BULLETIN COURSE DISCRIPTION
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, M.S. CCC-SLP
Associate Professor of Speech-Language Pathology
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.

Course Credit

2.0

Location

Bell Hall 118

Schedule

Wednesdays 1:00 p.m. – 3:00 p.m.
August 28 to December 14, 2017

Instructor

Heather Ferguson, MS-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

- To prepare students for the professional workforce
- Lead students to the completion of a terminal degree in Speech-Language Pathology
- Synthesize and Interpret comprehensive knowledge of communication sciences and disorders
- Effectively integrate knowledge to formulate sound clinical judgments.

### Course Objectives

Upon completion of this course students will:

13. **Demonstrate** competency in administration, scoring and interpretation of common speech and language assessments tools
13. **Interpret** assessment/evaluation data in order to develop a diagnostic statement as it relates to various speech, language and communication disorder, delays and differences
13. Through the written completion of a diagnostic report the student will **recommend** appropriate intervention actions following an evaluation and diagnosis of a speech, language, and/or communication disorder, delay or difference
13. **Demonstrate** appropriate professionalism and course participation as demonstrated through various course based activities

### 2014 Applicable Speech-Language Pathology ASHA Certification Requirements

The course addresses the following certification requirements:

**Standard IV-B:** The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.

**Standard IV-C:** The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas:

- 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)
- Social aspects of communication (including challenging behavior, ineffective social skills, and lack of communication opportunities)
- Augmentative and alternative communication modalities

**Standard IV-D:** For each of the areas specified in Standard VI-C, the applicant must have demonstrated current 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.

Standard V-A: The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.

2014 ASHA Standards are addressed in this course as follows:

<table>
<thead>
<tr>
<th>ASHA Standard</th>
<th>Outcome</th>
<th>Assignment #</th>
<th>Evaluation Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV-B</td>
<td>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.</td>
<td>5, 6, 7, 8, 9, 10, 11</td>
<td>85% accuracy</td>
</tr>
<tr>
<td>IV-C</td>
<td>They will demonstrate an ability to administer and score these tests.</td>
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<tr>
<td>IV-D</td>
<td>The student will be able to list test batteries available to evaluate clients of various diagnostic categories.</td>
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<tr>
<td>V-B1a, b, c, d, e</td>
<td>The student will be able to determine when to make an appropriate referral to other professionals when needed.</td>
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<tr>
<td>V-A</td>
<td>Student will demonstrate an ability to conduct a case history interview, oral-peripheral examination and hearing screening.</td>
<td>5,6, 7, 8, 9, 10, 11</td>
<td>85% accuracy</td>
</tr>
<tr>
<td>IV-E</td>
<td>The student will demonstrate knowledge of the ASHA code of ethics and its interpretation as it pertains to diagnostics in the area of communication disorders.</td>
<td>Class Discussion 12</td>
<td>85%</td>
</tr>
<tr>
<td>IV-D</td>
<td>The student will be able to analyze assessments and evaluations, make diagnostic statements, and write comprehensive diagnostic reports</td>
<td>5,7, 8, 9, 10, 11</td>
<td>85%</td>
</tr>
</tbody>
</table>

Required Materials

**Diagnosis and Evaluation in Speech Pathology. (9th Ed.)**
Boston, MA: Pearson.

**Assessment in Speech-Language Pathology: A Resource Manual (5th Ed.)**
Shipley & McAfee (2016)
Independence, KY: Cengage.

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 each 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 and completing assignments.

4. **Quiz**: A medical terminology quiz will be administered via learninghub. This quiz will remain open for three days and students will have only one opportunity to take the quiz. It will consist of terminology that is often abbreviated in the medical setting and must be understood quickly in order to review and assimilate various components of the client’s case.

5. **Exams**: There will be three 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.

   - Examination two will be assessment scoring and interpretation test. Each student will be given a “filled in” unscored assessment form, case history, check list and any other documents that are critical to the case. The student must accurately score the test, review the results of the test and other documents in order to develop an accurate 6 to 8 sentence diagnostic statement.

   - The Final exam must be arranged to occur during the final week of school or during final exam week. The examination will consist of an onsite administration of an assessment. The student will be given a client; a brief interview must be conducted followed by an administration of an assessment of the instructor’s choosing. This will take approximately a ½ hour. Once the assessment is completed, the student must score the assessment and develop a brief diagnostic statement. The exam will be scored on the following:

     o Administration of assessment – adherence to testing administration parameters and those discussed in the course

     o Scoring accuracy and completeness

     o Interpretation of information provided to create the diagnostic statement

6. **Research Article Review**: Each student will review one research article that utilizes one of the assessments listed in the course 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.

