Diagnostic Procedures in Communication Disorders  
CDS 492  
Spring 2017

Communication Disorders and Sciences, Rehabilitation Institute  
Southern Illinois University at Carbondale

Instructor: Kitty Martin, MS, CCC-SLP  
Senior Lecturer/ Clinical Supervisor

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Office Hours: Office hours are by appointment. Email two possible times to meet.

Class Meeting Days and Times:  
11:00-12:15 a.m. Tuesday & Thursday  
Communication Building Room 1007

Course Description: This course is designed to provide knowledge of diagnostic thinking and procedures in communication disorders. Clinical application of information is emphasized. It is assumed that students enrolled in this course have a broad knowledge of the normal processes of speech, language and hearing.

Objective/Learning Outcome ASHA Standard  
1. Identify and differentiate various qualitative and quantitative methods available for screening and assessment of speech and language disorders considering evidenced based practice.  
III-D, IV-G  
2. Evaluate diagnostic instruments through the application, analysis, and synthesis of psychometric principles.  
III-D, IV-G  
3. Administer test procedures accurately, applying test standardization principles.  
III-E, IV-G
4. Integrate knowledge of cultural and linguistic differences into diagnostic procedures and processes increasing potential efficacy of diagnosis and recommended plan of care.  
III-B, III-C, III-D, IV-G
5. Demonstrate appropriate interview and counseling techniques for clients with communication or swallowing disorders and their families. Talk the Talk. Code switch for increased understanding.  
III-B, IV-B, IV-G
6. Apply and synthesize basic principles and methods for screening and assessing communication disorders, including RTI process, diagnostic planning; case history integration; informal assessment; and test selection, analysis, administration, and scoring.  
III-C, III-D, IV-G
7. Analyze, interpret, integrate, and synthesize diagnostic information to complete interpretation, assessment, referrals, recommendations, written report. Individual educational plan (IEP) and treatment plan.  
III-C, III-D, IV-G
8. Demonstrate oral and written communication skills supporting competency in the diagnostic process, including (a) oral communication skills needed for interviewing and conferencing and (b) written communication of diagnostic reports and professional correspondence.  
IV-B, IV-G
9. Student will participate in reflective thinking that increases effective self analysis and continued professional growth. These opportunities of reflection will be available in written work and oral participation.

Methodologies/strategies of instruction: Lecture, discussion and activities to supplement assigned readings will be the primary sources of instruction. Students will be expected to complete/participate in projects, presentations, and class discussion/activities. Instructor reserves the right to adjust the syllabus as she deems necessary. Formative assessment as well as summative assessment will be used to shape skill and knowledge acquisition. You must own your own learning!! Critical thinking is a must for your professional pursuit. Instruction will facilitate your opportunity for growth in critical thinking and your professional disposition. Do take advantage of this opportunity!
Bibliography of Required Reading:


Supplementary materials:


Evaluation and Grading Policies:

Students taking this course for a letter grade must complete each assignment as specified. The grading system in this course is both quantitative and qualitative. The following criteria will be used to evaluate progress throughout the semester:

A = All major and minor course objectives achieved.
B = All major objectives achieved; some minor objectives not achieved.
C = All major objectives achieved; many minor objectives not achieved.
D = A few major objectives achieved, but student is not prepared for advanced work.
F = Student demonstrated no significant improvement.

When evaluation by points is used, a 10 percent grading scale will determine your letter grade (i.e., 90 – 100 = A). Grades will accommodate University alterations regarding + and / or – status.

Confidentiality: During the course of instruction, actual clinical session information may be used, anecdotally and through the use of written documentation, videos and photos. The clients presented have signed a consent form authorizing use of their image and information for educational purposes only. CONFIDENTIALITY IS TO BE STRICTLY OBSERVED! No information regarding either the clients or the clinicians should be discussed outside the clinical setting.

