I. COURSE DESCRIPTION:
This course is designed to provide a general understanding of the principles of diagnosis and evaluation of speech and language disorders. Five hours of online observation on Master Clinician are a requirement of the course. CSD 320 “Diagnostic Methods” (3 credits) typically meets twice a week each week in 75-minute segments for 15 weeks, and also meets for a 2-hour final examination. Students have significant weekly reading requirements, 4 major tests over lecture and reading material including the final, and are required to do two outside projects. The projects involve checking out university testing equipment and administering tests on children ages 3 to 6 years of age. The students then interpret and analyze test results, write up the results in a professional report and make recommendations based on the test results. These activities average at a minimum 6 hours of work each week to prepare outside of classroom hours.

The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

II. INTENDED LEARNING OUTCOMES
GOALS/OBJECTIVES (PROGRAM/STUDENT LEARNING OUTCOMES:}
This course reflects the following core values of the Perkins College of Education (see the COE Conceptual Framework at www.sfasu.edu/education/about/accreditations/ncate/conceptual):

1) Academic excellence through critical, reflective, and creative thinking
2) Life-long learning
3) Collaboration and shared decision-making
4) Openness to new ideas, to culturally diverse people, and to innovation and change
5) Integrity, responsibility, diligence, and ethical behavior
6) Service that enriches the community.

This course also supports the mission of the Department of Human Services.

The Department of Human Services prepares undergraduates and graduate students for leadership and service roles in East Texas and the global community. The department is committed to incorporation of community-based, service-learning experiences within its educational programs to maximize the advancement of students’ personal and professional development.

This course also supports the mission of the Speech-Language Pathology Program.

The mission of the Speech-Language Pathology Program is to prepare knowledgeable caring professionals committed to educating the public, properly diagnosing and effectively treating persons with communication and swallowing disorders across the lifespan, thereby improving their quality of life. To meet this mission, the program embraces the importance of evidence based practice, critical thinking skills, interdisciplinary collaboration, ethical principles and continued professional development throughout one’s career.

This course also supports the Core Objectives/Outcomes of the THECB.

- Critical Thinking Skills
  - To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- Communication Skills
  - To include effective development, interpretation and expression of ideas through written, oral and visual communication.
- Empirical and Quantitative Skills
  - To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
- Teamwork
  - To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
- Personal Responsibility
  - To include the ability to connect choices, actions and consequences to ethical decision-making
- Social Responsibility
To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

This course addresses the following standard(s) of the Council for Clinical Certification of the American Speech-Language-Hearing Association:

- **Standard I: Degree**
- **Standard II: Education Program**
- **Standard III: Program of Study**
- **Standard IV: Knowledge of Outcomes**
- **Standard V: Skills Outcomes**
- **Standard VI: Assessment**
- **Standard VII: Speech-Language Pathology Clinical Fellow**
- **Standard VIII: Maintenance of Certification**

**Standard III-C.** The applicant must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates. This course presents a review of specific disorders, specifically articulation, language, fluency, and voice, and the importance of this information prior to assessment.

**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. This course presents knowledge concerning the nature of the diagnostic process and the scientific orientations common to diagnosis and appraisal. Student competency will be demonstrated by successful completion of two course projects which include administration of a speech-language battery, and a summary/interpretation of findings via clinical reports.

**Standard IV-G:1c,d,e,f,g:** The applicant for certification must complete a program of study that includes supervised clinical experiences sufficient in breadth and depth to achieve the following skills outcomes:

1. **Evaluation**
   
c. select and administer appropriate evaluation procedures, such as behavioral observations nonstandardized and standardized tests, and instrumental procedures.
   
d. adapt evaluation procedures to meet client/patient needs
   
e. interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.
   
f. complete administrative and reporting functions necessary to support evaluation.
   
g. refer clients/patients for appropriate services.

Provided via class lecture and readings. Demonstrated via course requirement of two projects which include administration and interpretation of various oral peripheral, articulation, phonological, language, voice, and fluency test and inventories. This includes clinical
report writing of test results, including scoring summaries, tentative diagnosis, and recommendation.

**Standard IV-G:3a,c,d:** The applicant for certification must complete a program of study that includes supervised clinical experiences sufficient in breadth and depth to achieve the following skills outcomes:

3. **Interaction and Personal Qualities**
   a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.
   c. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.
   d. Adhere to the ASHA Code of Ethics and behave professionally

Provided via class lectures and readings. Demonstrated via class discussions and exam.

**Program Learning Outcomes:** This course supports the Speech-Language Pathology and Audiology program learning outcomes (PLO I, II, VII and VIII). These competencies are measured by successful completion of all course requirements, including examinations, group discussion and activities, written assignments, and quizzes:

I. The student will demonstrate knowledge of major anatomical structures utilized in the communication process.
II. The student will demonstrate knowledge of physiological processes utilized in communication.
III. The student will recognize and articulate the foundational skills related to normal speech and language development.
IV. The student will demonstrate understanding of the process of assessing communication disorders.
V. The student will analyze, interpret, and synthesize evidence-based procedures in the treatment of communication disorders.
VI. The student will demonstrate professional writing skills appropriate for clinical management.

