

Communication Disorders and Sciences (Speech-Language Pathology), M.S.

CD 668: Advanced Diagnostics in Speech-Language Pathology

Instructor:

Email:

Office Hours:

Class Schedule:

Location:

Zoom Link:

Hybrid class meeting policy

This course follows a **hybrid meeting format** as outlined below:

- ***Online meetings/instruction***
 - *Platform:* Zoom
 - *Frequency:* Biweekly (every other week)
- ***In-person meetings/instruction***
 - *Location:* MH 101 (both sections)
- ***Important notes***

Please monitor class announcements regularly for any updates regarding meeting schedules or format changes (e.g., guest speakers, campus closures, or other unforeseen circumstances).

Course description

This course is a graduate-level (hybrid) academic and clinical course focusing on advanced diagnosis and evaluation of children and adults with complex disorders of speech/language/cognition. Clinical experience will be achieved via the analysis of video-based cases. This analysis will encompass the intake, assessment, and goal-setting phases. Students will be required to construct diagnostic plans based on an initial exposure to intake interviews, score and analyze the recordings of standardized and non-standardized testing, and write diagnostic reports. Students will be expected to find and use clinical and scientific literature to guide all diagnostic decisions and interpretations. Additional academic assignments will entail projects on clinical disorders and readings from current literature to apply to clinical analysis and problem-solving.

Credit: 3 units (hybrid)

Required texts

- Hegde, M. N., & Pomaville, F. (2021). *Assessment of communication disorders in children: resources and protocols*. Plural publishing.
- Hegde, M. N., & Freed, D. (2020). *Assessment of communication disorders in adults: Resources and protocols* (Vol. 1). Plural Publishing.
- Chabon, S. S., Cohn, E. R., & Lee-Wilkerson, D. (2023). *The communication disorders casebook: Learning by example* (Vol. 1). Plural Publishing.

Simucase (required)

All students are required to subscribe to SimuCase (<https://www.simucase.com>) before the fourth week of class. SimuCase clinical simulations will be used to determine clinical hours and competency skills.

Optional Texts

- Dorland's Pocket Medical Dictionary (Dorland's Medical Dictionary)
- Assessment in Speech-Language Pathology: A Resource Manual
- Bilingual Communication Assessment Resource
- Goldstein, Bryan: Cultural and Linguistic Diversity Resource Guide for Speech-Language Pathologists
- Appropriate readings and/or handouts may be posted online.

Student - learner outcomes

This clinical course is designed to provide graduate students with simulated diagnostic case experience with a variety of communication disorders. Patients may range in age from toddlers to adults. Through this experience, students will demonstrate advanced proficiencies for:

- Pre-assessment history and intake interview interpretation
- Observation techniques and informal assessment skills
- Formal test scoring, analysis, and interpretation skills for assessment results
- Professional report writing

- Pre and post-assessment use of clinical and scientific literature to inform the diagnostic process
- Addressing issues of cultural and linguistic diversity in assessment

Knowledge and Skills Analysis (KASA)

For majors in speech-language pathology, this course contributes to:

- Standard III-B. Basic Communication
 - Biological
 - Neurological
 - Developmental/Lifespan
- Standard III-E. Knowledge
 - Standards for ethical conduct
- Standard III-F. Knowledge
 - Research and Integration research principles into evidence-based clinical practice
- Standard III-G. Knowledge
 - Contemporary Professional Issues
- Standard IV-B. Skills
 - Oral and written and other forms of communication
- Standard IV-F: Skills
 - Experience with individuals from culturally/ linguistically diverse backgrounds
- Standard IV-G.1: Supervised Clinical Experiences: Assessment of patients in one or more of the following categories:
 - Articulation/Phonology
 - Fluency
 - Voice & Resonance
 - Receptive and Expressive Language
 - Hearing Impact on Speech and Language
 - Swallowing
 - Cognitive Aspects of Communication
 - Social Aspects of Communication

Special needs

If you believe you have a disability that may warrant accommodations in this or any other class, you are urged to contact the CSUN Center on Disabilities for information on registration and services at 818/677-2684. Requests for accommodations in test taking or any other special needs must be made in writing by the end of the second class meeting.

The learning environment

Standard academic requirements: Please be in place and ready to begin before class starts. Eating, drinking, talking, use of communication devices, and leaving and re-entering the room are distractions and disrupt the evaluation and the student discussion. Bottles of water are permitted. Cell phones **MUST** be turned off unless an emergency call is expected; your phone may be on vibrate for an emergency call. Laptops are encouraged as assessment or observation tools, but permission to use one during this course will be revoked if off-topic use is observed. Courtesy to others is expected at all times. Students are expected to abide by the University's

Student Conduct Code. A review of this section of the current CSUN catalog on p. 530 is suggested or go to the CSUN website at:
<http://www.csun.edu/a&r/soc/studentconduct.html#responsibilities>.

