



SPPA520-001

Diagnostics in SLP

Fall 2018

BULLETIN COURSE DESCRIPTION

Principles and practice involved in performing in-depth diagnostic evaluations with individuals exhibiting speech and/or language dysfunction. Students will gain experience in taking case histories, formulating an assessment battery, evaluating patients, writing the diagnostic reports and interpreting the data to parents and/or involved disciplines.

Heather Ferguson, PhD., CCC-SLP
Associate Professor of Speech-Language Pathology



Seek Knowledge. Affirm Faith. Change the World.

Andrews University

Fall Semester 2018 SPPA-520 Diagnostics in Speech-Language Pathology

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Course Credit

2.0

Location

Bell Hall 118

Schedule

Wednesdays 1:00 p.m. – 3:00 p.m.
August 27 to December 14, 2018

Instructor

Heather Ferguson, PhD., CCC/SLP
Associate Professor in Speech-Language Pathology

Department Mission

To cultivate competent professionals in a Christ-centered learning environment, who will positively impact and engage the global community.

Core Philosophical Values

We are committed to offering:

- Educational excellence
- Christ-centered environment
- Mutual Respect and Compassion
- Upholding Ethical and Professional Principles
- Highly Qualified Educators
- Patient/Client Interactions
- State of the Art Technology, Innovation, and Physical Plant
- Inter-professional Education (IPE)

- Unique Service Opportunity

MS in Speech-Language Pathology Program Goals

- Students will critically apply the theoretical framework within the field of practice
- Students will prescribe evidence-based procedures for appropriate evaluation and treatment within the scope of practice.
- Students will demonstrate the ability to present information clearly, logically, and critically both orally and in writing.
- Students will demonstrate the understanding and application of ethical standards as they relate to their field of study and inter-professional practice.

Course Objectives

Upon completion of this course students will:

1. **Demonstrate** competency in administration, and scoring of common speech and language assessments tools.
2. **Interpret** assessment/evaluation data in order to develop a diagnostic statement as it relates to various speech, language and communication disorder, delays and differences.
3. Through the written completion of a diagnostic report the student will **develop** appropriate SMART goals while **recommending** appropriate intervention actions.
4. **Demonstrate** appropriate professionalism and course participation as demonstrated through various course based activities.

2014 ASHA Knowledge and Skills addressed in this course are:

ASHA Standard	Outcome	Evaluation Criteria
IV-B IV-C IV-D V-B1a, b, c, d, e	<p>The student will demonstrate an ability to choose an appropriate set of tests to be given to preschool, school age, adults and adolescent clients to complete a comprehensive diagnostic session in the areas of:</p> <ul style="list-style-type: none"> • Articulation • Fluency • Voice and resonance, including respiration and phonation • Receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, and writing • Hearing, including the impact on speech and language • Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding, orofacial myology) • Cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning) 	85% accuracy

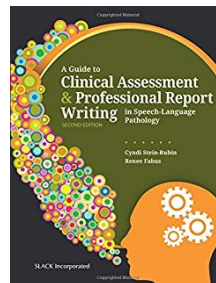
	<ul style="list-style-type: none"> • Social aspects of communication (including challenging behavior, ineffective social skills, and lack of communication opportunities) • Augmentative and alternative communication modalities <p>Students will demonstrate an ability to administer and score these tests.</p> <p>The student will be able to list test batteries available to evaluate clients of various diagnostic categories.</p> <p>The student will be able to determine when to make an appropriate referral to other professionals when needed.</p> <p>Student will demonstrate an ability to conduct a case history interview, oral-peripheral examination and hearing screening.</p>	
V-A	The student will demonstrate an ability to write diagnostic reports to include, background, assessment batteries administered, scores, interpretations, impressions and recommendations.	85% accuracy
IV-E	Student will demonstrate knowledge of the ASHA code of ethics and its interpretation as it pertains to diagnostics in the area of communication disorders	85%
IV-D	The student will be able to analyze assessments and evaluations, make diagnostic statements, and write comprehensive diagnostic reports	85%

Required Materials

A Guide to Clinical Assessment and Professional Report writing in Speech-Language Pathology

