administering, scoring, and reporting assessment instruments. This course will use clinical observations, individual case studies, diagnostic demonstrations, simulated learning experiences, and hands-on practice to enhance critical thinking skills and clinical writing. **The requirements for this course meet or exceed the credit hour requirements of the university, the Higher Learning Commission, and the federal government, and adhere to university guidelines regarding workload requirements per credit hour.** Prerequisites: CSD 1240, 2900, 3250 and 3260.

Class location: Swaid 215 (Face to face), Google Meet (synchronous, with prior approval), and ECHO 360 (asynchronous). The instructor will provide a link to the Google Meet and ECHO 360 platforms in canvas.

Class time: Tuesday/Thursday 1:00-2:15 p.m. for face-to-face and synchronous meetings. The instructor may provide online synchronous meeting times via Google Meets and asynchronous learning opportunities via ECHO 360 lectures

Time Zone: Harding University is in Searcy, AR, which is in the Central Standard time zone. Therefore, class times, and assignment due dates will be based in accordance with the Central Standard Time.

Course Navigation: The instructor will use the Canvas Learning Management System (LMS) to communicate with students, organize and disseminate course content, grade assignments, and conduct assessments. The instructor has divided the course content into one module per week, with each module having associated learning outcomes that align with the course objectives and the ASHA standards. To achieve maximum benefit from the course organization, students should navigate the canvas course using the modules tab. For this class, a week starts on Monday at 12 a.m. CST and ends at 11:59 p.m. CST on Sunday night.

Course Communication: I am here to help you. I will communicate with you via in-class announcements, Canvas announcements, and your HU e-mail (for small groups and/or individual messages). I prefer for you to contact me via email (jtraughb@harding.edu). I will respond to emails within 24-hours, five days a week, Monday-Friday and, as available, on the weekends.

Required Materials

- 1) Shipley, K.G, & McAfee, J.G. (2021). *Assessment in Speech-Language Pathology: A resource manual*. (6th Ed). Plural Publishing.*

*A free digital copy of this book is available from the Harding University Library. The instructor will provide a link to the text in Canvas. Paper copies of this text are available if students wish to purchase that format.

- 2) HUSC Handbook and Forms----Available on the Harding University CSD website
- 3) Students must have one penlight and one otoscope available for assignments. The HUSC offers access to these pieces of equipment during select days/times. If students desire to acquire their own equipment, recommended resources include:
 - a. [Pen Light](#)
 - b. [Relialight](#)
 - c. [Throat Scope Starter Pack](#)
 - d. [Wireless Video Otoscope](#)

Course objectives: Upon completion of this course, the student will demonstrate a basic knowledge of the following objectives by achieving a passing grade at the end of the term. By the end of the semester the students should demonstrate their ability to integrate the acquired knowledge into the frameworks of clinical practice in the field of communication sciences and disorders by:

1. Explaining psychometric properties of testing instruments.
2. Identifying and explaining the methods of assessment used in CSD.
3. Evaluating assessment instruments in the field of SLP and comparing psychometric properties.
4. Demonstrating the ability to accurately use ICD-10 and CPT codes.

5. Collecting and examining pre-assessment information to form a diagnostic hypothesis and assessment plan.
6. Accurately administering and scoring qualitative and quantitative methods to screen and evaluate individuals with communication differences/disorders.
7. Interpreting qualitative and quantitative methods of assessment by considering the anatomical, physiological, psychological, developmental, linguistic, and cultural correlates to achieve a diagnosis.
8. Demonstrating the emergence of professional communication for the written report of diagnostic findings.
9. Describing the main principles of the HIPAA policies and procedures as they relate to the diagnostic process.

Course relationship to University Learning Outcomes: This content of this course contributes to the university's learning outcomes (ULOs) by exposing the students to a broad range of knowledge and skills. Specifically, this course advances the student's learning by improving their ability to:

ULO 1: Make ethical decisions in clinical activities

ULO 2: Use effective communication during intake/exit interviews and clinical reports with appropriate consideration for the context and audience.