Clinical requirements: In this course, which involves both clinical and academic work, you have additional responsibilities involving patient confidentiality. You should also review HIPAA mandates regarding confidentiality and respect of client privacy rights. as accessed on the HHS website: <http://www.hhs.gov/ocr/privacysummary.pdf>. Maintaining HIPAA compliance during this course includes not sharing links to recorded assessment sessions outside the class and not downloading recorded sessions onto personal computers or other devices.

Attendance and participation policy

It is exceedingly important that you are present for every class session. As CD 668 is still a clinical course (i.e., you are completing virtual diagnostic sessions to earn clinical hours and clinical competencies), your attendance is mandatory. Below is a section from the LSHC Clinical Handbook (p. 7) about student clinician absences:

“Student Clinician Absence from Clinic”

Student Clinicians must understand that they are providing an important service to their clients, and absences can be disruptive to the therapeutic process. Cancellations should only be made in emergencies or in case of illness, in consultation with the Clinic Supervisor.

Vacations, changes in work schedules or work obligations, weddings or other such events are not approved reasons for missing clinic. **NO PLANNED ABSENCES FROM CLINIC WILL BE ACCEPTED: STUDENTS WHO PLAN ABSENCES FOR ANY REASON NEED TO DISENROLL IN CLINIC AND RE-ENROLL WHEN THEY HAVE A FREE SEMESTER. STUDENTS CAUGHT WITH PLANNED ABSENCES WILL BE EXCUSED FROM CLINIC AND ALLOWED TO RETURN THE FOLLOWING SEMESTER.** The only exception to this is the official holiday schedule recognized by the University. This schedule includes religious observed holidays that are recognized by the University as approved for time off. No other days are permitted.

All students returning to clinic following an absence are required to bring a note from the Student Health Center. Two (2) absences from clinic will result in the lowering of a student’s grade by one letter grade. Because clinic is an experiential course, students cannot pass clinic if they miss (are absent from) three (3) clinic sessions, regardless of reason.

It is the student clinician’s responsibility to notify the clinic office of his/her absence as far in advance as possible.”

CD 668 is a **clinical course**. For Fall 2025, the course is scheduled in a **hybrid format** and will include lectures, assignments (e.g., presentations), and guided clinical observations. While students will not physically assess a client, you are expected to:

- Attend class meetings to engage in diagnostic discussions related to assignments and case clients.
- Complete and submit all assignments on time.
- Prepare and submit diagnostic reports.
- Demonstrate active participation in discussions and group activities.
- Earn clinical competencies for the semester.

Because of the clinical nature of this course:

- **Two absences** will result in the student's final grade being lowered by one full letter grade.
- **Three absences** will require the student to retake CD 668.

Planned and unplanned absences

- Please notify the instructor **via email in advance** of any planned absence, or as soon as possible in the case of an unforeseen emergency.
- Excused and unexcused absences follow the **Department of Communication Disorders and Sciences (CDS) guidelines**.
- Students may request to attend **one in-person class session virtually** if they are unable to attend on campus. This request must be made **at least 24 hours in advance** by emailing the instructor. Requests made with fewer than three hours' notice may not be accommodated.

Expectations for engagement

Regular attendance, timely completion of assigned work, and active participation are essential components of this course. Participation in individual and group assignments, presentations, and discussions related to the Simucase observations is crucial to the learning process.

Please note:

- There are no “wrong” answers; thoughtful engagement is valued.
- Students are expected to come prepared each week by:
 - Reviewing course materials on Canvas.
 - Completing assigned readings and clinical observations.
 - Being ready to contribute to class discussions.

Academic honesty

Students are responsible for knowing the University's regulations regarding academic dishonesty, including cheating. Acts of dishonesty, misrepresentation (including submitting work done by another student), cheating, and plagiarism, will not be tolerated in this class or any other at the University. Please review the relevant section of the current CSUN catalogue (pp. 531 - 532) and online at: <http://www.csun.edu/a&r/soc/studentconduct.html#responsibilities> Penalties for academic dishonesty range from a failing grade on an assignment to a failing grade in the course. Referral will be made to the Office of Student Affairs for decisions regarding

continuation at CSUN. Please remember that you are but one member of a larger learning community; respect for yourself, your clients, and others dictates integrity in the classroom and in the clinic.

Use of generative AI in academic work

In alignment with CSUN policy, students are expected to complete all coursework with honesty and integrity. Generative AI tools (e.g., ChatGPT) may only be used in this course when explicitly permitted by the instructor and must never replace a student's own critical thinking and original effort.

If AI tools are permitted for an assignment, students are required to:

- Disclose which tool(s) were used and how (e.g., brainstorming, outlining, grammar checking).
- Cite AI-generated content according to academic standards.
- Include a brief statement at the end of the submission describing how the tool was utilized (e.g., "I used ChatGPT to help generate an outline using the prompt: ...").