Cyndi Stein-Rubin & Renee Fabus

Thorofare, NY: Slack (2018)

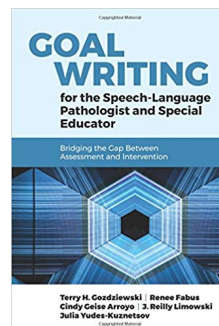


Goal Writing for the Speech-Language Pathologist and Special Educator

Terry Gozdziowski, Renee Fabus, Cindy Geise Arroyo, J. Reilly Limowski, & Julia Yudes-Kuznetsov

Burlington, MA: Jones & Bartlett (2019)

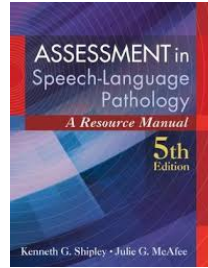
Independence, KY: Cengage.



Optional Text

Assessment in Speech-Language Pathology – A Resource Manual (5th Edition)

Kenneth Shipley & Julie McAfee



Course Requirements and Assignments

1. **Written Work:** All assignments must be submitted following APA guidelines. APA style requires a specified title page, 11 or 12 point font, double spaced, one inch margins all around, and appropriate headers, and page number. Each written document must follow APA 6th edition style and Andrews University. This excludes assessment/diagnostic reports which will be written to department standards.
2. **Technology Requirements:** Each student is required to have access to and a working knowledge of technology such as PC or MAC. Each student is also required to have working knowledge and understanding of Andrews University online learning management system – learninghub.
3. **Course Hours:** To meet the requirements for this course students will spend approximately 90 hours of direct and indirect course contact, engaging in reading material, reviewing for examinations, completing assignments, and completing off-site assessments.
4. **Exams:** There will be two exams in this course.
 - Examination one is a competency examination. For this exam to be considered passed students must obtain a score of 93% or above. Students will be able to retake the competency exam twice. After 3 attempts the competency will be failed and the student will be required to retake the course.
 - The Final examination – students will be given a case that will include specific artifacts including but not exclusive to the following: case history form, standardized assessment, and other assessments documents. Students must review, score, and write an evaluation report. The examination will take into consideration:
 - Scoring accuracy and completeness
 - Interpretation of information provided
 - Thoroughness of evaluation report
5. **Research Article Review:** Each student will review one research article that utilizes a standardized assessment (one of the assessments listed in the course syllabus) in its data collection. There is a list of standardized assessments included in the syllabus. Students should pay close attention to the validity and reliability information shared in the articles and discuss those findings and application to evidence based practice in their review. Review should be 4 – 5 pages. Students must use APA format.
6. **Standardized Assessment Summaries:** Each student is expected to submit a summary of 6 assessments/evaluations/screening tools. The assessments chosen must be comprehensive and

cover at least three different speech and language areas. The document must have a cover sheet and each summary completed on a separate page. Each test summary should include:

- Complete Name
- Publication date
- Author(s)
- Publisher
- Price
- Age range
- Purpose of the test
- Steps in administration
 - Think about basal/ceiling etc
- Summary of scoring procedures
- Validity and reliability information – standardization, criterion referenced, norm referenced

7. **Diagnostic Evaluation and Reporting:** Each student will have the opportunity to complete at least one diagnostic evaluation. The will be completed in groups based on schedules and availability. It will be completed under supervision and the hours will count toward your 375 clinical hours. It is the hope that the class on a whole will complete 8 to 10 evaluations. Once the evaluations are completed, unscored copies of the evaluation will be shared with the entire class so that each student can practice scoring the assessment.

