I. **TITLE**: Diagnostic Methods in Communication Disorders

II. **CATALOG DESCRIPTION**: In-depth study and practical use of contemporary tests used by the speech-language pathologist. Includes formal and informal evaluation procedures.

III. **PURPOSE**: This course is designed to train the student to assess and diagnose the communication disorders of children and adults and to apply assessment data to formulation of prognostic profiles and development of treatment goals; and to communicate these orally and in appropriate written forms.

IV. **COURSE OBJECTIVES**: Through class lectures, discussions and projects, the student will demonstrate the ability to

1. Obtain pertinent assessment information through the use of appropriate interview skills, standard case history protocols, and research [4, 6, 8].

2. Compile an appropriate assessment battery by application of knowledge concerning normal speech and language processes and disordered processes [8].

3. Design an assessment environment that optimizes client performance and promotes accuracy in interpretation of assessment findings and behavioral observations [1, 2, 4].

4. Efficiently and accurately administer a variety of standard and non-standard assessment instruments [4, 8].

5. Score and interpret standard and non-standard assessment instruments and communication samples
These course objectives are consistent with the knowledge base requirements for meeting the standards for certification by the American Speech-Language-Hearing Association (ASHA).

V. **CONTENT OUTLINE:**

1. Issues involved in clinical diagnosis
2. Obtaining information
3. Standard tests
4. Non-standard instruments
5. Language disorders
6. Speech disorders
7. Disorders of special populations
8. The clinical report

VI. **INSTRUCTIONAL ACTIVITIES:** The objectives of this course are developed through lecture and small and large group discussions designed to extend and enlarge upon topics introduced in the foundation courses, CDI 310, CDI 315, CDI 325, and CDI 345.

Assessment Summary:

On-demand Tasks: analyses of case study information, reflective writings, Video critiques, test analyses

Portfolio Task: Complete a diagnostic evaluation and report on a child

Other Assessments: Ongoing assessments of learning [evaluations]

VII. **FIELD AND CLINICAL EXPERIENCES:** None.

VIII. **RESOURCES:** Waterfield library, internet sources.

IX. **GRADING PROCEDURES:** based on rubrics developed for items listed in the assessment summary above. There are no make-ups for missed weekly assignments, each of which contributes to final course grade.

The grading scale is:

A=90–100%, B=80–89%, C=70–79%, D=60–69%, E=0-59%

X. **ATTENDANCE POLICY:** This course adheres to the policy published in the MSU Undergraduate Bulletin.
XI. **ACADEMIC DISHONESTY POLICY:** In adherence with College and Departmental policies, academic dishonesty (cheating on exams, plagiarism, etc.) will not be tolerated and students so engaged will be subject to a grade of X on the assignment(s) involved.

XII. **TEXT:**

XIII. **PREREQUISITES:** Senior or graduate standing; or permission of the instructor.