

University of Texas at El Paso
College of Health Sciences
Rehabilitation Sciences Department
Speech Language Pathology Program

SPLP 5330 – Fall 2020 (CRN 11631)
Differential Diagnosis in Speech Language Pathology

Location: Remote Teaching - Blackboard
Days/Times: Asynchronous with Adapted Release

Instructor: Amelia Rau, Ph.D./M.S., CCC-SLP
Campbell Bldg Rm 404, 915-747-8724
Email: amrau@utep.edu
Office Hours: Thursdays 10:30 am – 12:00 pm and by appointment
(<https://us02web.zoom.us/j/3815103061>)

I. Course Description

This course will address the selection, application, and interpretation of formal and informal assessment procedures for the diagnosis and description of speech and language disorders. Topics include multicultural and interprofessional issues related to the diagnosis of communication disorders.

II. Course Objectives

In completion of this course, students will demonstrate clinical knowledge and skills in the following areas in accordance with the American Speech-Language Hearing Association (ASHA) 2014 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology, the Council on Academic Accreditation (CAA) in Audiology and Speech-Language Pathology, UTEP Speech Language Pathology Knowledge and Clinical Competencies, and the UTEP EDGE Experiences. Specifically, students will:

1. Plan appropriately prior to diagnostic evaluation and/or screening.
2. Administer standardized tests.
3. Conduct family/client interview to obtain pertinent information.
4. Administer non-standardized tests or procedures.
5. Differentially diagnose communication disorders.
6. Interpret results to family/client.
7. Make appropriate referrals for placement or follow-up evaluations.
8. Write a comprehensive report.
9. Understand cultural and linguistic differences that may impact planning and implementation of evaluations and the interpretation of the results.

A. ASHA Standards Please visit, <http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/> for detailed information on ASHA's 2014 Standards.

IV-D: Demonstrate current knowledge of the principles and methods of assessment for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.

IV-E: Demonstrate standards of ethical conduct.

IV-F: Demonstrate knowledge of processes used in the integration of research principles into evidence-based clinical practices.

V-B.1.a-g: Complete a program of study that includes experience in evaluation including: screening; collection of case history; evaluation procedures including observation and tests; interpretation, integration, and synthesis of information into diagnoses and recommendations; administrative and reporting functions; referrals.

B. CAA Standards

Standard 3.1A Academic and Clinical Education. See <http://caa.asha.org/wp-content/uploads/Accreditation-Standards-for-Graduate-Programs.pdf> for related details.

C. UTEP Speech-Language Pathology Knowledge and Clinical Competencies

D. UTEP EDGE

Community Engagement. For detailed information, visit: <https://www.utep.edu/edge/edge-experiences/Community-Engagement.html>

III. Requirements

CHS Academic Advising approval and prerequisite courses outlined in the course catalog required.

A. Required Text:

Pindzola, R.H., Plexico, L.W., & Haynes, W.O. (2015). *Diagnosis and Evaluation in Speech Pathology* (9th Ed.). Boston, MA: Allyn & Bacon / Pearson Education, Inc.

B.

ShIPLEY, K. G., & McAfee, J. G. (2015). *Assessment in speech-language pathology: A resource manual* (5th ed.). San Diego, CA: Singular Publishing Group.

C. Technology

Access to a reliable computer and/or tablet with:

- Internet access
- Word Processing software
- Adobe Reader (latest version) or pdf reader
- Microsoft OneDrive (The only UTEP approved cloud storage system)
- Zoom with microphone and camera for office hours as needed
- Active UTEP email address and access to Blackboard shell:

IV. Class Format: Asynchronous

A. Textbook readings

B. Additional readings, including test reviews, test manuals, and other related journal articles; provided in class, or available on *Blackboard* or in the library.

C. Blackboard lecturettes, engagement activities, study guides, websites, YouTube, quizzes, exams.

D. Test administration activities, group and individual writing activities, article summaries and syntheses.



V. Student Responsibilities

You are expected to complete all readings, assignments, assessments, and access all available resources.

A. Reading:

Readings are assigned from the required textbook and should be read concurrently to the module. This is the reading content that you will be responsible for on quizzes and exams, along with all lecture content. You may wish to read additional portions of each chapter of the textbook to help you understand a given topic.

B. Due Dates

1. All assignments within a module are due as directed on Blackboard as per the course schedule.
2. Late assignments or projects **will not** be accepted without a physician's note or documentation of an emergency.
3. Late assignments of projects due to issues with technology (laptop, computer, tablet, software, internet access failure) **will not** be accepted. Please refer to the "Resources" section of the syllabus.