A total of four of these evaluations will be utilized to complete evaluation reports. Each evaluation report covers a different speech and language area in order to give students the necessary opportunities for practice and clinical exposure. See rubric as posted in learning hub

8. **Multicultural Issues Assignment:** During the May 2018 graduation at Andrews University over 98 countries were represented. This implies that a person from anyone of these countries, his/her children, or spouse could have been one of our clients in the AU Speech and Hearing Clinic. Choose a culture represented on the Andrews University Campus (use live interviews, online resources etc.) and report on the following:
- The culture/country of origin
 - It's population represented in the United States
 - Describe cultural perspectives
 - How could these perspectives affect the assessment, diagnosis and interventions (therapy) for such a population?
 - Keep in mind the American Speech and Hearing Associations Code of Ethics
 - Keep in mind that religious factors are often overlapping cultural issues

Paper should be 3 – 5 pages, double spaced APA Style

9. **Interactive Journal:** During many class periods, an interactive journal assignment will be given. This assignment will vary each day. The purpose of the interactive journal is for each student to either reflect on or organize course content in a manner that is meaningful for him or her. Time will be provided during the class period to complete portions of the assignments and some may need to be completed outside of class. This time also provides students the ability to ask questions and clarify information that has either been lectured on or completed readings that were assigned. A composition notebook is required as well as scissors, glue, markers and

colored pencils.

Standardized assessments available in AU Speech and Hearing Clinic

Language Evaluations

CELF-5

CELF-Preschool-2,

CELF - Screening-5

Preschool Language Scale - 5

CTOPP-2

Peabody Picture Vocabulary Test - 4

Expressive Vocabulary Test – 2

Test of Language Development-Primary:4

Test of Language Development-Intermediate:4

Oral and Written Language Scale-II

Clinical Evaluation of Language Fundamentals – 5

Clinical Evaluation of Language Fundamentals – 5 Screener

Clinical Evaluation of Language Fundamentals – 5 Metalinguistics

Receptive-Expressive Emergent Language Test – 3

Fluharty Preschool Speech and Language test - 2

Articulation Tests:

Hodson Assessment of Phonological Patterns - 3

Arizona Articulation Proficiency Scale - 3

Goldman-Fristoe Test of Articulation – 3

Clinical Assessment of Articulation and Phonology - 2

Weiss,

Linguistics Articulation Test

Fluency

Stuttering Severity Instrument - 4

Overall Assessment of Speaker's Experience of Stuttering

Assessment of Fluency in School-Age Children

Aphasia

Boston Diagnostic Aphasia Examination

Aphasia Diagnostic Profile

Revised Token Test

Western Aphasia Battery

This list is not exhaustive. There are more screenings, assessments, and checklists in the department.

Topics Addressed in the Course

- Diagnosis and Evaluation: Philosophical Issues and General Guidelines
- The importance of the interview and the Case History Process
- Psychometric Consideration in Diagnosis and Evaluation
- Standard component of a thorough evaluation
- Assessment battery of the various areas of communication disorders
- Conducting an oral peripheral examination
- Multicultural issues in assessment

- Diagnostic report writing
- Oral presentation of results to parents, other disciplines
- Professional and ethical issues in testing various age groups and ethnic cultures
- Scoring and interpreting results of normative and standardized tests
- Inclusion of psychological, developmental, biological, auditory or acoustic data in formulating a diagnosis.
- Value of screening tools
- Selection of appropriate comprehensive tests
- Assessment of the nonverbal child or adult
- Knowing when to refer to other professionals to assist in making an accurate diagnosis

Attendance Policy

Regular attendance to all classes, laboratories and other academic appointments is required of each student. Attendance to all classes is imperative as a means of ensuring that students have continuity and develop a working knowledge of the content. Therefore, all absences are counted as absences. Even excused absences are absences. If a student is ill to the point of having to miss more than three classes it may be necessary for the student retake the course, as missing more than 10% of all classes could result in a failing grade. Class Absences: absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.

Academic Dishonesty Policy

Honesty in all academic matters is a vital component of personal integrity. Breaches in academic integrity principles are taken seriously. Acts of academic dishonesty as described in the University *Bulletin* are subject to incremental disciplinary penalties with redemptive intent. Such acts are tracked in the office of the Vice President for Academic Administration. Repeated and/or serious offenses will be referred to the Committee on Academic Integrity for further recommendations on penalties. Each student will be asked to sign an integrity commitment for this class.

Disability Accommodation

If you qualify for special assistance under the American Disabilities Act, please contact the Student Success office at Nethery Hall 100 or disabilities@andrews.edu. It is the responsibility of all students to inform the instructor of all disabilities that could impact his/her ability to successfully complete the course without accommodations.

