CD 503 Advanced Diagnostics  
Spring 2013

**Instructor:** Lauren E. Bland, Ph.D., Associate Professor

**Office hours:** Mon 4:00 p.m. to 5:00 p.m. Central  
Tues, Wed, Thurs 1:00 p.m. to 4:00 p.m. Central  
Other times by appointment

**Phone:** 270-745-8860  
**Email:** lauren.bland@wku.edu

**Course Description:**  
Teaches in-depth assessment, interpretation of results and clinical report writing skills; focus on identification of pediatric to geriatric persons with communication disabilities in various clinical settings; addresses assessment in multicultural populations; elaboration and extension of basic diagnostic skills and techniques

**Objectives**  
Upon completion of the course, the student will

<table>
<thead>
<tr>
<th>ASHA Standard</th>
<th>How assessed?</th>
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<tbody>
<tr>
<td>III-D, IV-G 1b, e, f, g</td>
<td>discussion board, chat</td>
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<tr>
<td>III-D</td>
<td>chat, portfolio</td>
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<td>III – D</td>
<td>project, chat</td>
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<tr>
<td>IV - G</td>
<td>article summaries</td>
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<tr>
<td>III-D</td>
<td>chat, discussion board</td>
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<td>IV-G 3a</td>
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**Required Texts**  
None

**Modes of Instruction**  
chats, video presentations, student presentations, Blackboard discussion board

**Chat**  
To facilitate the class knowledge sharing and interaction, chats will be held each Monday from 8:15 to 9:30 p.m. Central beginning January 28, 2013. It is expected that each student will attend and participate in each chat. Constructive comments are expected from each student. A microphone and speakers are needed.
Evaluation of Student Achievement

**Discussion Board 100 points** Consistent and effective interaction during this web-based class is important. Twelve questions will be posted by the instructor to the course Blackboard site on or before January 21, 2013. Ten questions must be addressed by each student. To get credit for the topic, the response has to address the theme thoroughly and sufficiently. It must reflect graduate level thought and higher order thinking (see Bloom’s taxonomy in this syllabus) and be consistent with the discussions in chat. All themes will be presented at the beginning of the course but you may submit no more than two responses per week. Choose the ones that will contribute the most to your professional goals and needs. The questions will post to the Discussion Board and you will respond directly on the board. You will not need to prepare a separate document. While there is no limit, it is expected that a thorough response will be several paragraphs in length. **10 points each theme for a total of 100 points**

**Article summaries 75 points each, total of 150 points** The articles you are reading in this course may not represent evidence based practice for 2013. While the value is in what you will learn from the diagnostic process, it is important that we talk about content issues. To help you understand the current perspectives on assessment and diagnostics, you will prepare an article summary discussing current issues (or just one that piques your interest from a class topic) that relate to a topic covered in class. Articles should have a publication date of 2004 or later. An article with a publication date of 2003 or earlier is not acceptable for this task. The first set of articles is due on **April 8** and must covered something from articles by Dollaghan, Bagnato, Manning, Helm-Estabrook, and Holland. Follow the same procedure for the second set of articles but use the remaining topics. **It is due on May 10.**

APA style must be used at the top of the page. **Five points (of the 15 per article)** will be deducted for errors in APA style. The balance of the summary must have a discussion of how what is presented in the current article is the same or different from the article we cover in class. The evidence base for any conclusions reached must be described. Summaries can be up to 2 pages in length, double spaced, 1” margin, 10-12 font. When they are submitted, they should be submitted in **one file.** That means that you will submit one file that has 5 to 10 pages in it. You do not need to submit the article.

**Curriculum based assessment project 100 points**
Using the guidelines on the Blackboard site, you will complete the curriculum analysis based assessment project of your choice. Details will be posted to Blackboard on or before January 28, 2013. It is due **March 4, 2013.**

**Assessment portfolio 50 points**
Master’s level students – A 25-item portfolio will be compiled.
Rank I – Create an ideal test cabinet to meet the needs of your current work setting.
Details are found in the syllabus.
Due on **April 22.**

**GRADING SCALE**

**Grading Scale**
Please Note: This proposed course outline follows. It may be altered to better serve the needs of the class. Every effort will be made to announce any changes in format or topic as soon as possible.