7. **Standardized Assessment Summaries**: Each student is expected to submit a summary of 6 assessment/screening tools. The assessments chosen represent a comprehensive variety of the areas of speech and language. 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

**Five are chosen by the instructor and one will be chosen by the student.** The five predetermined assessments are Clinical Evaluation of Language Fundamentals Fifth - Edition, Preschool Language Scales – 5 Screening Test, Goldman-Fristoe Test of Articulation – 3, Test of Language Development Intermediate – 4 and Receptive-Expressive Emergent Language Test - 3.

The final test to be chosen by the student must be one that will test one of the following speech and language impairments and cannot be one already chosen by another student:
- Dysphagia
- Aphasia
- Dysarthria (speech disorders)
- Autism
- Voice Disorder
- Fluency

8. **Standardized Assessment Summary Presentation.** Each student will present the standardized assessment they chose to summarize. The details of the test must be shared in their 10 - minute summary. (See Rubric in Learning Hub)

9. **Diagnostic Evaluation and Reporting**: Each student will be required to write a total of four diagnostic evaluation reports.
• One report will be based on cases given by the instructor. Each student will be given the standardized form completed but not scored, a case history form filled in, a checklist (if appropriate) and any other pertinent pieces of information. This information must be accurately scored, reviewed, and analyzed in order to write a report.

• Three reports will be based on cases of the students choosing. Choose an age appropriate client (friend), complete the evaluation, case history, and checklist (either by the client or parent/guardian). It is the student’s responsibility to find their appropriate client. It can be a sibling or other family member, family friend, faculty member’s child, friend’s child, etc. Each report will be graded on:
  a. Accuracy and scoring the standardized test
  b. Completeness of the case history form
  c. The comprehensive nature of additional pieces of information collected in order to complete a thorough diagnostic report.
  d. Thoroughness of the diagnostic evaluation report
  e. Appropriateness of diagnostic statement

Each student will be expected to submit a protocol for each test selected which demonstrates evidence that the test has been administered to someone and scored. These tests may be administered to a child or to an adult. Tests chosen must be from 3 different speech and language areas. A case history form must also be administered to this client (friend).

10. **Recorded Administration of Assessment:** Each student will record themselves administering an assessment to an age appropriate client (One of the three student chosen assessments). The recording can be dropped into google drive for instructor review and grade. Once the assessment is administered, scored, and the report is written. All must be submitted with a notification that the noted evaluation was recorded for instructor observation.

11. **Presentation of Evaluation Findings:** Each student will complete a mock summary of an evaluation presentation. Each student will be given a setting and specific individual they will be presenting their findings to. For example a student may be asked to present to an adolescent student, parents, principal, lawyer, doctor, case manager or social worker. The student (clinician) will be expected to highlight their findings, adjust their terminologies, level of complicated reporting, explain standard scores simply, and make information shared info understandable to their audience.

12. **Multicultural Issues Assignment:** During the May 2016 graduation at Andrews University over 98 countries were represented. This implies that a person from anyone of these countries, their children, or spouse could have been one of our clients in the AU Speech and Hearing Clinic. Based one of the self-generated evaluations you are completing, 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 representation 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
13. **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 them. 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.

**Key Standardized Assessments for this Course**

**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,
- Linguisystems 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 insuring 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 to retake the course 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 must be adhered to:

- Cell phones must be silenced for all classes.
- Personal computers/mac book/tablets may be utilized in the class however, please be courteous and use 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 30% (including recording)
- Research Article 10%
- Standardized Assessment Summary 10%
- Presentations 15%
- Participation 5%

Grading Scale

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>94.0 – 100.0%</td>
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<tr>
<td>A-</td>
<td>90.0 – 93.99%</td>
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<tr>
<td>B+</td>
<td>87.5 – 89.99%</td>
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<tr>
<td>B</td>
<td>83.5 – 87.49%</td>
</tr>
<tr>
<td>B-</td>
<td>80.0 – 83.49%</td>
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<tr>
<td>C+</td>
<td>77.5 – 79.99%</td>
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<tr>
<td>C</td>
<td>73.5 – 77.49%</td>
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<tr>
<td>C-</td>
<td>70.0 – 73.49%</td>
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<tr>
<td>D</td>
<td>65.0 – 69.99%</td>
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<tr>
<td>F</td>
<td>Below 65%</td>
</tr>
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</table>

