

**CMSD 435: DIAGNOSTIC METHODS**  
Spring 2018

**CONTACT INFORMATION**

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Class meetings: MWF 12:00-1:50 1/22-3/16  
Office Hours: M 2-3, W 8:30-9:30; or by appointment  
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**COURSE OBJECTIVES**

Upon completion of this course, students will demonstrate the ability to:

Course Objective	Implementation	Program SLO	Accreditation Standards		
			CAA	CFCC	CCTC
Demonstrate basic knowledge of the diagnostic process and methods of obtaining diagnostic information.	Class activities, exams, and assignments	2	3.1.2B	IV-D	PS 4, 5 SLP 4
Recognize, identify, and use formal and informal assessment procedures and tools for diagnosis of articulation, language, voice, and fluency disorders.	Class activities, exams, and assignments	1, 2, 3	3.1.2B	IV-D	SLP 1, 2, 3
Describe the psychometrics of standardized, norm-referenced tests.	Class activities, exams, and assignments	1	3.1.4B	IV-D	PS 4, 5 SLP 4
Analyze, synthesize, and evaluate data (e.g., formal and informal assessment measures, case history, observation, professional reports) for diagnostic purposes and making recommendations.	Class activities, exams, and assignments	1, 5	3.1.5B	IV-D	PS 4, 5 SLP 4
Demonstrate the ability to write diagnostic reports and demonstrate English proficiency.	Class activities, exams, and assignments	4, 5	3.1.4B	V-A	
Discuss multicultural and multilinguistic considerations in regards to assessment.	Class activities, exams, and assignments	3	3.1.4B	IV-D	PS 4, SLP 4

Program Student Learning Outcomes

1. Demonstrate ability to think critically, flexibly, and creatively, analyze and integrate learning, reason, express informed opinions, information literacy, and utilize judgment across diverse concepts and problems.
2. Demonstrate knowledge of normal aspects of communication and culturally linguistic differences across the lifespan.
3. Demonstrate knowledge and communication disorders and culturally linguistic differences across the lifespan including etiology, symptomology, prevention, diagnosis and treatment.
4. Demonstrate ability to utilize professional oral and written communication skills.
5. Demonstrate effective interpersonal and team communication skills.

CAA - Council on Academic Accreditation in Audiology and Speech-Language Pathology. <https://caa.asha.org/wp-content/uploads/Accreditation-Standards-for-Graduate-Programs.pdf>

CFCC - Council for Clinical Certification in Audiology and Speech-Language Pathology  
<https://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/>

CTCC - California Commission on Teaching Credentialing [https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/special-education-standards-2013.pdf?sfvrsn=9c98fd69\\_0](https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/special-education-standards-2013.pdf?sfvrsn=9c98fd69_0)

## **STUDENT RESPONSIBILITIES**

Students are responsible for class lecture, assigned reading material, class presentations, and class participation. Most material will be presented in class and through activities; therefore, attendance is vital and student participation in classroom activities is expected. There are a number of assignments required in this class. It is vital that good time management skills be utilized.

1. This is the capstone course for the major. We will be building on all that you have learned to date. Therefore, I expect your work to reflect a high level of thinking indicative of a graduating senior that will be either going to graduate school or getting a job. I expect quality work.
2. I expect you to be an active learner in class. I expect that you will participate in class activities, ask questions, make comments, disagree with the author's or my ideas, etc. There are NO dumb questions. Furthermore, since you are living, thinking adults, I expect that you have thought about the material we are covering and have your own opinions.
3. At some point in your life, most of you will be working with children or adults. You will be the expert, and the client or student will expect that you know what you are talking about. Now is the time to learn the material. You owe it to yourself and your clients.
4. There is a significant amount of work required for this class. You will need to manage your time effectively. When you become speech-language pathologists, audiologists, teachers, or whatever your goal may be, you will be responsible for completing significant amounts of paperwork including reports and letters to doctors, parents, and teachers, participating in team meetings, and keeping a schedule. I know that you all have work in other classes; I recommend that you get started on your assignments, reading, and studying promptly. Do not wait until the last minute. It will be very difficult, if not impossible, for you to do many of the assignments in one evening. If you find that you are overwhelmed, please tell me. We can move around deadlines if the subject is brought up soon enough. But, if you turn in something late, your score will be affected. In the real world, if you turn in something late, your client can be severely affected and your livelihood will be affected because you won't get paid. Now is a good time to make completion of work in a timely manner a habit.
5. I expect you to attend class. We will talk about many important subjects in class and will have group activities. If you miss class, you will miss out on the information and the activities. Please do not ask permission to miss class. That is your decision. I will keep track of attendance. This information will be used when I grade. If you are borderline for a grade (e.g., between a B+ and A-, you will receive the lower grade if you missed more than 1 class).