C. Netiquette

When communicating electronically, many of the feelings or impressions that are transmitted via body language in face-to-face communications, are lost. Consequently, interpreting emotions and innuendos is much more difficult. Excitement using all caps, for example, may be misinterpreted as anger, insulting, or shouting. It is important that we all keep this in mind as we communicate. It is important that we are conscious of how we communicate while working at a distance. The following are Netiquette guidelines:

1. You are required to check the Blackboard course daily for messages, updates and assignments.
2. Respect and courtesy must be provided to fellow classmates and the instructor at all times, in all contexts. Harassment or inappropriate postings will not be tolerated.
3. Be professional and careful in what you say about others. When reacting to someone else's message, address and focus on the ideas, not the person who posted them.
4. Be careful when using sarcasm and humor. Without face-to-face communications your joke may be viewed as criticism.

VI. Course Content

A. Class Outline/Calendar: You are **required** to check **weekly emails and Blackboard** for detailed instruction regarding weekly readings, assignments, discussions, and projects.

***The course syllabus and outline of assignments is subject to change or modification at the instructors' discretion.**



Week	Topic of Discussion	Reading assignments			What's Due
		<i>Pindzola, Haynes & Plexico (9th)</i>	<i>Shipley & McAfee (5th)</i>	<i>Other</i>	
1	Review of syllabus Intro to Dx Process Multicultural considerations Cultural/Linguistic Differences	Chap 1	Chap 2	ASHA Code of Ethics, 2016 Laing & Kamhi (2003) http://www.asha.org/practice/multicultural/	Syllabus Quiz Introductions
2	Psychometric Review The diagnostic spectrum	Chap 3	Chap 1	McCauley & Swisher (1984) Friberg (2010)	Discussion 1 post and comment
3	The clinical interview and practice exercise	Chap 2	Chap 3		Writing Exercise 1 and Interview reflection
4	Non-standardized assessment and screenings, including orofacial and hearing		Chap 5 & 16		Assign dx partners for test admin project
5	Test administration, including standardization and interpretation			PPVT-4 Manual	Orofacial exams
6	FIRST EXAM Assessment of voice, resonance, and fluency	Chap 7, 11, 12	Chap 11, 12	Smith & Weber (2017) Roy, et al. (2013)	
7	Assessment of articulation and phonological disorders, including bilingual speakers	Chap 6	Chap 6	Forrest (2003), Lagerberg et al. (2014), Ardila (2005), Fabiano-Smith & Goldstein (2010), Wei, et al. (2014), Salameh, et al. (2003)	Discussion 2 post and comment
8	Assessment of language disorders in children, including pragmatic disorders	Ch 4 and 5	Chs 7, 8, 9	Prutting & Kirchner, 1987, Klusek, et al. (2014), Russell & Grizzle (2008), Cummings (2007), Parola, et al (2016)	Hearing screenings
9	Assessment of special populations: pediatric TBI, pediatric hearing impairment **October 23rd Interpreter Training from (Time TBD, Virtual Location TBD)	Sullivan & Riccio, 2010, Vu, et al., 2011 Gabbe, et al., 2014, Yoshinaga-Itano, 1998 May-Mederake, 2012			Writing Exercise 2
10	Assessment of language disorders in adults, including PPA	Chap 8	Chap 13	Ardila (2010), Body & Perkins (2006) Kertesz & Harciarek, 2014, Breining, et al., 2015, Ichimi, et al., 2013,	Discussion 3 post and comment
11	Assessment of special populations: mental illness	Covington et al. (2005), Joyal, et al. (2016) Linscott (2004), Meilijson et al. (2004)			Test administration due (group project)
12	Differential diagnosis, including integration of results and write up	Chap 14	Chap 4	Marquardt & Gillam(1999); ASHA (2015) coding website	Writing Exercise 3

13	SECOND EXAM				<i>Last day to turn in PPVT-4 assignment</i>
14	Thanksgiving Holiday	Eat lots of turkey, watch lots of football, and catch up on your reading. Finals are just a few days away!			
15	Team Project: Diagnostic formulation and plan	DeThorne & Shaefer (2004)			Discussion 4 post and comment
TBD	Final Exam				Dx e-binder

B. Grading and Assignments:

Your final grade will be based on a total of 600 points:

550 – 600 points = A

480 – 549 points = B

420 – 479 points = C

360 – 419 points = D

Below 359 points = F

Assignment	Due Date	Point value	% of total	Description
Interview	Sept 13	5	1	Engage in a mock interview with a classmate. Write up a narrative reflection on the experience.
Writing Exercises	Sept 13, Oct 25, Nov 15	30 (10 pts each x 3)	5	Write up pieces of a dx report, using appropriate clinical language structure and content.
Oral-Facial Mech Exam	Sept 27	20	3	Complete one OM exam on a classmate and submit completed forms with results summary. Cranial nerves should be noted.
Exams 1 and 2	Oct 4 Nov 22	160 (80 pts each)	27	Exam will include essay questions on all material covered to date.
Pure-tone hearing screenings	October 18	20	3	Students will complete one pure-tone hearing screening and submit completed forms with results in narrative summary.
PPVT-4 Administration	Nov 20	50	8	Competency in test admin will be scored according to specified criteria.
<i>Blackboard</i> discussion questions	Sept 6 Oct 11 Nov 1 Dec 4	20 (5 pts each x 4)	3	Students will respond to questions posted on <i>Blackboard</i> , and respond substantively to at least two other comments from classmates
Interpreter training	1. Any time prior to Oct 23	50	8	1. http://education.med.nyu.edu/compass/ and create an account as a non-NYU user. Click on Categories and then G21 Graduate Medical Education Curriculum. The last module in that set is "Working with Medical Interpreters." Complete the 30 min module and turn in your certificate of completion.

Assignment	Due Date	Point value	% of total	Description
	2. Oct 23			2. Attend the Rehab Sciences Interpreter Training on Friday, October 23rd (Time TBD)
Test Admins (completed outside class)	Nov 8	30	5	Team members will rate partner's ability to administer selected tests. Score will be based on review of test and of your partner.
Diagnostic e-Binder	Dec 11 of finals week	50	8	Collection of materials divided into folders and files according to diagnoses; analysis and information on formal and informal tests and techniques.
Team Project: Diagnostic Formulation and Plan	Dec 6	50	8	Students will present a written diagnostic plan and rationale for test selection for a hypothetical case (20-minute team presentation each). Oral and written presentation will be graded according to specified criteria.
Final Exam	Dec 11 of finals week	100	17	This will involve interpretation, integration, and synthesis of dx material.
Participation		15	2	Grade will include participation in class discussions and research projects, presentations, and timely submission of on-line work.
Total pts		600		100% (rounded)

VII. Other Policies and Information

Communications

Please allow 48 hours for faculty to respond to discussion board postings and/or e-mail.

Drop Policy

Please refer to <http://catalog.utep.edu/undergrad/academic-regulations/general-academic-information/> for policies regarding dropping a course. Please refer to www.utep.edu/calendar to identify the dates during which drops may occur.

See "Class Attendance" section of this syllabus.

Americans with Disability Act (ADA)

If you have a disability or suspect a disability, you will need to contact the Center for Accommodations and Special services (CASS) if you require specific accommodations. Please schedule an appointment to see me **within the first two weeks of class** to discuss your accommodations.

Center for Accommodations and Special services (CASS)

East Union Bld., Room 106

<https://www.utep.edu/student-affairs/cass>

Phone: (915) 747-5148

Fax: (915) 7478712

cass@utep.edu

Equity Statement



In this course, all persons, regardless of race, sex, national origin, religion, sexual orientation, gender identity, class, disability, etc., shall have equal opportunity without harassment.

Academic Dishonesty

“Any student who commits an act of academic dishonesty is subject to discipline. Academic dishonesty includes, and is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, and any act designed to give unfair advantage to a student or the attempt to commit such acts.” Please refer to <http://catalog.utep.edu/undergrad/academic-regulations/curriculum-and-classroom-policies/>.

Regarding COVID-19 Accommodations:

Students are not permitted on campus when they have a positive COVID-19 test, exposure or symptoms. If you are not permitted on campus, you should contact me as soon as possible so we can arrange necessary and appropriate accommodations. Students who are considered high risk according to CDC guidelines and/or those who live with individuals who are considered high risk may contact [Center for Accommodations and Support Services \(CASS\)](#) to discuss temporary accommodations for on-campus courses and activities.

NOTE: Students are to adhere to the ASHA Code of Ethics. Any code violations will be reported to the Office of Student Conduct and Conflict Resolution (OSCCR).

VIII. Resources

Research

Please visit the UTEP library on main campus. <https://www.utep.edu/library/>

Academic Writing

Please visit the University Writing Center located in the UTEP library, Room 227, <http://academic.utep.edu/writingcenter>, (915) 747-5486.

Computer labs

Please visit the Technology Support Help Desk <https://admin.utep.edu/Default.aspx?tabid=74319> or call the main number at (915) 747-5000 for information on locations of computer labs.

University Counseling Center

<http://sa.utep.edu/counsel/>

American Speech Language Hearing Association

<http://www.asha.org/>

Texas Department of Licensing and Regulation

<https://www.tdlr.texas.gov/slpa/slpa.htm>