6 Thought Papers/ Quiz/Tests: Each is worth 70 points each for a total of 420 points. Performance on thought paper/quiz/test give you opportunity to demonstrate scholarly integrity, professional oral and written communication, critical thinking, effort to own your understanding of professional vocabulary/concepts/theories, reflective thinking, and collaboration skills with peers and faculty.

Final Project is worth 70 points. Guidelines will be addressed in class.

Attendance: Attendance is required. You will sign an attendance sheet each session attended. Failure to sign the sheet will be considered an absence. You will get 30 points for attendance. After two misses you will lose ten points for each absence. Note that attendance gives opportunity to display the professional disposition of timeliness, dependability, and commitment. Attendance gives opportunity for participation and learning to talk the talk.

Participation: Opportunity for class participation will be given. Participation is a professional preparation for collaboration in the work world. It is imperative that you participate in class discussion, role plays,
debates, inquiry, peer reviews or applicability of ideas learned to real world situations.

**Total possible points 520**

**CDS 492 - Topics Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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</table>
| Topic 1 | Philosophical Issues of Diagnosis and Evaluation  
Handouts and Chap 1 of Shipley, Stein-Rubin & Fabus  
Chapter 1  
Thought Paper #1  
Evidenced Based Practice |
| Topic 2 | Listening & Counseling  
Obtaining Professional Information  
Interviewing, Case history, other professionals  
Handouts and Chap 2 & 3 of Shipley Stein- Rubin & Fabus Chap 2  
Thought Paper #2  
Complete child interview Form 3-1 or 3-2  
and Cultural competence Work sheet Form 2-1, or 2-2, or 2-3 |
| Topic 3 | Pre-assessment information  
Developmental milestones/medical issues/ physical issues/ syndromes/ neurological issues/sensory issues/motor issues/ cognitive issues/ TBI  
Shipley Chapter 4 and Handouts  
Overview of Report writing:  
Stein-Rubin & Fabus  
Chapter 3  
Thought Paper # 3  
Research and analysis of a medical condition and a syndrome with communication disorders |
| Topic 4 | Assessment Procedures  
Shipley Chapter 6  
Stein-Rubin & Fabus  
Chapter 6  
Oral facial Exam (You will need a small flashlight), Speech / language sample, intelligibility determination, charting |
| Topic 5 | Standardized Tests reviews and Interpretation  
Psychometric considerations in diagnosis and evaluation  
Handouts and Chapter 1 of Shipley  
Stein-Rubin & Fabus Chap 4  
Thought paper # 4  
Test Evaluation |
| Topic 6 | Assessment of and Diagnosis of Language  
Phonology, Morphology, Syntax, Semantics, Pragmatics  
Early Language Assessment Preliteracy/ Literacy  
Shipley Chapter 8 & Chapter 9 (304-308)  
Stein-Rubin & Fabus  
Chapter 8, 9  
Thought paper # 5  
PPVT  
Test presentations |
<p>| Topic | Assessment and Diagnosis of School age Language/Literacy |</p>
<table>
<thead>
<tr>
<th>Topic</th>
<th>Topic Description</th>
<th>References</th>
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</thead>
<tbody>
<tr>
<td>7</td>
<td>Phonology, Morphology, Syntax, Semantics, Pragmatics</td>
<td>Shipley Chap 8 &amp; 9, Stein-Rubin &amp; Fabus Chap 10</td>
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<tr>
<td>Topic 8</td>
<td>Assessment of and Diagnosis Articulation and Dyspraxia, Accent</td>
<td>Shipley Chapter 7, Stein-Rubin &amp; Fabus Chap. 7, 15</td>
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<tr>
<td>Topic 9</td>
<td>Assessment and Diagnosis Oral motor, dysphagia</td>
<td>Shipley Chapter 12 (413-415) &amp; 13, Stein-Rubin &amp; Fabus Chap 14</td>
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<tr>
<td>Topic 10</td>
<td>Assessment and Diagnosis Voice and Resonance</td>
<td>Shipley Chapter 11, Stein –Rubin &amp; Fabus Chapter 12</td>
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<tr>
<td>Topic 11</td>
<td>Assessment and Diagnosis of Stuttering and Cluttering</td>
<td>Shipley Chapter 10, Stein-Rubin &amp; Fabus Chap 13</td>
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<tr>
<td>Topic 12</td>
<td>Assessment and Diagnosis Aphasia and Adult Language Disorders</td>
<td>Shipley Chapter 12 and Handouts, Stein-Rubin &amp; Fabus Chap 11</td>
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<tr>
<td>Topic 13</td>
<td>Hearing Considerations</td>
<td>Shipley Chapter 15, Stein Rubin &amp; Fabus Chap 5</td>
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<td>Topic 14</td>
<td>Special Populations Laryngectomes, Cleft Palate, Sensory/Motor Issues</td>
<td>Shipley Chapter 14</td>
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<tr>
<td>Topic 15</td>
<td>Diagnostic Report &amp; Presentation &amp; Treatment Plan</td>
<td>Shipley Chap 5, Handouts</td>
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Suggestions for Professional Writing Style:

- All written work uses a standard font in black, and double-spaced. Work is graded for quality of content as well as written structure (spelling, grammar, syntax, punctuation, etc.).

  Error example: "Where people of all background and ethnicity's will want to participate."

- Do not use contractions in academic writing (unless you are quoting from someone who used them). Instead, write out both words that form a contraction.
Carefully proofread papers before submitting them; do not just run a spelling checker. There are many words that may be spelled correctly but are not correct in the written context.

Error examples: Cord is spelled “spinal cord”, not “spinal chord”, and “severe autism”, not “sever autism”. Also "...if a business owner liked it that much he could higher these kids..."

- Check capitalizations. Some words that should not be capitalized that often are include: kindergarten, first grade, elementary, middle school, mom, dad, doctor, special education, speech and language pathologist, names of diseases or disorders not named after a person such as autism, mental retardation, syndrome (as in Down syndrome), spastic cerebral palsy, and traumatic brain injury.

  Acronyms based on non-capitalized terms are capitalized, as in, traumatic brain injury is TBI and speech and language pathologist is SLP. Some words that should be capitalized that often are not include: Internet, names of diseases or disorders when they are named after a person such as Down (in Down syndrome), names of computer programs, and companies (such as AbleNet).

- Numbers: If the number begins a sentence always write it out in text form. However, if the number occurs within a sentence only write it out in text if the number is greater than ten.

- Titles of examinations, books, magazines must be written either in italics or underlined.

- Be careful when words can be combined to form a single word. Error example: “We plan to let Dylan be apart of show and tell”. The word “apart” is incorrect. The sentence is, “We plan to let Dylan be a part of show and tell.”

- Use language that is neutral with regard to the experience of clients.
Error examples. NOT: “Xema suffers from Down syndrome” but rather “Xema has Down syndrome.” NOT: “Jane is bound to (or confined to) her wheelchair” but rather, “Jane uses a wheelchair.”

- Use ‘person-first’ language when describing people with disabilities. This is the practice of stating the word “person” before identifying the disorder.
  Examples: “a person with a laryngectomy” rather than “the laryngectomee,”
  “a person with a disorder” rather than “a handicapped person,”
  “the woman with cerebral palsy,” instead of “the cerebral palsy woman.”

It may seem frivolous and wordy to use person-first language, but it shows your sensitivity to the power of language, including the use of language by those with power to marginalize others. This shift also demonstrates your desire to empower persons with disabilities rather than to marginalize them.

- Describe versus label. Describe behaviors associated with such words as unmotivated, inattentive, disruptive, and ignored
  Example: Client looked at the book when his name was called, having no verbal response. (Instead of saying he ignored the therapist).

- Write in the affirmative if possible versus in negation form. Example: The client accurately named the pictures 3 of 10 trials. (Instead of saying the client missed 7 of 10 trials or the client only got 3 correct)

- As a professional you will often be expected to communicate in writing. Your ability to write reflects not only on you as a single professional but upon your entire profession.