PROPOSED COURSE OUTLINE  
Each student should have read the case(s) for the evening prior to class. The self-assessment questions that follow each case will be discussed. Notes that accompany each lecture will post to the Notes section of Blackboard by Thursday.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
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<tbody>
<tr>
<td>Jan 28</td>
<td>Syllabus and objectives review</td>
<td>Campbell</td>
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<td></td>
<td>Diagnostic decision making Review of diagnostics, statistics, test development</td>
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<tr>
<td>Feb 4</td>
<td>Multicultural Issues</td>
<td></td>
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<td>Feb 11</td>
<td>Common core; Curriculum based assessment</td>
<td></td>
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<tr>
<td>Feb 18</td>
<td>Language</td>
<td>Dollaghan</td>
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<tr>
<td>Feb 25</td>
<td>Social Aspects</td>
<td>Bagnato</td>
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<tr>
<td>Mar 4</td>
<td>Stuttering</td>
<td>Manning</td>
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<td></td>
<td><strong>Curriculum based assessment project due</strong></td>
<td></td>
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<tr>
<td>Mar 11</td>
<td><strong>Spring Break – No classes scheduled</strong></td>
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<tr>
<td>Mar 18</td>
<td>Neurogenic/Psychogenic dysfluency</td>
<td>Helm-Estabrooks</td>
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<td>Mar 25</td>
<td>Aphasia/dementia</td>
<td>Holland</td>
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<td>April 1</td>
<td>Motor Speech</td>
<td>McNeil</td>
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<td>Apr 8</td>
<td>Motor Speech</td>
<td>Wertz</td>
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<tr>
<td>Apr 15</td>
<td>Acquired disorders in children</td>
<td>Arvedson</td>
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<tr>
<td>Apr 22</td>
<td>Voice</td>
<td>Murry</td>
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<tr>
<td>Apr 29</td>
<td>Dysarthria</td>
<td>Duffy</td>
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<tr>
<td>May 6</td>
<td>Synthesis: Scoring, Analysis, Interpretation</td>
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**Second set of Article Summaries due by 6:00 p.m.**
Bloom's Taxonomy (Revised) source: Mary Forehand, University of Georgia

Level 1 - Remembering: Retrieving, recognizing, and recalling relevant knowledge from long-term memory.

Key words: who, what, why, when, omit, where, which, choose, find, how, define, label, show, spell, list, match, name, relate, tell, recall, select
Questions: What is . . . ? How is . . . ? Where is . . . ? When did ______ happen?

Level 2 - Understanding: Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.

Key words: compare, contrast, demonstrate, interpret, explain, extend, illustrate, infer, outline, relate, rephrase, translate, summarize, show, classify
Questions: How would you classify the type of . . . ? How would you compare . . . ? contrast . . .

Level 3 - Applying: Carrying out or using a procedure through executing, or implementing.

Key words: apply, build, choose, construct, develop, interview, make use of, organize, experiment with, plan, select, solve, utilize, model, identify
Questions: How would you use . . . ? What examples can you find to . . . ?

Level 4 - Analyzing: Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing.

Key words: analyze, categorize, classify, compare, contrast, discover, dissect, divide, examine, inspect, simplify, survey, take part in, test for, distinguish, list, distinction, theme, relationships, function, motive, inference, assumption, conclusion
Questions: What are the parts or features of . . . ? How is ____ related to . . . ? Why do you think . . . ?

Level 5 - Evaluating: Making judgments based on criteria and standards through checking and critiquing.

Key Words: build, choose, combine, compile, compose, construct, create, design, develop, estimate, formulate, imagine, invent, make up, originate, plan, predict, propose, solve, solution, suppose, discuss, modify, change, original, improve, adapt, minimize, maximize, delete, theorize, elaborate, test, improve, happen, change
Questions: What changes would you make to solve . . . ? How would you improve . . . ?

Level 6 - Creating: Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing Key Words: award, choose, conclude, criticize, decide, defend, determine, dispute, evaluate, judge, justify, measure, compare, mark, rate, recommend, rule on, select, agree, interpret, explain, appraise, prioritize, opinion, ,support, importance, criteria, prove, disprove, assess, influence, perceive, value, estimate, influence, deduct
Questions: Do you agree with the actions . . . ? with the outcomes . . . ? What is your opinion of . . . ?
Assessment Portfolio

Master's (WKU Web and UFT) students: Your portfolio will have the following 25 components:

- **Articulation or Phonology**: 2 standardized tests; 1 criterion referenced or informal procedure
- **Cognitive**: 1 standardized test; 1 criterion referenced or informal procedure
- **Fluency**: 1 standardized test; 1 criterion referenced or informal procedure
- **Voice**: 1 standardized test; 1 criterion referenced or informal procedure
- **Communication Modalities**: 1 standardized test; 1 criterion referenced or informal procedure
- **Swallowing**: 2 criterion referenced or informal procedures
- **Social**: 1 standardized test; 1 criterion referenced or informal procedure
- **Hearing**: 2 standardized or criterion referenced or informal procedures
- **Language**: 2 standardized tests; 1 criterion referenced or informal procedure (adult); 2 standardized tests; 1 criterion referenced or informal procedure (child)

In addition, you should identify a specific type of technology or instrumentation that will help a speech-language pathologist with diagnosis in two different competency areas (for example something for fluency and something for language; or something for cognitive and something for articulation). An audiometer would not be appropriate because a speech-language pathologist doesn't use an audiometer to diagnose.

Format – any format (power point, narrative, brochure, website, blog, etc) that you choose and will be accessible to you in the future and to the instructor now

Organization – present them in the order in which they are listed above
   - Number 1 is Articulation or Phonology standardized; Number 2 is Articulation or Phonology standardized; Number 3 is Articulation or Phonology criterion referenced or informal procedure….Number 25 would be instrumentation or technology

What to include – Name of test or procedure; where to purchase, price, target population, why you chose to include it

What else to include – what you find interesting about that item; any personal experience with it

Rank I students: Suppose the new special education director in your district wants an increased emphasis on assessment. He or she thinks that with adequate identification, there will be better treatment approaches and strategies. You are told to develop a list of whatever you need for assessment in your setting to help provide information for the grant that will be written to purchase materials. You're told not to worry about the cost. The sky is the limit. Create a portfolio of whatever tests, technology, and/or instrumentation you need to complete evaluations for your current work setting and population. There is no minimum or maximum number of things to include. The only stipulation is that you must include at least one item that is standardized, one that is not, and one that is a type of technology or instrumentation.

Introduce your portfolio with a narrative (2-3 paragraphs) that describes your work setting and the types of cases you treat. Then include the following -
   - Name of test or procedure; where to purchase, price, target population, why you chose to include it

Any format (power point, document, brochure, etc) is acceptable.
POLICIES

Attendance and participation
Attendance and classroom participation are essential for the successful completion of this course. Classroom (chat) discussion is important. It is expected however, the discussions will be between a student and the entire class, not just one or two people. Private discussions during chats are distracting to the instructor and to class members. There will be point deductions for assignment tardiness. All assignments are due by 6:00 p.m. Central on the date indicated. There will be a 10% per week penalty for late assignments.

Communication

Between 8:00 a.m. on Monday and 5:00 p.m. on Fridays, every effort will be made to respond to emails within 24 hours unless an away notice is posted. I ask for the same consideration in responding to emails from me. Only your WKU email account will be used. Emails from a non-WKU may go to junk or spam.

Plagiarism

From the Faculty Handbook: To represent ideas or interpretations taken from another source as one’s own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism.

Student Disability Services

Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, DUC A200. The OFSDS telephone number is (270) 745-5004 V/TDD; the email is sds@wku.edu. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

Grievance

The Department of Communication Disorders is accredited by the Council on Academic Accreditation (CAA) in Audiology and Speech-Language Pathology. Complaints about programs must be signed and submitted in writing to the Chair, Council on Academic Accreditation in Audiology and Speech-Language Pathology, American Speech Language-Hearing Association, 2200 Research Boulevard, Rockville, MD 20850-3289. The complaint must clearly describe the specific nature of the complaint and the relationship of the complaint to the accreditation standards, and provide supporting data for the charge. The complainant's burden of proof is a preponderance or greater weight of the evidence. Complaints will not be accepted by email or facsimile.

The University’s Grievance Policy is specified at the following URL: http://www.wku.edu/StuAffairs/StuLife/handbook/2004pdf/16%20Student%20Grievance%20Procedure.pdf

Technology

Students are responsible for making sure that their word processing software is compatible with that used by the University and is in good working order. The same is true for the hardware or other equipment needed to successfully complete the course. Email will only be sent to your wku.edu email. The IT Help Desk can be reached at 270-745-7000.
See the Blackboard Course Information section for bibliography and additional policy information.