SPHS 5178.020
Special Topics: Diagnostics

<table>
<thead>
<tr>
<th>Instructor: Layne DeBardelaben, M.A., CCC/SLP</th>
<th>Course Time &amp; Location: TR 12:30-1:45 pm, Human Services bldg. Room 319</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office: 205H</td>
<td>Office Hours: T 2:00-4:00/ R 2:00-3:00</td>
</tr>
<tr>
<td>Office Phone: 936-468-1155</td>
<td>Credits: 3</td>
</tr>
<tr>
<td>Other Contact Information: 936-468-7109 (SLP Office)</td>
<td>Email: <a href="mailto:debardellj@sfasu.edu">debardellj@sfasu.edu</a></td>
</tr>
</tbody>
</table>

Prerequisites: Admission into the SLP graduate program

Course Description This course is designed to provide an in depth understanding of the principles of diagnosis and evaluation of speech and language disorders.

Course Justification: SPHS 5178.020 (3 credits) will meet twice a week each week in 75-minute segments for 15 weeks, and will also meet for a 2-hour final examination. There will be significant weekly reading requirements, 4 major tests over lecture and reading material including the final, and there are two required outside projects. The projects involve performing assessments of children between the ages of 3-6 years of age. The student will administer, score, 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.

Diversity Statement:
James I. Perkins College of Education
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.

Program of Communication Sciences and Disorders
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.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes)

This course reflects the following core values of the College of Education:

The mission of the Perkins College of Education is to prepare competent, successful, caring and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice, and continued professional and intellectual development in an interconnected global society. In the Perkins College of Education, we value and are committed to:

• Academic excellence through critical, reflective, and creative thinking
• Life-long learning
• Collaboration and shared decision-making
• Openness to new ideas, to culturally diverse people, and to innovation and change
• Integrity, responsibility, diligence, and ethical behavior
• 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 cultural and linguistic diversity, emphasizes 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
  o To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- Communication Skills
  o To include effective development, interpretation and expression of ideas through written, oral and visual communication.
- Empirical and Quantitative Skills
  o To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
- Teamwork
  o 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
  o To include the ability to connect choices, actions and consequences to ethical decision-making
- Social Responsibility
  o 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 IV-E. The applicant must demonstrate knowledge of standards of ethical conduct.
Standard IV-F. The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.

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

I. Students will recognize and articulate the foundational skills related to communication and its disorders.
II. **Students will analyze, interpret, and synthesize clinical findings in the management of speech disorders.**
III. **Students will analyze, interpret, and synthesize clinical findings in the management of language disorders.**
IV. Students will analyze, interpret, and synthesize clinical findings in the management of swallowing disorders (Dysphagia).
V. Students will analyze, interpret, and synthesize clinical findings in the management of hearing disorders.
VI. Students will integrate research principles and processes into planning Capstone projects and in clinical practice.

**Student Learning Outcomes (SLO):** At the end of this course, students will demonstrate, by performance on examinations, projects/presentations, class discussion, and interactive group activities an understanding of the following:

1. The students will demonstrate understanding of various models of successful research in the field of Speech-Language Pathology.
2. The student will demonstrate critical thinking skills in the review and critique of literature.
3. The student will demonstrate enhanced technical writing skills in the completion of the CAPSTONE proposal.
4. The student will demonstrate enhanced ability to make effective use of feedback in scholarship activity; knowledge of the process of publication.

**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 and projects.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

Projects:

1. Students will perform 3 assigned practice assessments with a second year graduate assistant before the end of the semester. Students will complete a report following the administration of each test providing a description and rationale for administering the test, test scores, interpretation of scores and recommendations. The three assessments to be administered are: The CASL, The CAAP, and the CELF.

2. Students will be required to participate in the assessment of 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) PROJECT #2A DUE TUESDAY OCTOBER 26; PROJECT #2B DUE THURSDAY, NOVEMBER 18

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:**

<table>
<thead>
<tr>
<th></th>
<th>Total Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Artic. test report</td>
<td>55</td>
</tr>
<tr>
<td>Lang. test report</td>
<td>55</td>
</tr>
<tr>
<td>Exam #1</td>
<td>100</td>
</tr>
<tr>
<td>Exam #2</td>
<td>100</td>
</tr>
<tr>
<td>Exam #3</td>
<td>100</td>
</tr>
<tr>
<td>Exam #4</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>510</td>
</tr>
</tbody>
</table>

A = 453-510  
B = 395-452  
C = 338-394  
D = 280-337  
F = below 280

**VI. Readings:**

**Required:**  
Assessment in Speech-Language Pathology-6th Edition by Kenneth Shipley and Julie McAfee

**VI. Course Evaluations:**

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. 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 COE 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
VIII. Student Ethics and Other Policy Information:

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.

