DEPARTMENT Communication Sciences and Disorders - CSD  
EFFECTIVE SESSION Fall 2010

INSTRUCTIONS: Please check the items below which describe the purpose of this request.

- New course with supporting documents
- Add existing course offered at another campus
- Expiration of a course
- Change in course number
- Change in course title
- Change in course credit/type
- Change in course attributes (department head signature only)
- Change in instructional hours
- Change in course description
- Change in course requisites
- Change in semesters offered (department head signature only)
- Transfer from one department to another

PROPOSED:  
Subject Abbreviation: CSD  
Course Number: 416  
Long Title: Introduction to Assessment of Communication Disorders  
Short Title:  

EXISTING:  
Subject Abbreviation:  
Course Number:  
Long Title:  
Short Title:  

TERMS OFFERED:  
Check All That Apply:  
- Summer
- Fall
- Winter
- Spring

CAMPUS(ES) INVOLVED:
- Columbus
- Cont Ed
- Ft. Wayne
- Indianapolis
- N. Central
- Tech Statewide
- W. Lafayette

Abbreviated title will be entered by the Office of the Registrar if omitted. (50 CHARACTERS ONLY)

<table>
<thead>
<tr>
<th>CREDIT TYPE</th>
<th>COURSE ATTRIBUTES: Check All That Apply</th>
</tr>
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<tbody>
<tr>
<td>1. Fixed Credit: Cr. Hrs. 3</td>
<td>6. Registration Approval Type</td>
</tr>
<tr>
<td>2. Variable Credit Range: Minimum Cr. Hrs.</td>
<td>7. Variable Title</td>
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<tr>
<td>(Check One) To</td>
<td>8. Honors</td>
</tr>
<tr>
<td>Maximum Cr. Hrs.</td>
<td>9. Full Time Privilege</td>
</tr>
<tr>
<td>3. Equivalent Credit: Yes</td>
<td>10. Off Campus Experience</td>
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Schedule Type:  
- Lecture  
- Recitation  
- Presentation  
- Laboratory  
- Lab Prep  
- Studio  
- Distance  
- Clinic  
- Experiential  
- Research  
- Ind. Study  
- Pract/Observ

<table>
<thead>
<tr>
<th>Minutes Per Mgr</th>
<th>Meetings Per Week</th>
<th>Weeks Offered</th>
<th>% of Credit Allocated</th>
</tr>
</thead>
</table>

Cross-Listed Courses

COURSE DESCRIPTION (INCLUDE REQUISITES/RESTRICTIONS):
Pre Req: CSD 302, 304 and 309. 3 cr.
An introduction to the basic principles of assessment as it applies across the age and disorder spectrum. Specific assessment tools and tests are discussed and practiced.

Columnist Department Chair  
Date  
Columnist Dean  
Date  

Fort Wayne Department Head  
Date  
Fort Wayne School Dean  
Date  

Indianapolis Department Head  
Date  
Indianapolis School Dean  
Date  

North Central Department Head  
Date  
North Central Chancellor  
Date  

West Lafayette Department Head  
Date  
West Lafayette College/School Dean  
Date  

West Lafayette Registrar  
Date  

OFFICE OF THE REGISTRAR
CSD 416 Introduction to Assessment of Communication Disorders

Instructor:

Office Hours:

Course Objectives:
1. To demonstrate knowledge of communication assessment concepts and procedures
2. To demonstrate knowledge of the process for evaluation of clients with standardized assessment tools
3. To demonstrate knowledge of the process for evaluation of clients with non-standardized assessment probes
4. To demonstrate knowledge of the process for using assessment information to write objective client goals.

Required Text:
- Specific sections of each chapter will be required reading. Questions on exams can be taken from reading from the text and may not be discussed in class.
- Additional articles to read will be placed online on the eLearning Blackboard. Sometimes these articles will be the source of discussion for class. Participation points will be awarded during selected class discussions. Test questions may come from these articles.

