

**CALIFORNIA STATE UNIVERSITY, SAN MARCOS
COLLEGE OF EDUCATION, HEALTH AND HUMAN SERVICES**

**EDSL 360: DIAGNOSTICS IN SPEECH-LANGUAGE PATHOLOGY
Spring 2013**

Room: University Hall 442
Time: Thursday 5:30 to 8:15pm
Instructor: Kristen Nahrstedt, M.A., CCC/SLP
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Office Hours: By appointment

COLLEGE OF EDUCATION MISSION STATEMENT

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance. *(Adopted by COE Governance Community, October, 1997).*

COURSE DESCRIPTION

Consideration of the general role of evaluation in speech and language therapy with intensive study of diagnostic tests and procedures used to assess communication disorders.

Texts (Recommended):

Haynes, W.O. & Pindzola, R.H. (2012). Diagnosis and Evaluation in Speech Language, (8nd ed.). Upper Saddle River, New Jersey: Pearson Education, Inc. ISBN: 0-13-707132-9.

ShIPLEY, K.G. & McAfee, J.G. (2004). Assessment in Speech Language Pathology: A Resource Manual, (3rd ed.). Clifton Park, NY: Thomson/Delmar Learning. ISBN: 1-4018-2751-9.

Student Learning Outcomes:

These Student Learning Outcomes correspond to the 2005 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology established by the American Speech-Language-Hearing Association (ASHA) http://www.asha.org/certification/slp_standards/ and are demonstrated by various methods:

By the end of course student will:

1. Explain and demonstrate the components and methods of the clinical interview/history taking process. Standard III-D: 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.
2. Demonstrate a variety of formal speech and language tests and informal assessment techniques through mock administration and case scenarios given in class. Standard III-C: demonstrates knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including the etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates; and Standard III-D.
3. Analyze, synthesize, and evaluate data, including standardized and informal measures, history, observations, relevant professional reports, and factors that affect test results in order to reach conclusions and, ultimately, make recommendations. Standard III-C and D.
4. Evaluate standardization features of speech and language tests such as validity, reliability, normative populations, etc. Standard III-D; Standard III-F: demonstrates knowledge of processes used in research and the integration of research principles into evidence-based clinical practice
5. State the multicultural and multilingual issues to consider in performing a speech-language evaluation. Standard III-D; Standard III-E: demonstrates knowledge of standards of ethical conduct.
6. Write a clinical evaluation report and demonstrate English proficiency through writing assignments using professional formats and language. Standard III-D; Standard IV-B: possess skill in oral and written or other forms of communication sufficient for entry into professional practice.
7. State ethical conduct and issues and current models of evaluation relevant to clinical practice. Standard III-E

In addition, these Student Learning Outcomes are aligned with the Standards set forth by the Commission on Teacher Credentialing (CTC) in conjunction with ASHA, including:

SLP Standard 1: Speech, Language, Hearing, and Swallowing Mechanisms

Each candidate demonstrates understanding of the anatomy, physiology, and neurology of the speech, language, hearing, and swallowing mechanisms. In addition, candidates exhibit knowledge of the physical bases and processes involved in the production and perception of speech, language, and hearing, and the production of swallowing.

SLP Standard 2: Child Development and Speech, Language, and Hearing Acquisition

Each candidate demonstrates knowledge of developmental milestones pertaining to typical and atypical human development and behavior, birth through twenty-two. Candidates exhibit understanding of the gender, linguistic, psycholinguistic, and cultural variables related to the normal development of speech, hearing, and language, including comprehension of first and second language and dialect acquisition. Additionally, each candidate demonstrates comprehension of cultural, socioeconomic, linguistic and dialectical differences and their role in assessment and instruction. Candidates also exhibit understanding of speech/language development across the range of disabilities. Each candidate demonstrates knowledge of the development of literacy, including phonological awareness, and an understanding of the relationship of speech and language skills to literacy, language arts, and access to the core curriculum.

SLP Standard 3: Speech, Language, Hearing, and Swallowing Disorders

Each candidate demonstrates understanding of speech, language, hearing, and swallowing disorders, including but not limited to disorders of language, articulation/phonology, fluency, voice, hearing, and swallowing. Candidates exhibit comprehension of speech, language, and hearing disorders associated with special populations, including but not limited to individuals on the autistic spectrum and/or with cerebral palsy, cleft palate, hearing impairment, developmental disabilities, learning disabilities, and traumatic brain injury.