ULO 3: Complete diagnostic assessments, analyze and interpret data, form a conclusion, and make appropriate recommendations.

Relationship to ASHA Standards: ASHA upholds specified standards related to academic and clinical training. This course provides an introduction to the knowledge and skills of the ASHA standards and *contributes* to the following standards:

CFCC

Standard IV-C- The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the areas of articulation, language, hearing and orofacial myology.

Standard IV-D- The applicant must have demonstrated current knowledge of the principles and methods of prevention and assessment for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.

Standard IV-E- The applicant must have demonstrated knowledge of standards of ethical conduct.

Standard V-A- The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.

Standard V-B- The applicant for certification must have completed a program of study that included experiences sufficient in breadth and depth to achieve the following skills in evaluation and interaction/personal qualities.

Standard V-C- The applicant for certification in speech-language pathology must complete a

minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five hours must be spent in clinical observation, and 375 hours must be spent in direct client/patient contact.

CAA

3.1B: Students will acquire an emergence of the knowledge and skills in the areas of psychometrics, screenings and methods of assessment, in the areas of oral-peripheral examinations, hearing screenings, articulation, and language. Students will obtain the basic knowledge and skills pertaining to the diagnosis of various communication disorders with individuals across the lifespan by obtaining a minimum of two hours of observation in diagnostic practices, and gaining practice in test administration, scoring, interpretation and documentation of clinical findings. This course is designed to afford each student with opportunities to meet the expectations of the program that are consistent with the program's mission and goals.

3.1.1B: Students will gain basic knowledge in the professional code of ethics, the scope of practice for SLP, and adhere to the federal and state regulations for SLPs, including HIPAA, OSHA, and aspects of billing requirements. Students will gain experience in the use of EBP for diagnostics and in their ability to express their clinical reasoning in written form.

3.1.2B: Students will gain basic knowledge of basic human communication processes and integrate learning of normal and abnormal human development for speech, and language across the lifespan, but with an emphasis on the pediatric population.

3.1.3B: Students will gain a basic understanding of the methods of identifying communication differences.

3.1.4B: Students will demonstrate a basic understanding of the assessment process for speech and language in the pediatric population.

3.1.6B: Students will demonstrate a basic understanding of professionalism and the importance of interaction skills including counseling and collaboration.

Course Expectations/Professional Conduct: The nature and depth of academic study at the collegiate level requires an internal motivation to engage with the course material and expand one's learning. Therefore, each student's participation is critical for the true exchange and application of thoughts and ideas. To maximize the learning opportunities for all students, it is imperative that student's demonstrate independent learning, ethical work habits, and professionalism For the benefit of all students, the instructor will expect students to:

1. Have consistent access to an appropriate digital device to interact with the course content. A laptop or desktop is the recommended device as the Canvas interface was optimized for desktop displays. Canvas performs best when using the Chrome browser.
2. Maintain a reliable Internet connection to support online learning. Students must have consistent access to broadband connectivity, as many classes incorporate rich media content.
3. Demonstrate consistent and punctual attendance.
 - Students are expected to attend face-to-face class meetings. With approval, synchronous attendance (using google meet) is available. When needed, the instructor may schedule asynchronous meetings using ECHO 360.
 - For face-to-face meetings, attendance will be taken by the instructor or through the use of Quickly Attendance (a canvas application). For QA, the instructor will

provide a randomized code at the beginning of class, and the students will sign-in with the code during the first three minutes of class. The instructor can change the attendance status for students who arrive late, if the student communicates with the instructor **at the end of class**. The absence will remain if the student does not communicate at that time.

