

CMDS 450 | **Diagnostics** | 3 Credit Hours

Instructor: TBD

Rank: TBD

Email: TBD

Phone: TBD

Office Hours: TBD

Schedule: TBD

Description: CMDS 450 provides an overview of the principles and practices 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 diagnostic reports and interpreting the data to parents and/or involved disciplines.

Required Text: Shipley, K.G. & McAfee, J.G. (2021). *Assessment in Speech Language Pathology: A Resource Manual*, (6th ed.). Clifton Park, NY: Thomson/Delmar Learning.

Lecture Notes: Students will be able to access PowerPoint slides from Blackboard. Each student is responsible for printing and/or accessing course documents as appropriate.

Academic Dishonesty: Academic dishonesty is prohibited at the University of Louisville. It is a serious offense because it diminishes the quality of scholarship, makes accurate evaluation of student progress impossible, and defrauds those in society who must ultimately depend upon the knowledge and integrity of the institution and its students and faculty.

Diversity: The University of Louisville strives to foster and sustain an environment of inclusiveness that empowers us all to achieve our highest potential without fear of prejudice or bias. We commit ourselves to building an exemplary educational community that offers a nurturing and challenging intellectual climate, a respect for the spectrum of human diversity, and a genuine understanding of the many differences—including race, ethnicity, gender, gender identity/ expression, sexual orientation, age, socioeconomic status, disability, religion, national origin, or military status—that enrich a vibrant metropolitan research university. We expect every member of our academic faculty to embrace the underlying values of this vision and to demonstrate a strong commitment to attracting, retaining, and supporting students, faculty, and staff who reflect the diversity of our larger society.

Title IX & Clery Act: Sexual misconduct (sexual harassment, sexual assault, and sexual/dating/domestic violence) and sex discrimination are violations of University policies. Anyone experiencing sexual misconduct and/or sex discrimination has the right to obtain confidential support from the PEACC Program 852-2663, Counseling Center 852-6585 and Campus Health Services 852-6479. Reporting your experience or incident to any other University employee (including, but not limited to, professors and instructors) is an official, non-confidential report to the University. To file an official report, please contact the Dean of Student's Office 852-5787 and/or the University of Louisville Police Department 852-6111.

Accommodations: The University of Louisville is committed to providing access to programs and services to programs and services for qualified students with disabilities. If you are a student with a disability and require accommodation to participate and complete requirements for this class, notify the instructor immediately and contact the Disability Resource Center (502.852.6938) for verification of eligibility and determination of specific accommodations.

Attendance: An essential element of a graduate student's professional development is the consistent demonstration of dependability and accountability. Therefore, students are expected to be present and on-time for all class meetings, clinical assignments (i.e., practicum), special seminars outside of scheduled classes, guest lectures, and laboratory sessions. Students are reminded to adhere to the attendance policy described in the Academic and Clinic Policy Manuals regarding excused absences. Any student who is absent from an academic or clinical assignment and has not been granted an excused absence will receive an unexcused absence and the student will receive a ZERO for any scheduled academic activity that is missed. The student may still be required to complete the scheduled learning activity or an alternate learning activity without receiving a grade, if deemed necessary by the course director in order to proceed through the remainder of the course.

Learning Objectives:

- #1. Students will learn the components and methods of the clinical interview/history taking process.
- #2. Students will gain an understanding of and experience with a variety of formal speech and language tests and informal assessment techniques through mock administration and case scenarios given in class.
- #3. Students will learn to analyze, synthesize, and evaluate data, including standardized and informal measures, history, observations, relevant professional reports, and factors that affect test results to reach conclusions and, ultimately, make recommendations.
- #4. Students will learn to evaluate standardization features of speech and language tests such as validity, reliability, normative populations, etc.
- #5. Students will learn multicultural and multilingualistic issues to consider in performing a speech-language evaluation.
- #6. Students will learn to write clinical evaluation reports and demonstrate English proficiency through writing assignments using professional formats and language.
- #7. Students will learn ethical conduct and issues and current models of evaluation relevant to clinical practice.

Grading Scale:

A+	100%	B+	87-89%	C+	77-79%	D+	67-69%	F	0-59%
A	93-99%	B	83-86%	C	73-76%	D	63-66%		
A-	90-92%	B-	80-82%	C-	70-72%	D-	60-62%		

Course Activities:

Exams = 50%
Assignments = 50%

Tentative Schedule:

The following is a tentative schedule of topics which may vary somewhat in order to facilitate adequate coverage of course materials. Assignments are due to Blackboard by 11:59pm unless otherwise noted.

Meetings	Topics	Readings	Assignments/Topics Specified/Videos
#1	Overview of the Diagnostic Process; Ethics	Chapter 1; Supplemental	ASHA Code of Ethics
#2	Overview of the Diagnostic Process; Ethics	Chapter 1; Supplemental	ASHA Code of Ethics
#3	Interviewing and Case History Collection Procedures	Chapters 3,4	
#4	Interviewing and Case History Collection Procedures	Chapters 3,4	
#5	The Writing Process	Chapter 5	Example Report Review
#6	The Writing Process	Chapter 5	Example Report Review
#7	Psychometric Principles/Testing	Chapter 1	
#8	Psychometric Principles/Testing	Chapter 1	
#9	Introduction to Multicultural Issues	Chapter 2	
#10	Introduction to Multicultural Issues	Chapter 2	
#11	Exam #1		
#12	Hearing and Oral-Mechanism Screenings	Chapter 6	Example Report Review
#13	Hearing and Oral-Mechanism Screenings	Chapter 6	Writing Assignment #1; Demonstration Skills
#14	Speech Sound Disorders	Chapters 6,7	Example Report Review
#15	Speech Sound Disorders	Chapters 6,7	Writing Assignment #2
#16	Motor Speech Disorders	Chapter 11	Example Report Review
#17	Motor Speech Disorders	Chapter 11	Writing Assignment #3
#18	Exam #2		
#19	Child Language Disorders		
#20	Child Language Disorders	Chapter 8	Example Report Review
#21	Child Language Disorders	Chapter 8	Writing Assignment #4
#22	School-Age Language Disorders		
#23	School-Age Language Disorders	Chapter 10	Example Report Review
#24	School-Age Language Disorders	Chapter 10	Writing Assignment #5
#25	Exam #3		
#26	Assessing Challenging Populations I	Chapter 13	
#27	Assessing Challenging Populations II	Chapter 13	
#28	Goal Writing I	Supplemental	
#29	Goal Writing II	Supplemental	Writing Assignment #6
#30	Exam #4		