Course Schedule/Outline
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Items Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 30</td>
<td>Syllabus Review</td>
<td>Pindzola – Chapter 1</td>
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<tr>
<td></td>
<td>Difference between screening, evaluation, diagnosis</td>
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<tr>
<td>September 6</td>
<td>Psychometric Consideration</td>
<td>Calculating Chronological Age</td>
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<td>Basal/Ceiling</td>
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<td>Pindzola – Chapter 3</td>
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<td></td>
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<td>Shipley &amp; McAfee – Chapter 1</td>
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<tr>
<td>September 13</td>
<td>Pre-Assessment Data Collection</td>
<td>Case History</td>
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<td>Client Interview</td>
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<td></td>
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<td>Components of the assessment</td>
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<td>Pindzola – Chapter 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Shipley &amp; McAfee – Chapter 3</td>
</tr>
<tr>
<td>September 20</td>
<td>Administering Standardized Assessments</td>
<td>Scoring Standardized Assessments</td>
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<tr>
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<td>Practice/Practice/Practice</td>
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<tr>
<td>September 27</td>
<td>Examination One</td>
<td>Administration Dos and Don’ts</td>
</tr>
<tr>
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<td>Examinations One (First Hour)</td>
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<tr>
<td>October 4</td>
<td>Hearing Screening</td>
<td>Standardized Assessment Summaries</td>
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<tr>
<td>October 11</td>
<td>Non-Standardized Play Assessment Presentation – Children</td>
<td>Reflection Due - October 13</td>
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<tr>
<td>October 18</td>
<td>Components of an Evaluation Report</td>
<td>Diagnostic Evaluation Report 1</td>
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<tr>
<td>October 25</td>
<td>Assessment of Adult Clients</td>
<td>Reflection Due – October 27</td>
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<tr>
<td>November 1</td>
<td>Examination Two (one hour)</td>
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<td></td>
<td>Multicultural Issues</td>
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<tr>
<td></td>
<td>Shipley &amp; McAfee – Ch. 2</td>
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<td></td>
<td>Pindzola – Pg.78 – 81</td>
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<tr>
<td>November 8</td>
<td>Assessment of Fluency and Stuttering</td>
<td>Multicultural Issues Report</td>
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<td>Assigned Readings (prior to class)</td>
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<tr>
<td>November 15</td>
<td>Assessment of Voice Disorders</td>
<td>Diagnostic Evaluation Report 2</td>
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<tr>
<td>November 22</td>
<td>Happy Thanksgiving</td>
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<tr>
<td>November 29</td>
<td>Presentation Diagnostic Evaluation</td>
<td>Diagnostic Evaluation Report 3</td>
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<tr>
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<td>Assigned Readings</td>
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<tr>
<td>December 6</td>
<td>Presentation Diagnostic Evaluation</td>
<td>Diagnostic Evaluation Report 4</td>
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**Final Exam Schedule**

[http://www.andrews.edu/academics/exam_schedule.html](http://www.andrews.edu/academics/exam_schedule.html)

**Attendance Policy**
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**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.
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

<table>
<thead>
<tr>
<th>Speech and Language Area</th>
<th>Concerns noted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Articulation</td>
<td></td>
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<tr>
<td>Hearing</td>
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<tr>
<td>Voice and Velopharyngeal</td>
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<tr>
<td>Oral Peripheral Evaluation</td>
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<td>Fluency</td>
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<tr>
<td>Swallowing/Feeding</td>
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<td>Literacy/ Writing</td>
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<td>Cognition</td>
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<td>Central Auditory Processing</td>
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<tr>
<td>Language</td>
<td></td>
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</tbody>
</table>
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
Signature of Clinical Supervisor

Date of Report Date of Report
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
INSTRUCTOR PROFILE

Heather Ferguson, M.A. 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

Biography

Heather Ferguson, an associate professor of Speech-Language Pathology and Audiology completed her undergraduate degree at Andrews University in Speech-Language Pathology and Audiology and her M.S. degree in Speech-Language Pathology at Southern Connecticut State University. Presently, Heather is pursuing her PhD in Higher Education Administration.

Prior to joining the faculty of Andrews University Heather 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.

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

Current Research or Professional Activities

Working on PhD at Andrews University