- For synchronous lectures, the instructor will take attendance based on your log in and participation. **Students must have their video camera ON and their microphones muted (unless speaking) for the duration of the class period.** To accommodate remote learning when synchronous meetings are not available, the instructor will record class lectures/activities. The instructor assumes that students enrolled in the class have consented to these recordings.
 - For asynchronous lectures, the instructor will take attendance via the course analytics in ECHO 360.
 - The instructor allows students **two unexcused absences** (for face-to-face or online learning) during the semester.
 - For each additional unexcused absence (4+), the student will receive a 10-point deduction from their current grade.
 - If a student exceeds four unexcused absences, the instructor may drop the student from the class with a grade of “F.”
 - The course instructor may excuse an absence if communication is received prior to the absence and the instructor determines that the absence is unavoidable. Students who experience an emergent situation, may receive an excused absence by speaking with the instructor as soon as possible, or upon return. Otherwise, excused absences are only granted with documentation from the Provost’s Office, the Office of Disability, Student Health Services, or a physician.
 - In the case of illness, students should communicate with the instructor via email and copy studenthealth@harding.edu as soon as possible. Illnesses necessitating an absence of more than two consecutive class sessions will require physician/provider documentation.
 - Students that do not provide the documentation (as defined by the instructor) for an excused absence will have an unexcused absence recorded.
 - Students who miss class (excused or unexcused) are responsible for the content presented and/or assigned. Students may not make up activities (observations, labs, assignments, quizzes, or activities affiliated with guest speakers) conducted during class on the day of an absence.
 - Students who miss an exam must notify the instructor prior to the exam and provide documentation of an excused absence to make up the exam on a mutually agreed upon date. Make-up exams will of point equal value and will assess similar content, but may be in a different format. Students that miss an exam with an unexcused absence will receive a zero.
4. Engage in active participation in face-to-face and synchronous class activities. Students are to demonstrate active listening skills, critical questioning to extend a thought/topic, respectful debate, and the ability to respect other’s opinions. Off-task behaviors during class (texting, surfing, talking, sleeping etc.) may result in an unexcused absence. **To maximize discussion, students must read the material (textbook and slides) and**

complete homework activities before class begins.

5. Demonstrate respect for those around them by refraining from off-task behaviors (whispering, texting, e-mailing, social media, shopping, etc.). Students must refrain from attending to their phones, watches, tablets, computer etc. without the instructor's permission. Off-task behaviors during class (texting, surfing, talking, sleeping etc.) may result in an unexcused absence.
6. Submit work on time. All assignments are due at the beginning of class on the expected due date, regardless of attendance. Work submitted after the time/date noted is late. The instructor accepts late work for half credit (maximum score of 50% of the total assignment value) for up to 24 hrs. past the date due. After 24 hours, the instructor the assignment will receive a grade of zero points.
7. Submit professional work. All written work should be reasonably correct in mechanics (ex: spelling, grammar, punctuation) with appropriate formatting and citations, if needed. Students may use the HU writing center for assistance in editing their work or gaining assistance with APA. Paper assignments must be stapled/paper clipped together with your name on the first paper. Loose assignments, or assignments without names, will receive a 5-point deduction in the total score.
8. Use professional communication skills. The instructor will communicate through in-class announcements, Canvas messages, and HU email. Students are responsible for the disbursement of information (including attachments) through these sources. Students should notify the instructor (via HU e-mail) before class begins if you are going to be late or absent for a class period.
9. Respect intellectual property, HUs Academic Integrity Policies, and HIPAA. The material presented in class is the intellectual property of the instructor. As such, students may not record, share, or distribute the information in any form without the express permission from the instructor. To uphold academic integrity, students are to complete their own work. As such, the instructor will consider the use of any external information, including another digital device, during an unauthorized assignment, quiz, or exam as cheating. Students who violate this expectation will receive a grade of "zero" points and the consequences outlined in the department/university handbooks. To uphold confidentiality of personal information, students must adhere the HIPAA and HUSC policies for clinical observations, clinical information, and use of dx/tx materials (see HUSC handbook posted online).

