CD 485 Syllabus
Assessment Procedures in Communication Disorders
Summer 2018

Instructor information:
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Office Location: Health Services Building, Room 1096

Synchronous Chat Times: Tuesdays 7:00-8:30 pm CST, except for 6/26, 7/3 and 7/10
(asynchronous classes will include "Learning Modules" under Content on Blackboard, in lieu of
live chat times)

Required Texts:

- Shipley, K.G. & McAfee, J.G. (2016) *Assessment in Speech-Language Pathology: A Resource Manual. (5th Ed.)*. Delmar Cengage Learning: Clifton Park, NY.
  *May be purchased or rented from
  - Amazon.com - https://www.amazon.com/Assessment-Speech-Language-Pathology-Resource-Manual-ebook/dp/B00T9X7TEY/ref=sr_1_1_twi_kin_2?ie=UTF8&qid=1495554036&sr=8-1&keywords=Assessment+in+Speech-Language OR
  - Vital Source.com - https://www.vitalsource.com/products/assessment-in-speech-language-pathology-a-kenneth-g-shipley-v9781305445222

- One-semester subscription to *Simucase*:
  1. Visit www.Simucase.com and click the orange "Sign Up" button, then create your account.
  2. At the payment information screen, enter the promo code on the brochure that is posted on Blackboard. Click "Apply." This code should give you prorated subscription fee and access for the summer months.

Catalogue Course Description:

Focus of study will be on assessment procedures utilizing standardized and non-standardized screening and diagnostic instruments; development of formal and informal assessment techniques common to Speech-Language Pathology and Audiology. Overview of data gathering and interpretation regarding communication functions in persons of all ages. Included are multicultural assessment tools and methods.

Prerequisites: CD 280, 290, 405

Modes of Instruction and Communication:

Instruction will be via online lectures using Adobe Connect. Additional instruction/communication will be accomplished utilizing Blackboard, reading assignments, and online learning activities (e.g., Simucase).

Learning Objectives:

Upon completion of this course, students will be able to:

- Appreciate techniques for obtaining necessary information during an assessment to identify a variety of communication disabilities.
- Develop strategies for determining appropriate assessment tools for clients, considering age, cultural background, cognitive level, and other factors.
- Build organizational skills and competencies in test administration and scoring assessment protocols for a range of communication disabilities.
- Demonstrate the ability to interpret tests.
- Develop concise, comprehensive report writing skills.
- Build good oral and written communication skills for reporting information to parents and other professionals.

PROPOSED COURSE SCHEDULE:
  The following is a *tentative* itinerary and topic schedule.

WEEK OF…	DIAGNOSTICS TOPIC	READING
6/5	- Introduction - Foundation of the Assessment Process - Multicultural Considerations	Chapter 1 Chapter 2
6/12	- Obtaining Preassessment Information - Reporting Assessment Findings - Assessment Procedures Common to Communication Disorders	Chapter 3 Chapter 4 Chapter 5
6/19	- Assessment of Speech Sound Disorders - Assessment of Language in Children	Chapter 6 Chapter 7
6/26	**NO WEB CHAT; See Learning Module** - Assessment of Literacy - Assessment for Autism Spectrum Disorder and Social Communication Disorder	Chapter 8 Chapter 9
7/3	**NO WEB CHAT DUE TO JULY 4th HOLIDAY; See Learning Module** Assessment for Augmentative or Alternative Communication	Chapter 10 Chapter 11 Chapter 12

	• Assessment of Stuttering and Cluttering • Assessment of Voice and Resonance	
7/10	**NO WEB CHAT; See Learning Module** • Assessment of Neurocognitive Disorders • Assessment of Motor Speech Disorders	Chapter 13 Chapter 14
7/17	• Assessment of Dysphagia • **Simucase Part Task Trainer Assignments Due** • **Final Learning Check**	Chapter 15

**The instructor reserves the right to make changes to the topic schedule or point value for assignments based on schedule and/or class needs.