Course Requirements:

<table>
<thead>
<tr>
<th>Points</th>
<th>Task</th>
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<tbody>
<tr>
<td>100</td>
<td>Mid Term Exam</td>
</tr>
<tr>
<td>150</td>
<td>Final Examination</td>
</tr>
<tr>
<td>50</td>
<td>Project #1: written report on assessment test 1</td>
</tr>
<tr>
<td>50</td>
<td>Project #2: written report on assessment test 2</td>
</tr>
<tr>
<td>50</td>
<td>Project #3: completion of 5 Oral Motor Exams/Reports</td>
</tr>
<tr>
<td>25</td>
<td>Project #4: Diagnostic Reference Notebook</td>
</tr>
<tr>
<td>25</td>
<td>Project #5: Oral Reports on Child Assessment Tests</td>
</tr>
<tr>
<td>50</td>
<td>Small Group Assignments - In Class Attendance Required</td>
</tr>
<tr>
<td>500</td>
<td>Total Points</td>
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</table>

Grading Scale: Grades will be based on a percentage of points scored out of the total of 500 points for the semester.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Min</th>
<th>Max</th>
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<tbody>
<tr>
<td>A+</td>
<td>4</td>
<td>97+</td>
</tr>
<tr>
<td>A</td>
<td>4</td>
<td>93-96</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>3.0</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>67-69</td>
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<tr>
<td>D-</td>
<td>.7</td>
<td>60-62</td>
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<tr>
<td>F</td>
<td>0</td>
<td>0-59</td>
</tr>
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</table>

**Exams:** 30% of the class grade will be based on examinations. Two exams will be given during the course of the semester, according to the dates listed on the attached schedule. Exams may consist of multiple choice, short answer, and essay questions. Attendance on scheduled exam days is mandatory. If a student is unable to take the exam as scheduled, he/she is to contact the professor and/or call the CSD office no later than on the test day, before class starts. (CSO office phone: 481-6410) The student must contact the instructor in writing, via e-mail or in person on the first day he/she returns to school regarding make-up time for the exam. Arrangements must be made to make up exams within one week of your return to school. If a student misses an exam and does not follow the above procedure, he/she will receive a zero for the test missed.

**Project #1 and #2:** Review and administer 1 standardized test for an adult and one standardized test for a child. You will write a written diagnostic report on your “client” you assessed. Project #1 (child) will be due and Project #2 (adult) is due.

You will be responsible for reviewing and administering a standardized assessment test. The exact test that each person will be responsible for will be determined during the first two weeks of class. Study the test manuals and materials. Locate a client of the appropriate age for your selected test. Assess a “normal” subject, not one with known speech and language difficulties. Prepare 10 questions for an initial interview/case history. Use what we learn in class to help you select the best case history questions to give you information on your client. This information will be the History section of your diagnostic report. Follow the test instructions and administer the test in a location mutually convenient for you and your selected client. Ideally this should be a quiet room with little distraction. You must administer the entire test (unless assigned otherwise during class). Complete a test response form, compute raw scores, standard scores, age equivalencies or percentiles as appropriate for your test. You must type a 3 page written diagnostic report describing the results of your assessment. A sample report will be provided to use as a guide. We will be working on the correct form and style of writing for a diagnostic report in this class. **Make sure spelling, punctuation, and grammar are correct. Each report is worth 50 points.**

**Project #3: Completion of 5 Oral Mech Exams/Reports. (50 points, =10 points for each one of the five reports)** You will learn to complete an oral mech exam in class. Then you will be required to complete 5 exams outside of class on “clients” or friends of your choice. You must turn in your completed oral mech forms on the dates as indicated on the class schedule page. Please do not do all five at once, we are trying to improve your skills as we proceed through the semester.

**Project #4: Diagnostic Reference Notebook (25 points)**
You will be required to make a reference notebook (three ring binder) of all the assessment tests you learn about in the course of this semester. This reference notebook will include assessment tests that each of you/your classmates present, and the assessment tests we study as a group. You will also include non-standardized assessment protocols you develop in small groups. You will include non-standardized protocols for selected adult and pediatric disorders. You will also include case history forms developed in class. You will want to organize your reference notebook into a logical order/sections. A thorough explanation of this will be provided as we progress through the semester. The notebook will include assessment information for adults and children. Reference Notebook due.

Project #5: Oral Reports on Child Assessment Tests (25 points)
This will be completed with a partner. You will discuss the assessment test you were assigned, reviewed with your partner, and administered. You must present information regarding purpose of the test, target area the test assesses, and target age group. You will then teach the class to administer your test. Have enough sample response forms for the class to divide into pairs and practice administering the test to one another, from your directions. You must bring 24 copies of a one page summary of your assessment test. You will be given a format to follow. This presentation should be 10-15 minutes in length. Dates of the presentations will be as listed on the syllabus.

Small Group Assignments: (50 points)
You will have small group assignments to complete during class on various days throughout the semester. This class will have many hands on group activities to help us learn to assess and diagnose speech and language disorders. Some of the tools we develop will be required material in your reference notebook. It is essential that you attend class to learn all of the required information. You must be in class to receive the points for the assignment for the day. There will be no exceptions to this rule, even for illness.