Course grading: The instructor will assess the knowledge, skills, and proficiency of each student for the purpose of assigning a letter grade at the completion of the course based on the percentage of points achieved out of the total points possible for the semester. To improve student performance, the instructor will provide feedback on each assignment. Feedback may be in the form of graded assignments, written/verbal comments from the instructor, or comments from other students in the class. The instructor will document the total value and the due date of each assignment in canvas, but the following can be used as an estimate depending on the course schedule. 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>Major Assignments</u>	<u>Points Possible</u>	<u>Due Dates</u>
Class activities/homework/quizzes	up to 100	Ongoing
DX 1 DX Scavenger Hunt	50	Jan 26
DX 2 Basals and Ceiling Project	24	Feb 9
Comp. Mid-Term Exam (HIPAA COMP)	100	Feb 23
DX 3.1 Hearing & Report	15	March 16
DX 3.2 Oral Facial Exam & Report	15	April 4
DX 4 SSD Assessment & Report	45	April 11
DX 5 Language Assessment & Report	40	April 25
DX 6 Observations*	30	April 13
DX 7 Calipso Portfolio/files*	5	May 2
Comprehensive final exam	150	May 3

* For the successful completion of the course, students must complete ALL assignments, regardless of credit earned towards the final grade. The Clinical Observations and the completion of the Calipso Portfolio is a **departmental requirement** for the course.

Course Organization

Date	Topic/Activity	Homework
Week 1: Jan 10	Syllabus, Intro to DX, Thinking differently, DX brainstorm	Complete modules 1-4; Read 3-11
Jan 12	Chapter 1: Foundations of Assessment—Codes & Methods	DX #1, #6, #7 Assigned Read 13-23; DX 1
Week 2: Jan 17	Chapter 1 & 2: Foundations of Assessment—Methods: psychometrics	DX 1; Psychometric Primer
Jan 19	Chapter 1 & 2: Psychometric Puzzles & Multicultural Considerations.	DX 1; Read 25-31
Week 3: Jan 24	Chapter 1: Normal Distribution Practice	DX 1; Read 32-37; N.D. Worksheet
Jan 26	Chapter 1: Normal Distribution Practice with B/C	Read 39-63; Norm Dist. Quiz
Week 4: Jan 31	Chapter 1: Basals & Ceilings Lab with #1	Chapter 1 & 2 Quiz
Feb 2	Chapter 1: Basals & Ceilings Lab with #2	DX 2; Read 68-75

Week 5: Feb 7	Chapter 2 & 3: Multicultural; Obtaining Pre-assessment information, Class Lab---Prioritizing Info.	DX Plan—DX project with GS—Pt 1
Feb 9	Chapter 3: Interviewing	Chap 3 Quiz, Read 92-103, DX Project with GS—pt 1
Week 6: Feb 14	Chapter 4: Reporting Assessment Findings	Watch ECHO on clin. Writing; DX project with GS—pt 2
Feb 16	Chapter 4: Reporting Assessment Findings	Review 105-124; Chapter 4 Quiz (?), DX project with GS—pt 2
Week 7: Feb 21	Chapter 4: Rep Writing/Corrections	Study for Exam--- Review of notes, powerpoints, textbook, labs, projects
Feb 23	Mid-Term Exam: CHAP 1, 2, 3, 4-- Bring laptop computers/chargers	Read 612-620, ECHO
Week 8: Feb 28	Chapter 17—Otoscopy, Hearing Screenings	Test Review-schedule appt
March 2	Chapter 17--Complete Lab---Possible CE Event?	DX 3.1
Week 9: March 7	Spring Break---NO CLASSES	
March 9		
Week 10: March 14	Chapter 17--& Report writing	DX 3.1; Read 128-131 (Sampling)
March 16	Chapter 5-- Assessment Procedures Common to Most Comm Dis—60 Sec. Obs.	Read 131 (Sampling)-
Week 11: March 21	Chapter 5-- Assessment Procedures- Diodochokinesis?	141Read 143-178
March 23	Chapter 5—Oral Facial Exam	DX 3.2 Chapter 5 Quiz
Week 12: March 28	Chapter 5--Reporting	Read 180-192 (phon)
March 30	Chapter 6 Speech Sound Disorders	