Course Requirements:

1. Exams: There will be a final exam. This will be based on information from the texts, handouts, lectures, and class discussion. It will typically be a combination of multiple choice, fill-in-the-blank, true-false, and/or short answer/essay. [ASHA Standards III-C, D, E, F, G, CTC Standards 1-3]
2. Observation of an Assessment: Students will watch an assessment in class conducted by a speech-language pathologist and write a one-page reflection on the experience, including what testing instruments that were observed and if you would have done anything differently during the assessment. [ASHA Standards III-C, D, E, CTC Standards 1, 3]
3. Writing an assessment/diagnostic report for a child: Most information needed for the report will be provided and the student will invent any missing information. The report will include the following components: 1.) Identifying information, 2.) Overview/Background/Presenting Complaint/Initial Status, 3.) Histories, 4.) Assessment Information, 5.) Diagnostic Summary, 6.)

Recommendation and 7.) SLP Name and Signature. [ASHA Standards III-C, D, E, IV-B, CTC Standards 1-3]

4. Team diagnostic demonstrations and oral presentations in class: Students in the class will be placed in teams of two and will be assigned a diagnostic test to review and demonstrate in class. The team will provide a summary of information (2-3 pages) that describes: 1.) Authors, Publisher, Year, 2.) Age Range and Testing Time, 3.) Adequacy of Norms-Standardized Sample, 4.) Purpose and Use, 5.) Test Content-Areas Assessed –Subtests, 6.) Administration and Scoring, and 7.) Test Interpretation. Each team will make a power point presentation (approximately 20 minutes) describing and demonstrating the procedures for the test. The team should have a copy for each student in the class of the Test Summary. [ASHA Standards III-C, D, E, F, CTC Standards 1-3]
5. Language Sample. Each student will transcribe, analyze, and submit a written informal language sample of a selected client. The sample analysis should cover the following specific areas of inquiry: a) semantic features; b) syntactic development; c) pragmatics; d) morphological development (MLU); e) phonological development; and, f) dialect usages of languages. [ASHA Standards III-C, D, E, CTC Standards 2]
6. Clinical Interview and History: Student in class will practice clinical interview/history taking process [ASHA Standards III-D, CTC Standard 1-3]

Grading:

Exam:	25 points
Observation/write-up of an Assessment:	10 points
Assessment/Diagnostic Report:	10 points
Language Sample	10 points
Team diagnostic demonstrations:	25 points
Clinical Interview and History:	10 points
In class discussion of case studies	10 points

Hand in assignments at the beginning of the designated class; Students are expected to turn all work in when it is due. Work submitted late, but within one week of the due date will be reduced by one letter grade. Work received over one week late receives no credit. If you know you will be absent when an assignment is due, you will hand the work in BEFORE the assignment is due.

Contribute & participate during class (points will be taken away for lack of participation/contribution).

Letter grades will be based on the following scale:

A = 93 and above	A- = 90.00-92.99	
B+ = 88.00-89.99	B = 83-87.99	B- = 80-82.99
C+ = 78.00-79.99	C = 73-77.99	C- = 70-72.99
D+ = 68.00-69.99	D = 63-67.99	D- = 60-62.99
F – 59.99 and below		

Grading Emphasis: Each written assignment will be graded approximately 80% on content and context (detail, logic, synthesis of information, depth of analysis, etc.), and 20% on mechanics (grammar, syntax, spelling, format, uniformity of citation, etc.). You are entering into a professional career that requires mastery of the written language. You will be graded on such.

All University Writing Requirement

Every course at the university must have a writing requirement of at least 2500 words. This requirement will be satisfied over multiple short writing assignments.

CSUSM Academic Honesty Policy

“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor’s attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.”

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism

As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

Electronic Communication Protocol

Electronic correspondence is a part of professional interaction and e-mail is often the easiest way to contact a professor. However, students should be aware that professional and grammatical language is expected in all forms of communication, including e-mail.

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor.

Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

Professional Classroom Etiquette

Attendance: Daily class attendance is expected. Poor attendance negatively reflects on professionalism. Absences should be communicated to the instructor prior to the beginning of class via email.