A final thought: I want, and expect, you to learn in my class. I will do my part to teach you. You have to do your part to learn. If you don't, you are only cheating yourself and your future clients.

## **ACADEMIC HONESTY**

Any work submitted that is not the product of the student who has their name on the work (which would include work taken from any other sources and not properly noted or work done by another student) is plagiarized work and will be prosecuted according to University Code. Any sign of cheating in any way on course exams or assignments will be addressed directly. If you do not understand what constitutes academic honesty, review the University Catalog.

## **ACADEMIC INTEGRITY**

Students are expected to be familiar with the University's Academic Integrity Policy. Your own commitment to learning, as evidenced by your enrollment at California State University, Chico, and the

University's Academic Integrity Policy requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Student Judicial Affairs. The policy on academic integrity and other resources related to student conduct can be found at: <http://www.csuchico.edu/sjd/integrity.shtml>.

## **STUDENTS WITH DISABILITIES**

If you have a documented disability that may require reasonable accommodations, please contact Accessibility Resource Center (ARC) for coordination of your academic accommodations. DSS is located in the Student Services Center 170. The ARC phone number is 898-5959 V/TTY or fax 898-4411. Visit the ARC website at [DSS Website](#)

## **IT SUPPORT SERVICES**

Computer labs for student use are located on the first and fourth floor of the Meriam Library, Room 116 and 450, Tehama Hall Room 131, and the Bell Memorial Union (BMU) basement. You can get help using your computer from IT Support Services; contact them through their website, <http://www.csuchico.edu/itss>. Additional labs may be available to students in your department or college.

## **ADD/DROP POLICY:**

Students may add or drop courses without restriction or penalty and without instructor approval during the first two weeks of the semester using the telephone registration system (TRACS) or using the Chico State Connection. During the third and fourth weeks of classes, COP forms are needed to add and drop and will require the approval signature of the instructor (COP Forms are available at: <http://em.csuchico.edu/sro/registration.asp> After the end of the fourth week of the semester, all COP forms to add or drop will require a serious and compelling reason (University Catalog, p. 145) and require approval signatures of the instructor, department chair, and dean of the college. Do not assume that you will be automatically dropped for not attending class. It is your responsibility to make a commitment to dropping or staying in class by the end of the second week. It is your responsibility to follow the appropriate drop procedure or you risk getting a failing grade for the class.

## **CONFIDENTIALITY AND MANDATORY REPORTING**

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information regarding sexual misconduct with the University. Students may speak to someone confidentially by contacting the Counseling and Wellness Center (898-6345) or Safe Place (898-3030). Information on campus reporting obligations and other Title IX related resources are available here: [www.csuchico.edu/title-ix](http://www.csuchico.edu/title-ix)

## **COURSE MATERIALS**

RECOMMENDED Textbook: Shipley, K.G., & McAfee, J.G. (2016). *Assessment in Speech-Language Pathology. A Resource Manual, 5<sup>th</sup> Edition*, Delmar Learning:Clifton Park, NY (earlier versions are also available and can be used).

Handouts will be available on Bb Learn.