Notes:
1. The instructor expects students to comply with University policies. Policies pertaining to student conduct are printed in the SIUC Catalog. Students may wish to review specifically the information in the

2. If you consider yourself to be a student with an impairment/disability that necessitates academic adjustments or services, please inform the instructor or contact the Disability Support Service Office at Woody Hall B-150 (453-5738).

3. The instructor expects all written work to be typed and to contain no errors in spelling, punctuation, or grammar. Errors in spelling, punctuation, or grammar will result in loss of points.

4. Instructor reserves the right to alter this syllabus to maximize learning.

**HIGHLY RECOMMENDED:** For assistance with improvement in your writing skills, please contact the SIUC Writing Centers. The email address is write@siu.edu and the website address is www.siu.edu/~write. The phone number is (618) 453-6863. Drop-ins welcome at Faner Hall 2281, entrance door 6 or 7.

If you consider yourself to be a student with an impairment/disability that necessitates academic adjustments or services, please inform the professor or contact the Disability Support Service Office at Woody Hall B-150 (453-5738).

Emergency Procedures:
Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on the BERT's website at www.bert.siu.edu, Department of Public Safety's website www.dps.siu.edu (disaster drop down) and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. **It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.** The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.
**SIUC Teacher Education Conceptual Framework:**
This CDS course is aligned with the SIUC teacher education conceptual framework for training reflective clinicians and public school educators. At the conclusion of this course, students will be more knowledgeable and critically thoughtful about the curriculum, and the role of the speech-language pathologist/audiologist as a teaching professional.

The professional dispositions expected of every student in the COEHS:

The student demonstrates **professionalism:**
1. Dependability and reliability
2. Honesty, trustworthiness, ethics
3. Enthusiasm, love of learning and commitment to the profession

The student values human **diversity:**
1. Shows respect for, and sensitivity to the learning needs and abilities of all individuals
2. Shows respect for, and sensitivity to the diverse cultures, languages, races, and family compositions of all individuals
3. Strives for best practices to address diverse learning needs and abilities of all individuals
4. Strives for best practices to address diverse cultures, languages, races, and family compositions of all individuals
5. Collaborates with diverse peers, professional colleagues, staff and families

The candidate engages in **professional development:**
1. Engages in ongoing acquisition of knowledge
2. Engages in development of research-based practices
3. Assesses own performance and reflects on needed improvements
IMPORTANT DATES
Semester Break Begins ............................................. 01/17/2017
Last Day to withdraw from full term course (without instructor’s signature) .............. 01/23/2017
Last day to withdraw from the University with a full refund ............................................. 01/28/2017
Final examinations ............................................. 02/08-02/12/2017
Commencement ............................................. 05/05/2017

*For more detailed information on these deadlines, please visit http://register.siu.edu.
For building days that apply to longer than full term courses, please look at the Schedule of Classes on http://register.siu.edu.

SPRING SEMESTER HOLIDAYS
Martin Luther King Jr. Birthday 01/16/2017
Spring Break 03/01-03/05/2017

WITHDRAWAL POLICY – Undergraduate only
Students who officially register for a session must officially withdraw from that registration in a timely manner to avoid being charged as well as receiving a failing grade for those classes. An official withdrawal must be initiated by the student, or on behalf of the student through the academic unit, and be processed by the Registrar’s Office. For the proper procedures to follow when dropping courses and when withdrawing from SIU visit http://register.siu.edu/students/withdrawal.php

INCOMPLETE POLICY – Undergraduate only
An INCL grade may be assigned when, for reasons beyond the control of students, work is unable to complete all class assignments for the course. An INCL must be changed to a completed grade within one full semester (undergraduate), and one full year (graduate students), from the close of the term in which the course was taken. If the incomplete is not changed to a grade of F and such grade will be computed in the student’s grade point average. For more information visit http://register.siu.edu/grades/incomplete.php

EXAMPLE I
An undergraduate student may, for the purpose of raising a grade, enroll in a course for credit more than once. For students receiving a letter grade of A, B, C, D, or F, the course repetition must occur at Southern Illinois University Carbondale effective for courses taken Summer 2015 or later. The most recent (last) grade will be calculated in the overall GPA and count toward hours earned.