**Student Learner Outcomes:**

1. **STUDENT LEARNER OUTCOME:** The students will demonstrate the ability to identify and treat communication and swallowing disorders.
2. **STUDENT LEARNER OUTCOME:** The students will apply knowledge of the anatomy and physiology of normal speech, language and swallowing to the diagnosis and treatment of communication and swallowing disorders.
3. **STUDENT LEARNER OUTCOME:** The students will perform and evaluate the results of hearing screenings and recognize the implications of audiological diagnostic information as it applies to their scope of practice.
4. **STUDENT LEARNER OUTCOME:** The students will demonstrate understanding of the research process, including how to incorporate evidence-based practice into clinical settings.

5. **STUDENT LEARNER OUTCOME:** The students will meet the academic and clinical requirements to obtain state licensure and national certification.

6. **STUDENT LEARNER OUTCOME:** The students will demonstrate knowledge of current and relevant professional issues related to the field of speech language pathology.

**Specific Student Learning Outcomes (SLOs) and Measurements:** After completing this course, the students will demonstrate an understanding of the following:

1. Basic information about the nature of the diagnostic process and the scientific orientations common to diagnosis and appraisal.
2. Interviewing/Obtaining case history information.
3. The administration and interpretation of various oral facial, articulation, phonological, language, voice, and fluency tests and inventories.
4. Dialectical and Bilingual/Multicultural considerations regarding phonemic, grammatical, and pragmatic/non-linguistic contrasts.
5. Speech/language developmental milestones birth to 5 years.
6. Clinical Report Writing/Writing a comprehensive description of the patient’s speech/language behavior, using test information and the clinician’s own observations; comparing that information with the normal population.
7. Utilizing test and norm information to arrive at a tentative diagnosis and recommendation.
8. Counseling patients and their families regarding the nature of speech/language disorders, the prognosis, and plans of therapy.

These competencies are measured by successful completion (70% or above) of all course requirements including examinations, group discussion and activities, written assignments, projects, and the completion of 5 of the 25 overall observation hours required.

**III. COURSE ASSIGNMENTS, ACTIVITIES, INSTRUCTIONAL STRATEGIES, USE OF TECHNOLOGY:**

**Projects:**

1. Throughout the course of the semester students will obtain 5 hours of clinical observation. These hours are to be completed online on the Master Clinician Network. You will watch 5 videos of your choice on the network and answer questions provided after each video to make an observation report. Once you have watched the video and answered the questions, you will submit the observation report online. **At least one of the 5 hours must be observation**
of a diagnostic speech and language evaluation. Once you have completed all 5 hours, you will print out copies of the observation reports and turn them into me. All 5 hours must be recorded by noon, Friday, April 24th. Students’ overall course grade at the end of the semester will drop one letter grade if not submitted by this designated time. (This project addresses SLO #1 and the Core Curriculum Objectives of Communication, Personal Responsibility, and Social Responsibility)

2. Students will be required to assess one child during the course of the semester. Assessment will involve the administration of an oral facial examination, articulation assessment, a receptive vocabulary assessment, and a receptive/expressive language assessment. The results of these tests will then be compiled, analyzed and submitted in a report format. Each project is to be submitted in a folder, with the report in brads and the test forms in the pocket. Two reports will be submitted: Project 2A with language test results and Project 2B with oral facial examination and articulation test results. (This project addresses SLO #s 2-7 and the Core Curriculum Objectives of Critical Thinking, Communication, Personal Responsibility, Social Responsibility, Empirical and Quantitative Skills)

3. PROJECT #2A DUE THURSDAY, MARCH 26TH; PROJECT #2B DUE TUESDAY, APRIL 28TH

IV. GRADING POLICIES:

Examinations:
Four examinations will be given during the course of the semester. The final examination will not be comprehensive. Each test will be worth a total of 100 points. Exams will consist of various multiple choice, fill-in-the-blank, short answer and essay type questions. All exams must be taken on the date assigned unless there is a valid medical excuse. (The student must contact the instructor prior to the scheduled exam and written documentation must be submitted within a week of returning to school) Make-up exams will be scheduled at the convenience of the instructor. The examinations will address SLO #s 1-8 and the Core Curriculum Objective of critical thinking.

Grading:

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<tr>
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<th>Total Possible Points</th>
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<tbody>
<tr>
<td>Artic. test report</td>
<td>55</td>
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<tr>
<td>Lang. test report</td>
<td>55</td>
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<tr>
<td>Exam #1</td>
<td>100</td>
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<tr>
<td>Exam #2</td>
<td>100</td>
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<tr>
<td>Exam #3</td>
<td>100</td>
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<tr>
<td>Exam #4</td>
<td>100</td>
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</tbody>
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V. COURSE SCHEDULE (see final page of syllabus):

VI. REQUIRED READINGS:


Master Clinician: Students will be required to sign up for a one-year membership to the Master Clinician Network. Students will complete observation hours required for the course through the network.