## GRADING

Grading will be on a point scale. You will be graded on assignments and 1 exam. All assignments must be turned in by their assigned due date. Points will be deducted for each day the assignment is late. No assignment will be accepted 3 days after the due date without approval by the instructor. Grades are assigned by percentage of points received:

94-100	A	78-79	C+
90-93	A-	74-77	C
88-89	B+	70-73	C-
84-87	B	60-69	D
80-83	B-	below 60	F

## EVALUATION

- 1. Phonetic Transcription (10 points):** Because phonetic transcription is vital to the diagnostic session, we will have 3 speed and accuracy attempts. I will use your highest score when figuring your grade.
- 2. Thinking questions (20 points each):** I have developed some questions to help you better understand the psychometrics of assessment.
- 3. Examination (50 point):** There will be one examination. The exam will be objective and short answer/essay. A rethink will be completed in which you will be able to correct your errors on the examinations. You can earn 1/2 a point for every point you got wrong. This will be averaged with your initial test grade.
- 4. Diagnostic Observation (10 points) -** You are required to observe 1 diagnostic session and turn in an observation report and cover sheet. The report will be a ONE page typed, single-spaced description of the session.
- 5. Diagnostic Case (70 points) –**Your group will be assigned a diagnostic case from our on-campus clinic. Throughout the semester, you will complete 4 assignments based on this case.
- 6. Diagnostic Report (30 points):** You will need to watch 1 initial evaluation and write a report based on your observations. This is DIFFERENT than the Observation described above.
- 7. PPVT-III Administration (20 points):** You will be required to administer the Peabody Picture Vocabulary Test-III. A write-up will be completed. Completed in class.
- 8. Scoring Assignment (20 points):** I will provide some raw scores for standardized, norm-referenced tests. You will be required to score each of the subtests. Completed in class.
- 9. Specific Disorder Assessments (40):** Every week you will investigate an assigned disorder and develop a comprehensive assessment battery which includes formal and informal assessments. We will discuss these batteries in class on Fridays.
- 10. Final Project (120 points):** This will be an integrative assignment to help you pull together what you have learned in the class.

**NOTE: Due to the number of assignments, you will be completing the work in groups of 2-4 for some of the assignments. Upon completion of each group project, you will be rating each member's contribution to the final product. Each member will receive 100% of the points earned unless the members of the group indicate that he/she did not fully participate. That person will receive a percentage of the points earned.**

## COURSE OUTLINE

This syllabus is a general plan for the course. Changes to the syllabus may occur throughout the semester. Any such changes will be announced and discussed with students before adoption.