This policy will be applied to all transfer students that only the last grade will be used to calculate grade point average. Only those courses taken at the same institution are considered requests under this policy. See full policy at http://register.siu.edu/grades/incomplete.php

GRADUATE POLICIES
Graduate policies often vary from Undergraduate policies. To view the applicable policies for graduate students, please refer to the graduate catalog at http://southern.edu/about/graduatecatalog

DISABILITY POLICY
Disability Support Services provides the required academic and programmatic support services to students with permanent and temporary disabilities. DSS provides coordinated and monitored services. To utilize DSS services, students must contact DSS in open cases. The process involves interviews, review of student medical documentation, and completion of Student Disability Accommodation Agreement at http://dss.siu.edu

PLAGIARISM
Student Conduct Code http://policies.siu.edu/student-conduct-code
Guidelines for Faculty http://policies.siu.edu/commun documentos/Plagiarism/Guidelines%20for%20Faculty.pdf

SAFETY AWARENESS FACTS AND EDUCATION
Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support implied to offensive conduct other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here:

http://ufs.siu.edu

SALUKI CARES
The purpose of Saluki Care is to develop, facilitate and coordinate a university-wide program of care and support for students in any type of distress — physical, emotional, financial, or personal. By working closely with faculty, staff and students and their families, Saluki Care will continue to provide a culture of care and demonstrate to our students and their families that they are an important part of the community. For information on Saluki Care call (618) 453-1492, email salukicare@siu.edu, or http://sialuki.thesiu.edu/

SIU’s EARLY WARNING INTERVENTION PROGRAM (EWIP)
Students enrolled in courses participating in SIU’s Early Warning Intervention Program might be contacted by University staff doing assessment. More information can be found at the CARE Curriculum overview webpage:

http://carecurriculum.siu.edu/programoverview/

EMERGENCY PROCEDURES
We ask that you become familiar with Emergency Preparedness (EP). Emergency response information is available on posters in buildings on campus, on the Emergency Preparedness @ SIU website, and through text and email alerts. To receive alerts visit http://emergency.siu.edu

STUDENT MULTICULTURAL RESOURCE CENTER
The Student Multicultural Resource Center serves as a catalyst for inclusion, diversity and innovation. As the Center continues to grow, we are here to ensure that you think, grow, and succeed. We encourage you to stop by the Center located in University Commons to explore the resources available and discover ways you can get involved on campus. For more visit us at http://msrec.siu.edu

LEARNING AND SUPPORT SERVICES
Help is within reach. Learning support services offers free tutoring on campus and in labs. To find more information please visit the Center for Learning and Support Services website:

http://lss.siu.edu

Writing Center
http://writing.siu.edu

MATH LABS http://math.siu.edu/consumerresource-help.php

WRITING CENTER
The Writing Center offers free tutoring services to all SIU students and faculty. To find a Center or Schedule an appointment please visit http://write.siu.edu

AFFIRMATIVE ACTION & EQUAL OPPORTUNITY
Our office is committed to ensure that the university complies with federal and state equity policies and handles reporting and investigating of discrimination cases. For more information visit: http://diversity.siu.edu

MILITARY COMMUNITY
There are complexities being a member of the military community and also a student. DSS, staff, counselors, and faculty are in active duty, with many of beginning. SIU's military members and veterans are related developments who can complete academic life. If you are a member of the military community and need of accommodations, please visit Veterans Services at http://vets.siu.edu

Additional Resources:
ADVISEMENT: http:// advisement.siu.edu

SALUKI SOLUTION FINDER: http://solutioncenter.siu.edu

WORMS LIBRARY HOERS: http://worms.lib.siu.edu