DEPARTMENT OF HUMAN SERVICES AND 
EDUCATIONAL LEADERSHIP S.F.A.S.U.
DIAGNOSTIC METHODS IN SPEECH PATHOLOGY
CSDS 3320.020.202420
Spring 2024
Layne DeBardelaben M.A., CCC/SLP

Office Information: Email: debardellj@sfasu.edu
Phone: 468-1155
Location: Human Services Building, Room 205 H
Hours: Tuesdays 1:45-3:15 pm
Thursdays 1:45-3:15 pm

Class meeting time and place: Tuesdays and Thursdays 12:30-1:45 p.m.
Human Services Building, Room 319

Credits: 3

Prerequisites: CSDS 3300 and CSDS 3310. Students enrolled in this course must have been approved for admission into the Communication Disorders Program

I. COURSE DESCRIPTION:
The course is designed to provide a general understanding of the principles of diagnosis and evaluation of speech and language disorders.

Credit Hour Statement
Five hours of online observation on Master Clinician are a requirement of the course. CSDS 3320 “Diagnostic Methods” (3 credits) typically meets in person 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 performing assessments of children between the ages of 3-6 years of age. The students 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.

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 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: At the end of this course, students will demonstrate, by performance on examinations, projects, class discussion and interactive group activities an understanding of the following:

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 summary report and turn it into me. All 5 hours must be recorded by class time on **Thursday, April 25.** 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 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)

3. **PROJECT #2A DUE TUESDAY, MARCH 26 ; PROJECT #2B DUE TUESDAY, APRIL 23**

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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<th>Total Possible Points</th>
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<tr>
<td>Artic.test report</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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<td>Exam #2</td>
<td>100</td>
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<td>Exam #3</td>
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<tr>
<td>Exam #4</td>
<td>100</td>
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<td>510</td>
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A = 453-510  
B = 395-452  
C = 338-394  
D = 280-337  
F = below 280

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:

Institutional Absences (HOP 04-110)

Please copy and paste the following information regarding Institutional Absences into your syllabus. In addition, you may include your guidelines for institutional absences as appropriate.

• An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus
at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences.

**Course specific absence policy**

**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 your final grade in the class being dropped by a letter 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.

**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.

The Code of Student Conduct and Academic Integrity (HOP 04-106) outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or
attemp
ting to obtain by any means the whole or any part of a non-
administered test, test key, homework solution, or computer program,
or using a test that has been administered in prior classes or semesters
without permission of the Faculty member, (4) Substituting for another
person, or permitting another person to substitute for one’s self, to take
a test, (5) Falsifying research data, laboratory reports, and/or other
records or academic work offered for credit, (6) Using any sort of
unauthorized resources or technology in completion of educational
activities.

Plagiarism is the appropriation of material that is attributable in whole
or in part to another source or the use of one’s own previous work in
another context without citing that it was used previously, without any
indication of the original source, including words, ideas, illustrations,
structure, computer code, and other expression or media, and
presenting that material as one’s own academic work being offered for
credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in
preparing academic assignments offered for credit or collaboration
with another person to commit a violation of any provision of the rules
on academic dishonesty, including disclosing and/or distributing the
contents of an exam.

Misrepresentation is providing false grades or résumés; providing false
or misleading information in an effort to receive a postponement or an
extension on a test, quiz, or other assignment for the purpose of
obtaining an academic or financial benefit for oneself or another
individual or to injure another student academically or financially. For
additional information, go to https://www.sfasu.edu/docs/hops/04-106.pdf.

Withheld Grades Semester Grades Policy (HOP policy 02-206)

Please copy and paste the following information regarding Withheld Grades into your syllabus. Add additional information as needed to meet your departmental or course needs.

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 coursework 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. 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 to compute the grade point average. For additional information, go to https://www.sfasu.edu/docs/hops/02-206.pdf.

• Students with Disabilities
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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

- **Student Wellness and Well-Being**
  SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

  If you are experiencing concerns, seeking help, 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.