		Read 192 (phon)-200; DX 4, DX 6
Week 13:		
April 4	Chapter 6 Speech Sound Disorders--Data	Read 201-215; DX 4
April 6	Chapter 6 Speech Sound Disorders --Reporting	Chap 6 Quiz; DX 4; Read 218-232
Week 14:		
April 11	Chapter 7 Assessment of Language Disorders	Read 232-245; Form, content, use activity
April 13	Chapter 7 Assessment of Language Disorders	Read 247-284; DX 6
Week 15:		
April 18	Chapter 7—Language Disorders--Test administration	
April 20	Chapter 7 –Language Disorders Interpretation	Chap. 7 Quiz , DX 5
Week 16:	Dead Week	
April 25	Chapter 7--Report writing	
April 27	Review for final	DX 7 Review of text, lecture notes, labs, projects, & homework
Week 17:	FINAL EXAM	
May 3	8:00-10:00 a.m.---Bring laptop computers/chargers	

This schedule is a tentative outline of the semester and is subject to change at the discretion of the instructor. The instructor will alter due dates based on the progression of topics covered.

Time Management Expectations: For every course credit hour, the typical student should expect to spend at least three clock hours per week of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reviewing, reading material, organizing notes, problem solving, preparing for upcoming quizzes/exams, developing and completing projects, and other activities that enhance learning. Many students find that they need to review the content taught in the pre-requisite courses to improve their ability to apply previous learning to the assignments of this course. For this three-hour course, a student should expect to 135 hours during the semester (nine hours per week) completing homework assignments and engaging in the study required to successfully meet the course objectives. This course adheres to the university guidelines regarding workload requirements per credit hour.

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 Associate Provost. 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.) If the student qualifies for classroom accommodations, the student must initiate a meeting with the teacher to discuss the needs and build a plan for the semester. Additional information is available on the powerpoint hosted in the class documents section of Canvas. **The Disabilities Office is located in Room 226 of the Student Center and may be reached at (501) 279-4019 or bdsmith@harding.edu.**

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. 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.**

Dress Code: All members of the Harding community are expected to maintain standards of modesty and decency in dress appropriate to the Christian lifestyle and consistent with professional employment expectations. For these reasons, students are expected to adhere to a professional dress code for all outside activities (professional events/conferences) and the Harding University Speech Clinic for clinical activities and observations. During class, students are expected to adhere to the dress code policies established within the HU student handbook. To protect fellow classmates, the university requires that students wear a face-mask while in the Swaid building (classrooms and common areas) and adhere to social distancing regulations of maintaining 6-feet between one another. A student may be asked to leave class or other activities if they are not in keeping with these expectations.

Technology: This course requires that students have access to a computer that has internet capabilities and Microsoft Office (or something similar). Laptops/tablets may be used during class for the purpose of note taking only (proof may be required). The use of cell phones or other audio/video equipment during class is prohibited without permission from the instructor. The instructor reserves the right to mark a student absent if he/she is observed to be using a cell

phone or if a computer/tablet is used for anything other than indicated above. Any use of electronics during a graded assessment will be considered cheating and a zero will be entered for the assignment. All of the information presented in class, regardless of the medium used, is considered the intellectual property of the instructor and may not be downloaded, stored, shared, or copied in any other format. For technical support, please contact the e-learning help desk M-F 8:00 am-5:00 pm at 501-279-5201 or elearning@harding.edu.

COVID-19 Statement: My goal is to provide a safe and positive learning environment for students. As a faith-based university, we have a responsibility to care for one another. The current COVID-19 pandemic gives us a good opportunity to do so, by following the guidelines to minimize transmission of the novel coronavirus. Every precaution will be taken to be sure that class is conducted in a way that is safe and in compliance with state and university guidelines. If you feel a situation needs to be addressed in the classroom environment, please speak with me as soon as possible so that the situation can be improved.

Due to the uncertain and unusual climate during which this course is being offered, certain adjustments may have to be made including changes to meeting times, modalities and work assignments. Every effort will be made to notify students of any change as soon as possible. Because this course may/will be meeting using video conferencing, students are expected to find a safe, secure and reliable internet connection in order to participate in virtual meetings at the required level. Students exhibiting symptoms of covid, or who have been in close contact with an individual with Covid, should contact studenthealth@harding.edu and studentlife@harding.edu for assistance.

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 to *“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*