Documentation must be provided for any absences. In such instances, it is the responsibility of the clinician to provide documentation as soon as possible. Do not wait for the supervisor/instructor to request such documents. Late assignments will not be accepted unless permission is granted from instructor. If allowed to submit late work, 10% will be deducted from grade for each day it is late.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (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/](http://www.sfasu.edu/disabilityservices/).

Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

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 or 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.

**Penalties for Academic Dishonesty**
Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission 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**
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the 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 [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, 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**
Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. Bystanders, if their presence incites or adds to the disruption, as well as more active participants in the disruptive activity, may be in violation of this policy as well. Engaging in physical violence of any nature against any person. This includes fighting; assaulting; battering; using a knife, gun, or other weapon, or acting in a manner that threatens or endangers the physical health or safety of any person or causes a reasonable apprehension of such harm.

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.
SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
SFASU Counseling Services

www.sfasu.edu/counselingservices
3rd floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp
Human Services Room 202
936-468-1041

Restriction of Audio or Visual Recording, Reproduction, and Distribution of Content in Online Courses (Adapted from the University of Denver)

At Stephen F. Austin State University, we value and strive to protect the intellectual property of our faculty. We also value and strive to safeguard the privacy of all our students. To this end, students may not record, reproduce, screenshot, photograph, or distribute any video, audio, or visual content from a course without the express written permission of the faculty of record. This restriction includes but is not limited to:

- Pre-recorded and live lectures
- Live discussions
- Discussion boards
- Simulations
- Posted course materials
- Faculty feedback forms
- Visual materials that accompany lectures/discussions, such as slides
- Virtual whiteboard notes/equations, etc.

As we engage in online learning as an academic community, it is imperative to be respectful of your peers and instructor(s). Keep in mind that if any student is identifiable in an online class recording, this may constitute a violation of the educational record protections provided under the Federal Educational Rights and Privacy Act (FERPA).

Students who violate this policy may be reported to the Office of Community Standards and subject to both legal sanctions for violations of copyright law and disciplinary action.

IX. Other Relevant Course Information:

Communication for this course will be done in class, through Brightspace, and email. Please check Brightspace and your SFASU email often to get announcements, print out handouts, check your grades, etc. All responses to
emails and phone calls will be made within 48 hours, Monday through Friday, from the date of initial contact. If contact is made on the weekend, a response will be delivered on the Monday following the initial contact.
TENTATIVE CLASS SCHEDULE

(T)  First class day—Course Orientation
(TH) Chapter 1 Overview of assessment/Central tendency
(T)  Chapter 1 Assessment Methods and Scores
(TH) Chapter 3 Case History/Interviewing
(T)  Watch and discuss assessment video
(TH) EXAM #1
(T)  Chapter 7 Assessment of Language /Basal and Ceilings
(TH) Chapter 7 Assessment of Language
(T)  PPVT IV
(TH) PPVT IV
(T)  PLS-5
(TH) PLS-5
(T)  EXAM #2
(TH) Chapter 5 Oral Facial Examination
(T)  Chapter 5 Oral Facial Examination
(TH) Chapter 5 Oral Facial Examination
(T)  Chapter 6 Assessment of Articulation
(TH) Chapter 6 Assessment of Articulation
(T)  Chapter 6 Assessment of Articulation-PROJECT 2A DUE
(TH) Goldman-Fristoe Test of Articulation
(T)  Phonological Processing/Kahn Lewis
(TH) EXAM #3
(T)  Chapter 11 Assessment of Fluency
(TH) Chapter 11 Assessment of Fluency
(T)  Chapter 11 Assessment of Fluency
(TH) Chapter 12 Assessment of Voice-PROJECT 2B DUE
(T)  NO CLASS-THANKSGIVING
(TH) NO CLASS-THANKSGIVING
(T)  Dead Week wrap up
(TH) Dead Week-wrap up and review-PROJECT 1 DUE
(TH) FINAL EXAM 10:30-12:30