Tardiness/early exits: Students are expected to respect class start and finish times. Late arrivals and early exits in the case of extenuating circumstances should be communicated to the instructor ahead of time, and should be as quiet and unobtrusive as possible. Habitual tardiness will be noted and documented. ARRIVING LATE/LEAVING EARLY TWICE WILL BE COUNTED AS AN ABSENCE.

Breaks: The instructor will provide a break at least every two hours. It is not acceptable to enter or exit the classroom when guest lecturers or other students are presenting.

Cell phones and texting: Most students are conscientious and respectful about cell phone use in class. Phones should be turned off before class. Use of a cell phone for calls or texting will result in the student being asked to leave. In the case of a specific situation which necessitates the cell phone being visible (e.g. a sick child), the instructor should be notified before class.

Computers, laptops and tablets: Electronics can be used only for viewing slides and taking notes. Reading email, surfing the net and playing games are not class-related and will not be permitted. As a courtesy, electronics are not to be used when guest speakers are visiting. Hand-written notes can be taken. The

only exception is if the student requires use of electronics as a as a pre-approved accommodation.

Attentiveness: Students often engage in multiple activities in class or clinic under the false assumption that they are multitasking. In fact, students are engaging in a behavior known as continuous partial attention. This means that only partial attention is given to any task and results in an overall lack of engagement. Students are expected to contribute and not detract from an atmosphere of learning in both the clinic and classroom. Attentiveness reflects on a student’s social skills, sense of professionalism, and potential to be successful in employment positions. Guest speakers and faculty are members of the professional community, and as such, are potential employers or colleagues of potential employers. A lack of attentiveness and professionalism will negatively bias clinicians and professors when students apply to graduate school and seek post-graduation employment. Further, students will need faculty and supervisors to provide positive letters of recommendation, and it will be unlikely that they will do so if students fail to display professional behaviors. Talking while the instructor or other students are talking is not acceptable. It is distracting to the instructor and disrupts the learning of others and will not be tolerable. Any behavior that impedes the process of instruction or distracts others such that learning is inhibited is not tolerated. The instructor reserves the right to lower a grade due to excessive talking during lecture.

Tentative Course Schedule/Outline

Date	Topic	Reading/Assignment
Jan 24 nd	Introduction to Diagnosis and Evaluation Ethics	HP-Ch. 1; SM – Ch. 1, p. 4-5, 10-11, 21 ASHA Code of Ethics
Jan 31 st	Interviewing Clinical History	HP-Ch. 2; SM-Ch. 3 & 4; <u>Practice clinical interview/history taking process in class</u>
Feb 7 th	The Diagnostic Report/Writing Assessment Reports	HP- Ch 13; SM – Ch. 5
Feb 14 th	Psychometric Considerations in Diagnosis and Evaluation	HP-Ch. 3; SM-Ch. 1, p. 5-18
Feb 21 st - GUEST SPEAKER	Multicultural Issues	HP – Ch. 12; SM – Ch. 2;
Feb 28 th	Hearing Screening Oral Mechanism Exam	HP-pg 238-241;SM – Ch. 6, p. 158-161

Mar 7th	Speech Sound Disorders	HP – Ch. 6; SM - Ch. 7 <u>Writing an assessment/diagnostic report</u>
Mar 14th	Motor Speech Disorders	HP – pg. 242-254; SM – Ch. 12, pg. 409-416
Mar 21 st	Assessment of Children with Limited Language	HP – Ch. 4; SM – Ch 8; pg. 161-176 <u>Language Sample</u>
Mar 28 th	Assessment of School-Age and Adolescent Language Disorders/ Assessing Language in the Classroom.	HP- Ch. 5; SM-pg. 31
Apr 11 th	Assessment of Aphasia and Adult Language Disorders	HP-Ch.8; SM-Ch. 12 pg 317-429 <u>Observation of an Assessment</u>
Apr 18 th	Fluency/Voice	HP-Ch 7, 10; SM-Ch 10, 11
Apr 25 th	<u>Team diagnostic demonstrations and oral presentations in class:</u>	
May 2 nd	<u>Team diagnostic demonstrations and oral presentations in class:</u>	
May 9 th	Review; Class Evaluation	
May 16 th		Final Exam

****INSTRUCTOR RESERVES THE RIGHT TO ALTER TOPICS & DATES IN THE SYLLABUS W/CLASSROOM NOTICE.**