VII. COURSE EVALUATIONS: Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical! In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted. The completion of this evaluation is considered a course requirement.

VIII. STUDENT ETHICS AND OTHER POLICY INFORMATION:

Attendance: Attendance will be taken every class period. If you arrive late, you must come to the instructor after class to make sure you are counted present. More than three unexcused absences will result in 20 points being subtracted from your final grade. Excused absences are those in which the student brings written documentation to support the reason for absence. When absent you are responsible for obtaining class notes from a fellow student.

Class Attendance and Excused Absence: Policy 6.7: Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these
requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

**Missing Exams:** If you know ahead of time that you will be absent from an exam, please make arrangements to take the exam ahead of time. If you have an unexpected illness or family emergency, please contact me ahead of time to let me know and to make arrangements to make up the examination.

**Students with Disabilities Policy 6.1 and 6.6:**
To obtain disability related accommodations and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 325, (936) 468-3004/ (936) 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information go to http://www.sfasu.edu/disabilityservices/.

**Academic Integrity Policy 4.1:**
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty:** Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating of plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit. Please read the complete policy at http://www.sfasu.edu/policies/academicintegrity.asp

**Penalties for Academic Dishonesty:** Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university.
**Student Appeals**: A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3)

**Withheld grades: Policy 5.5**: Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy (ie Active Military Service (6.14)). If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Student Code of Conduct Policy 10.4**: Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D–34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare Early Alert Program at SFA. Information regarding the iCare program is found at [https://www.sfasu.edu/judicial/earlyalert.asp](https://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936-468-2703.

**Respect for Diversity**
The Speech-Language Pathology program embraces a notion that students from all diverse backgrounds and perspectives be well served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

**IX. Other Relevant Course Information:**
Communication for this course will be done in class, through D2L and email. To communicate with your instructor, use the [debardellj@sfasu.edu](mailto:debardellj@sfasu.edu) email and do not email through D2L. You can expect a response to emails Monday through Friday within 24–48 hours. Please check D2L and your SFASU email often to get announcements, print out handouts, check your grades, etc.
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>January 16</td>
<td>(TH)</td>
<td>First class day—Course Orientation</td>
</tr>
<tr>
<td>January 21</td>
<td>(T)</td>
<td>Chapter 1 Overview of assessment/Central tendency</td>
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<tr>
<td>January 23</td>
<td>(TH)</td>
<td>Chapter 1 Assessment Methods and Scores</td>
</tr>
<tr>
<td>January 28</td>
<td>(T)</td>
<td>Chapter 3 Case History/Interviewing</td>
</tr>
<tr>
<td>January 30</td>
<td>(TH)</td>
<td>Watch and discuss assessment video</td>
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<tr>
<td>February 4</td>
<td>(T)</td>
<td><strong>EXAM #1</strong></td>
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<tr>
<td>February 6</td>
<td>(TH)</td>
<td>Chapter 7 Assessment of Language /Basal and Ceilings</td>
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<tr>
<td>February 11</td>
<td>(T)</td>
<td>Chapter 7 Assessment of Language</td>
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<tr>
<td>February 13</td>
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<td>PPVT IV</td>
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<td>Practice Language Test</td>
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<td><strong>EXAM #2</strong></td>
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<td>March 5</td>
<td>(TH)</td>
<td>Chapter 5 Oral Facial Examination</td>
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<td>March 12</td>
<td>(TH)</td>
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<td>March 17</td>
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<td>March 19</td>
<td>(TH)</td>
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<td>March 24</td>
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<td>Chapter 6 Assessment of Articulation</td>
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<td>March 26</td>
<td>(TH)</td>
<td>Chapter 6 Assessment of Articulation PROJECT 2A DUE</td>
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<td>March 31</td>
<td>(T)</td>
<td>Goldman-Fristoe Test of Artication</td>
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<td>April 2</td>
<td>(TH)</td>
<td>Phonological Processing/ Kahn Lewis</td>
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<tr>
<td>April 7</td>
<td>(T)</td>
<td><strong>EXAM #3</strong></td>
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<td>(TH)</td>
<td><strong>NO CLASS-EASTER BREAK</strong></td>
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<td>April 14</td>
<td>(T)</td>
<td>Chapter 12 Assessment of Fluency</td>
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<td>April 16</td>
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<tr>
<td>April 23</td>
<td>(TH)</td>
<td>Chapter 13 Assessment of Voice</td>
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<tr>
<td>April 24</td>
<td>(F)</td>
<td><strong>OBSERVATION HOURS DUE BY NOON</strong></td>
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<tr>
<td>April 28</td>
<td>(T)</td>
<td>Chapter 13 Assessment of Voice-PROJECT 2B DUE</td>
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<tr>
<td>April 30</td>
<td>(TH)</td>
<td>Dead week- wrap up and review</td>
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<tr>
<td>May 7</td>
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