Professionalism

To prepare students for the professional workforce certain guidelines expected to adhere to the following:

- Cell phones must be silenced for all classes
- Personal computers/mac book/tablets may be utilized in the class, however, please be courteous and used those devices for class work only.
- Recording devices are allowed only if pre-approved by the instructor. At no time are recordings of any classes permitted to be posted to any public website or social media.
- Late Assignments are unacceptable unless prearranged with instructor.

- Active participation in class discussions and critiques is an essential part of learning. Without participating and expressing opinions and thoughts, it is impossible to clarify your goals and develop a personal style.

Emergency Protocols

Andrews University takes the safety of its students seriously. Signs identifying emergency protocol are posted throughout buildings. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or sheltering emergency.

Evaluation of Student Performance

- Examinations 30%
- Evaluation Reports 35% (including recording)
- Research Article 15%
- Standardized Assessment Summary 15%
- Participation 5 %

Grading Scale

A grade below a C is considered a failure of this course.

A	94.0 – 100.0%
A-	90.0 – 93.99%
B+	87.5 – 89.99%
B	83.5 – 87.49%
B-	80.0 – 83.49%
C+	77.5 – 79.99%
C	73.5 – 77.49%
C-	70.0 – 73.49%
D	65.0 – 69.99%
F	Below 65%

Course Schedule/Outline

Date	Topic	Items Due
August 29	Syllabus Review Stein-Rubin & Fabus Ch 1 Gozdziewski et al Ch 1 Difference between screening, evaluation, diagnosis	
September 5	Stein-Rubin & Fabus Ch 4 Gozdziewski et al Ch 2 Psychometric Consideration Calculating Chronological Age History and Practice of Goal Writing	
September 12	Stein-Rubin & Fabus Ch 3 Pre-Assessment Data Collection Case History Client Interview Components of the assessment	Standardized Assessment Summaries
September 19	Administering Standardized Assessments	

	Scoring Standardized Assessments Practice/Practice/Practice	
September 26	Examination One Administering Standardized Assessments Scoring Standardized Assessments-Cont'd Test Administration Dos and Don'ts Practice Goal Writing	Examination One (First Hour)
October 3	Stein-Rubin & Fabus Ch 6 (Shipley & McAfee- Ch 5) Oral Peripheral Examination Report Writing Practice Multicultural Issues	Research Article
October 10	Stein-Rubin & Fabus Ch 7 Gozdziewski et al Ch 4 Speech Sound Disorders Review/Scoring/Report Writing of Speech Sound Assessment	
October 17	Stein-Rubin & Fabus Ch 8 Gozdziewski et al Ch 3 Early Intervention/Preschool Assessment Presenter Sue Mondak	Speech Sound Report Due
October 24	Multicultural Issues (Shipley & McAfee – Ch 2)	
October 31	Stein-Rubin & Fabus Ch 11 Gozdziewski et al Ch 7 Review and Scoring Adult Aphasia Assessment	Preschool Assessment Report Due
November 7	Stein-Rubin & Fabus Ch 13 Gozdziewski et al Ch 10 Review and Scoring of Fluency Assessment	Multicultural Issues Report
November 14	No Class – Work on Noted Assignments	Fluency Assessment Report Due
November 21	Happy Thanksgiving – No Class	
November 28	Assessment/Report Writing Reviewed	Aphasia Assessment Report Due
December 5	Final Examination	

Final Exam Schedule

http://www.andrews.edu/academics/exam_schedule.html

Attendance Policy

Regular attendance at all classes, laboratories and other academic appointments is required of each student. Class Absences: whenever the number of absences exceeds 20% (10% for graduate classes) of the total course appointments, the teacher may give a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.

Change to the Course

Changes: At the discretion of the teacher, some assignments, quizzes, tests and projects may be changed for an enhanced learning experience for the students. Likewise, the class schedule is fluid if more time or less is needed to cover each topic mentioned.