Evaluation of Student Achievement:

Simucase Part Task Trainer Assignments (100 points)
Students will complete two cases that involve the administration, scoring, and interpretation of assessments. You must choose cases that incorporate 2 of the following 4 assessments: EVT-2, PPA Scale, CELF-5 Metalinguistics and the OWLS-2. You may choose whichever two of the 4 you prefer. Choose from:
- Jeannie: CELF-5 Metalinguistics
- John: CELF-5 Metalinguistics
- LeBron: OWLS-2
- Michaela: EVT-2
- Jeannie: EVT-2
- Jordan: PPA Scale
- Lilly: PPA Scale
- Alexis: PPA Scale

It is recommended that you print the sample assessment response form provided in the case for scoring purposes. You are to complete these two cases in **Learning Mode.** Please note, in contrast to the assignment below, these cases will be graded according to the % competency score assigned to you by Simucase. You may restart/redo the cases as many times as you wish to get the score you want.

Simucase Completion Assignments (100 points – completion grade)
Various portions of Simucase clientele's cases will be assigned weekly as they align with lectures and must be completed prior to class. These are based on a completion rating (rather than numerical) and will be required for course completion. All cases are to be completed in "Learning Mode." At least one week's notice will be given. It is on purpose that cases are not given far in advance; learning is enhanced by spacing out study and processing time. This is due to many students' tendencies to rush through assigned cases for the purpose of "checking them off the list" instead of taking time to really learn and process the information.

Final Learning Check (100 points)
Students will complete one final cumulative "Learning Check" worth 100 points. It will be taken

outside of the synchronous chat time. This "check" will assess on-going learning, retention, and application of knowledge learned during class times and by <u>reading the assigned portions of the textbook</u>; this is crucial. This final learning check will be open-book/open-note and available to students on Blackboard for a limited period of time. It must be completed by the time of the posted closing date/time. Most importantly, you may <u>not</u> collaborate with peers/classmates regarding this assessment.

Grading Scale:

Grades are based on the total percentage of points earned. This means that your grade equals earned points/total points. Students are expected to complete all assignments by the given due dates and times. There are 300 total points possible. Grading is as follows:

Letter Grade	Percentage
A	93-100%
B	85-93%
C	77-84%
D	69-76%
F	68% and below

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Recommended Resources:

OWL – Purdue Online Writing Lab (APA formatting and style guide)
http://owl.english.purdue.edu/owl/section/2/10/
ASHA – American Speech Language Hearing Association http://asha.org/
NSSLHA – National Student Speech Language Hearing Association
http://www.nsslha.org/default.htm
APA Style Guide to Electronic References, Sixth Edition (PDF) (2012). ISBN: 978-1-4338-0704-6 Available at: http://www.apa.org/pubs/books/4210512.aspx

Technology Management:

This course will be presented using Blackboard software and Adobe Connect. Managing student technology is the sole responsibility of the student. The student is responsible for making sure that: (a) student *word processing software is compatible with that used by the University*; (b) student email software is working properly and that students know how to use it (e.g., to send attachments to the professor); (c) Internet service providers' equipment and software are installed

and working properly in conjunction with student computers; (d) in the event that a student's computer stops working properly or becomes totally inoperative, the student has another means by which he or she can successfully complete the course; and (e) any other student technology problem or issue gets successfully resolved; this in part implies that if a student cannot resolve any personal technology difficulties, his or her only workable solution may be to drop the course. Please familiarize yourself with the business hours of WKU's IT help desk as well as the website and alternative means of communication with the IT department.

The IT Help Desk can be reached at 270-745-7000.

Policies:

Attendance and Class Participation: Attendance and classroom participation are highly encouraged for the successful completion of this course. Feel free to ask questions or express concerns outside of the class structure. However, remember that if you have questions, others may have similar concerns so please ask during class or post to the discussion board when applicable. Class participation can help facilitate your learning and often stimulate discussion. Collaboration with each other is encouraged outside of class time

Late Assignments: If accepted, assignments submitted past the due date are subject to point deduction.

Quality of Work: Assignments submitted should be submitted in full and contain proper mechanics in writing (e.g., spelling, grammar, sentence structure, and punctuation). Inadequate demonstration of these mechanics may result in point deduction.

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.

ADA Accommodation Statement:

In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Student Accessibility Resource Center (SARC) at 270-745-5004 or at sarc.connect@wku.edu. SARC is located on campus in the Downing Student Union, Ste. 1074. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from SARC.

Title IX Sexual Misconduct/Assault Policy

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf and Discrimination and Harassment Policy (#0.2040) at https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

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