- **Other important course-related policies:**
  ***Other SFA policy information is found in the Handbook of Operating Procedures (HOP)***

**IX: Resources**

- **On-campus Resources:**
  - **The Dean of Students Office** (Rusk Building, 3rd floor lobby)
    www.sfasu.edu/deanofstudents
    936.468.7249
dos@sfasu.edu
  - SFASU Counseling Services • www.sfasu.edu/counselingservices
    Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401
  - SFASU Human Services Counseling Clinic •
    www.sfasu.edu/humanservices/139.asp
    Human Services Room 202 • 936-468-1041
  - **The Health and Wellness Hub** “The Hub”
    Location: corner of E. College and Raguet St.
    To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit.
    Services include:
    - Health Services
    - Counseling Services
❖ Student Outreach and Support
❖ Food Pantry
❖ Wellness Coaching
❖ Alcohol and Other Drug Education

www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

▪ Crisis Resources:
❖ Burke 24-hour crisis line 1(800) 392-8343
❖ National Suicide Crisis Prevention: 9-8-8
❖ Suicide Prevention Lifeline 1(800) 273-TALK (8255)
❖ Crisis Text Line: Text HELLO to 741-741

If you have difficulty accessing Brightspace, contact Student Support – 498-1919

For a quicker response to emails, please email me at debardellj@sfasu.edu instead of through Brightspace. I will respond to emails within 24-48 hours, Mon.-Fri.
**TENTATIVE CLASS SCHEDULE**

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<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
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<tbody>
<tr>
<td>January 18</td>
<td>TH</td>
<td>First class day—Course Orientation</td>
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<tr>
<td>January 23</td>
<td>T</td>
<td>Chapter 1 Overview of assessment/Central tendency</td>
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<tr>
<td>January 25</td>
<td>TH</td>
<td>Chapter 1 Assessment Methods and Scores</td>
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<td>January 30</td>
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<td>Chapter 3 Case History/Interviewing</td>
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<td>February 1</td>
<td>TH</td>
<td>Normal Curve Application</td>
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<tr>
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<td><strong>EXAM #1</strong></td>
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<tr>
<td>February 8</td>
<td>TH</td>
<td>Chapter 7 Assessment of Language /Basal and Ceilings</td>
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<td>February 13</td>
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<td>Chapter 7 Assessment of Language</td>
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<tr>
<td>February 15</td>
<td>TH</td>
<td>PPVT IV</td>
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<td>March 5</td>
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<td><strong>EXAM #2</strong></td>
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<td>March 7</td>
<td>TH</td>
<td>Chapter 5 Oral Facial Examination</td>
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<td>March 12</td>
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<td>March 14</td>
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<td>March 19</td>
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<td>March 21</td>
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<td>Chapter 5 Oral Facial Examination</td>
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<td>March 26</td>
<td>T</td>
<td>Chapter 6 Articulation-<strong>PROJECT 2A DUE</strong></td>
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<td>March 28</td>
<td>TH</td>
<td><strong>NO CLASS-EASTER HOLIDAY</strong></td>
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<td>April 2</td>
<td>T</td>
<td>Chapter 6 Articulation</td>
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<tr>
<td>April 4</td>
<td>TH</td>
<td>Goldman Fristoe Test of Articulation</td>
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<td>April 9</td>
<td>T</td>
<td>Phonological processing/ Khan Lewis</td>
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<tr>
<td>April 11</td>
<td>TH</td>
<td><strong>EXAM#3</strong></td>
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<td>April 16</td>
<td>T</td>
<td>Chapter 12 Assessment of Fluency</td>
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<tr>
<td>April 18</td>
<td>TH</td>
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<tr>
<td>April 23</td>
<td>T</td>
<td>Differential Diagnostic application-<strong>PROJECT 2B DUE</strong></td>
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<tr>
<td>April 25</td>
<td>TH</td>
<td>Chapter 13 Voice-<strong>MASTER CLINICIAN DUE</strong></td>
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<td>April 30</td>
<td>T</td>
<td>Chapter 13 Voice</td>
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<tr>
<td>May 2</td>
<td>TH</td>
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<td>May 9</td>
<td>TH</td>
<td><strong>FINAL EXAM 10:30-12:30</strong></td>
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