Resources on Campus to Help You with Classes

Services for Students with Disabilities:
Special Needs: If you have or acquire a disability, please talk with me about it. If you would like to find out what special services and accommodations may be available to you, contact Services for Students with Disabilities in the Walb Union, Rm 113, 481-6657.

The Writing Center
Save time and write better papers for any class through free individual consultations in The Writing Center, Kettler G19. Bring assignments, questions, ideas, and a draft (if you have one). Consultants can help you get started, write more clearly, revise, edit, and cite sources responsibly. Come as you begin a paper and as you revise. Drop-ins are welcome if time is available, but appointments, made online through Tutor Trac, receive preference. For Tutor Trac, online consulting, and resources to make your writing process easier, go to www.ipfw.edu/casa/writing. Questions? Call 481-5740

Hours for fall 2007:
M-Th 10am to 6pm
F 10am to 2pm
Sun 1-5 pm
Planned Class Schedule

Aug  
Chapter 1: Perspectives on Diagnosis, pg 14-32  
Standard Scores Discovered

Sept  
Chapter 3: The Clinical History, pg 65-82  
Writing Questions to Get the Information You Want.

Sept  
Chapter 3: The Clinical History  
Practical Application

Sept  
Chapter 5: Oral Mechanism Evaluation, pgs 94-118  
Video. “Say oo-ee-oo-ee”

Sept  
Chapter 6: Language Disorders, pg 139-150  
Preschool Language Scale (PLS)  
“Help!! I did an eval and now I have to write some goals!!”  
P #3: Oral Mech Exam #1 Due

Oct  
Chapter 6: Language Disorders, pg 156-158, and 168-169  
Clinical Evaluation of Language Functions (CELF)  
P #3: Oral Mech Exam #2 Due

Oct  
NO CLASS, Fall Break Begins Today

Oct  
Chapter 6: Language Disorders  
“How do I assess the child that doesn’t fit the Mold?”  
Test of Language Development (TOLD)  
P #3: Oral Mech Exam #3 Due

Oct  
MIDTERM EXAM (1 hour exam)  
Chapter 11: Aphasia, pg 320-331  
P #3: Oral Mech Exam #4 Due

Oct  
BDAE, MTDDA, Non-standardized assessment in adults  
P #3: Oral Mech Exam #5 Due  
Project #1 due. Assessment of a Child

Nov  
Chapter 11: RCVA, TBI pgs 328-331  
BADS, SCATBI, RIPA  
5 Class Presentations
Nov  Chapter 8: Stuttering, pg 200-215
   Emphasis on Pediatrics
   5 Class Presentations

Nov  Chapter 9: Voice, pg 246-261
   "I can’t believe I have been hoarse for four months!"
   5 Student Presentations

Nov  Thanksgiving Break – NO CLASS

Dec  8 Student Presentations
   Project #2 Due – Adult Assessment

Dec  Chapter 15: Swallowing Disorders, pg 408-420
   "My dad just coughs a lot on liquids, but he swallows good!"
   Project #4: Reference Notebook Due

Dec  FINAL EXAM. 4-6pm
Name of Test: **Detroit Test of Learning Aptitude (DTLA)**  
Publisher: Pro-Ed, 1985, 1991  
8700 Shoal Creek Boulevard, Austin, TX 78757

Purpose of Test: To Assess Adults Ages 18-99 on Cognitive Linguistic Skills

Target Population: TBI, High Level CVA, Patients with suspected cognitive deficits

“The DTLA-4 is the oldest and most venerable of the tests of specific mental abilities. The test includes 10 subtests. The results of the subtests can be combined to form 16 composites that measure both general intelligence and discrete ability areas. The test permits interpretation in terms of current theories of intellect and important behavioral domains. The DTLA-4 is the test of choice for professionals interested in a thorough investigation of a person’s cognitive functions. This test not only measures basic abilities, but also shows the effects of language, attention, and motor abilities on test performance.” (Pro-Ed, 2008)

Summary of Subtests:  
- Word Opposites (vocabulary)  
- Story Sequences (sequential thought)  
- Reversed Letters (recall letters in reverse order)  
- Sentence Imitation (increasing length and complexity)  
- Design Sequences (visual memory)  
- Basic Information (recall of general information)  
- Word Recall (recall of word lists of increasing length)  
- Graphic Designs (recall of increasing number of symbols)  
- Form Assembly (timed, reasoning)

Materials: Test Booklets 1, 2, and 3; Manual; Examiner Record Booklet, Summary Profile

Standardized Scores:  
- Percentile Rank  
- Standard Score  
- Severity Rating Scale