	TOPICS	READING	DUE
Week 1 1/22, 24, 26	<ul style="list-style-type: none"> <li>• Introduction/Syllabus</li> <li>• Purpose of Assessment</li> <li>• Case History</li> <li>• Generating Hypotheses</li> <li>• Chronological Age</li> <li>• Psychometric Consideration</li> </ul>	Ch. 3, 18 (3 <sup>rd</sup> – 3, 4) (4 <sup>th</sup> – 3, 4) Ch. 1	Thinking Questions 1, 2, and 3 will be due during the first 3 weeks of class. Specific dates TBA 1/26 <ul style="list-style-type: none"> <li>• Speed and Accuracy</li> <li>• Specific Disorder: Articulation (5<sup>th</sup>- Ch. 6, 3<sup>rd</sup> &amp; 4<sup>th</sup> – Ch. 5)</li> </ul>
Week 2 1/29, 31, 2/2	<ul style="list-style-type: none"> <li>• Psychometrics (con't)</li> <li>• Basals/Ceilings</li> </ul>		1/31 – Diagnostic Case: Step #1 2/2 – Specific Disorder: Stuttering (5 <sup>th</sup> - Ch. 11, 4 <sup>th</sup> – Ch. 10, 3 <sup>rd</sup> – Ch. 9)
Week 3 2/5, 7, 9	<ul style="list-style-type: none"> <li>• Psychometrics (con't)</li> </ul>		2/7 – Diagnostic Observation 2/9 – Specific Disorder: Language (5 <sup>th</sup> - Ch. 7, 3 <sup>rd</sup> & 4 <sup>th</sup> – Ch. 8)
Week 4 2/12, 14, 16	<ul style="list-style-type: none"> <li>• Psychometrics</li> <li>• Severity</li> <li>• Informal Testing</li> <li>• Practice rationales</li> </ul>		Feb. 12 -16 – PPVT Administration, Scoring Assignment, and TQ #3 – done in class 2/16 – <ul style="list-style-type: none"> <li>• Speed and Accuracy</li> <li>• Specific Disorder: Aphasia (5<sup>th</sup>- Ch. 13, 4<sup>th</sup> – Ch. 12, 3<sup>rd</sup> – Ch. 11)</li> </ul>
Week 5 2/19, 21, 23	<ul style="list-style-type: none"> <li>• Report Writing</li> <li>• Case Conferencing</li> </ul>	Ch. 4 (3 <sup>rd</sup> – 5) (4 <sup>th</sup> – 5)	2/19 - Diagnostic Case Step #2 2/23 – Exam #1 will be this week – Most likely on Friday
Week 6 2/26, 28, 3/2	<ul style="list-style-type: none"> <li>• Report Writing</li> <li>• Case Conferencing</li> <li>• Multicultural Considerations</li> <li>• Specific Disorders</li> </ul>	Ch. 2	3/2– Specific Disorder: <ul style="list-style-type: none"> <li>✓ Voice (5<sup>th</sup>- Ch. 12, 4<sup>th</sup> – Ch. 11, 3<sup>rd</sup> – Ch. 10)</li> <li>✓ Motor Speech (5<sup>th</sup>- Ch. 14, 4<sup>th</sup> – Ch. 12, 3<sup>rd</sup> – Ch. 11)</li> </ul>
Week 7 3/5, 7, 9	<ul style="list-style-type: none"> <li>• Multicultural Considerations</li> <li>• Specific Disorders Student topic choices</li> <li>• Wrap-up</li> </ul>		3/5 – Diagnostic Case Step 3 3/9– Specific Disorder: TBI & Dysphagia (5 <sup>th</sup> - Ch. 13-4, 4 <sup>th</sup> – Ch. 11-12, 3 <sup>rd</sup> – Ch. 12-13) 3/9 – Speed & Accuracy
Week 8 3/12, 14, 16	Student Presentations (Diagnostic Case Step 4)		3/12, 14 – Student presentation 3/16 – Diagnostic Report 3/16 Work Day
3/19-23	Spring Break		
			3/26 – Final Project Due

## DUE SCHEDULE – DIAGNOSTICS

Week 1	
*Thinking Question 1	TBA
*Speed and Accuracy	Jan. 26
****Specific Disorder: Articulation	Jan. 26
Week 2	
****Diagnostic Case Step 1	Jan. 31
****Specific Disorder: Stuttering	Feb. 2
Week 3	
*Diagnostic Observation	Feb. 7
****Specific Disorder: Language	Feb. 9
*Thinking Question 2	TBA
Week 4	
*PPVT, ****Scoring, and ****TQ #3	Feb. 12-16: IN CLASS
*Speed and Accuracy	Feb. 16
****Specific Disorder: Aphasia	Feb. 16
Week 5	
*****Diagnostic Case Step 2	Feb. 19
Exam #1	most likely 2/23
Week 6	
****Specific Disorder: Voice & Motor Speech	Mar. 2
Week 7	
****Diagnostic Case Step 3	Mar. 5
*Speed and Accuracy	Mar. 9
****Specific Disorder: TBI, Dysphagia	Mar. 9
Week 8	
****Diagnostic Case Step 4	Mar. 12-14
**Diagnostic Report	Mar. 16
**Final Project	Mar. 26 (Monday after spring break)

The \* indicates the maximum number of people that can be in the group for that assignment.