Emergency Protocols

Andrews University takes the safety of its student seriously. Signs identifying emergency protocol are posted throughout buildings. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting that specific location. It is important that you follow these

instructions and stay with your instructor during any evacuation or sheltering emergency. For further instructions or to report a safety concern contact Campus Safety at 269-471-3321



Department of Speech-Language
Pathology & Audiology

School of Health Professions

Andrews University

Initial Speech-Language Evaluation Report

Name:

Address:

Date of Birth:

Phone:

Date of Evaluation:

Grade:

Clinical Supervisor:

Age:

Student Clinician:

Parents:

Primary concerns:

History and Relevant Information:

Testing Behaviors:

- ()compliant ()distractible ()shy ()impulsive
()non-compliant ()restless/ fidgets ()friendly ()reflective
()frustrated ()attention difficulties: trouble sustaining, focusing, shifting
()flat affect ()unmotivated ()indifferent ()oppositional

Assessment Information:

Formal Measures (put these in as tables/grids with standard score, percentile info. Included for each subtest-as demonstrated on the model report)

Informal Measures

Other Speech and Language Areas

<u>Speech and Language Area</u>	<u>Concerns noted</u>
<u>Articulation</u>	
<u>Hearing</u>	
<u>Voice and Velopharyngeal</u>	
<u>Oral Peripheral Evaluation</u>	
<u>Fluency</u>	
<u>Swallowing/Feeding</u>	
<u>Literacy/ Writing</u>	
<u>Cognition</u>	
<u>Central Auditory Processing</u>	
<u>Language</u>	

Clinical Summary:

Recommendations:

Goals and Objectives:

Long Term Goal:

Short Term Objective:

Short Term Objective:

Long Term Goal:

Short Term Objective:

Short Term Objective:

Long Term Goal:

Short Term Objective:

Short Term Objective:

Signature of Graduate Clinician

Date of Report

Signature of Clinical Supervisor

Date of Report



SPPA 520 Syllabus Agreement

Instructor: Heather Ferguson, Ph.D., CCC/SLP
Department: Speech-Language Pathology and Audiology
Semester: Fall 2018

As a student in the Diagnostics in Speech-Language Pathology class, I agree to:

- Demonstrate professional behavior at all times. I understand that I am part of a professional program and professional learning community that considers professionalism to be an important part of the learning experience.
- Demonstrate integrity in my learning, demonstration of knowledge, and work completed. Complete and turn in only original work. I understand that there are consequences for plagiarism, which could result in dismissal from the program.
- Consider not only my own wellbeing but also that of my peers and classmates.
- Understand that I am an active part of the learning processes.

Student Name

Student Signature

Date

James 1:19 “My dear brothers and sisters, take note of this: Everyone should be quick to listen, slow to speak and slow to become angry,”

INSTRUCTOR’S BIOGRAPHY



Heather Ferguson, PhD, CCC-SLP

Department Chair

Program Director MS SLP

Associate Professor of Speech-Language Pathology

Education

Andrews University BS Speech-Language Pathology and Audiology
Southern Connecticut State University MS Speech-Language Pathology
Andrews University PhD Higher Education Administration

Biography

Heather Ferguson is the Chair and Graduate Program Director for the Department of Speech-Language Pathology and Audiology at Andrews University. Dr. Ferguson has 23 years of experience in rehabilitation, school-based services, and higher education instruction, administration, and supervision. Student resiliency and success from preschool to higher education has been one of her areas of interest for most of her career. Prior to joining the faculty of Andrews University Dr. Ferguson worked as a school based speech-language pathologist for Bridgeport Public Schools in Bridgeport, Connecticut for 12 years. While working for Bridgeport Public Schools Heather served as a team member for a cooperative early intervention and education program for Bridgeport Public School and the Royal Bafokeng of South Africa. Her areas of interest and specialty are in language disabilities and their impact on literacy for school-aged children. She has also conducted research on mindset, academic self-efficacy and academic motivation as correlates of academic achievement among undergraduate communication sciences and disorders students. Other research interests include minority student achievement, modifications and accommodations for students in Seventh-day Adventist schools, and voice disorders and risk factors for teachers and preachers.

Dr. Ferguson was born in Toronto, Ontario, Canada. She is married to Pastor Mario Ferguson and together they have two children, Micah and Malaika.

Current Research or Professional Activities

“A Comparative Analysis of Vocal Quality Risk Factors in Black and non-Black Preachers”.