Undisclosed or unauthorized use of AI will be treated as a violation of CSUN's Academic Dishonesty Policy. Students are responsible for seeking clarification if uncertain about appropriate AI use (<https://libguides.csun.edu/ai/generative-ai-and-academic-integrity>).

Course organization

This course is divided into pediatric and adult diagnostic experiences. Students will analyze and discuss the assessment of pediatric speech and language cases as well as adult speech and language cases.

Canvas

Canvas (<https://canvas.csun.edu>). In addition to Simucase.com, Canvas will be used for relevant class information, changes in assignments, additional postings, and information regarding student progress. Students are responsible for all information posted therein: please ensure to check the website regularly (announcements/announcement notifications could be posted if and as needed to facilitate this). Some office hours may be held online. Student content questions should be asked on the discussion board relevant to the section of the course or the case in question, so that all students can benefit from the discussion; email should be reserved for questions relating to personal performance or individual issues.

Modifications to syllabus

The syllabus and course schedule are subject to change at the professor's discretion. If necessary, this syllabus and its contents are subject to revision; students are responsible for any changes or modifications announced or distributed in class or posted on the Canvas course management system.

Simucase

We will review how to use Simucase at the beginning of the semester. In brief, Simucase offers a "Learning" mode, which will be utilized for the purposes of this course. This will help you familiarize yourself with each case and the kinds of decisions that are appropriate. In order to

receive credit for diagnostic clinical clock hours from ASHA, you must review each assigned Simucase in its entirety and thoughtfully complete the pertinent tasks on Simucase as well as the required assignments.

Coursework and credits

- *Assignments and projects*

Guidelines and support for these assignments and projects will be provided separately. All written assignments must be submitted by the assigned date and time. Please note that late submissions will not be accepted.

- **Individual assignments** CTCPD 5b CTCSLP 1a, 1b, 2a, 2b, 2c, 2d, 2e, 3a, 3b
All students will complete individual mini-projects for each assigned topic (e.g., SIG-oriented topic). For example, every student will write and submit a brief essay on Speech Sound Disorders. You will be provided prompts for topics to address in your essays. In these essays, you will demonstrate your understanding of anatomical/physiological bases of speech/language/cognition/swallowing, normal vs abnormal development, disorders, formal and informal screening and assessment methods, and the various influences found in diverse populations. The SIG groups cover speech sound disorders (SIG 1), language disorders (SIG 2), augmentative and alternative communication (SIG 3), complex communication needs and cultural/linguistic diversity (SIG 4), and neurogenic communication disorders (SIG 5)
 - **Due dates:** Individual assignments are due **one week after being assigned, by Tuesday at 7:00 PM.**
 - **Submission:** All assignments must be uploaded to **Canvas** as a Word document (.doc/.docx) or PDF file. Other file formats will not be accepted unless pre-approved by the instructor.
 - All students will complete **five (5) individual mini-projects**, each worth **25 points. Total: 125 points possible (5 × 25 points).**
- **Group projects** CTCPD 4a, 4b, 4c CTCSLP 7b
In addition to the individual assignments, students will be assigned to a SIG group and will complete one group based project. The emphasis of this assignment is to effectively collaborate with peers in order to complete a professional project and to successfully communicate your project's goals and outcomes to other professionals/peers.
 - **Due Date:** The group project is due **one week after being assigned, by Tuesday at 7:00 PM.**
 - **Submission:** All group projects must be uploaded to **Canvas** as a PowerPoint presentation or PDF file. Other file formats will not be accepted unless pre-approved by the instructor.
 - All students will complete **one (1) group project**, worth **50 points. Total: 50 points possible (1 × 50 points).**

- **Simucase evaluations and reports** CTCPD 4a, 5a, 5b CTCSLP 1a, 1b, 2a, 2b, 2c, 2d, 2e, 3a, 3b, 4a, 4e,

Reports will be graded based on the student's demonstration of their knowledge/understanding of the anatomy/physiology of speech/language/cognition/swallowing, relevant developmental milestones, disorders of these functions, screening and assessment methods, and the influence of factors typically found in diverse populations. Reports will also be graded based on the student's ability to determine, and support, when referrals for further evaluation and treatment are appropriate.

Reports (full and or partial, i.e., selected sections only) must be written in both professional/technical language and patient-friendly language, with attention to clarity, accuracy, and tone. All reports should be free of grammatical and spelling errors. Grades will be based on accurately synthesizing and interpreting clinical information from recorded cases, presenting findings in appropriate professional and patient-friendly wording, and demonstrating strong writing mechanics and organization. If any component of a report does not demonstrate an adequate level of competency, it will be returned for revision and resubmission.

- **Due dates:** Reports are due **one week after being assigned**, by **Tuesday at 7:00 PM**.
- **Submission:** All assignments must be uploaded to **Canvas** as a Word document or PDF file. Other file formats will not be accepted unless pre-approved by the instructor.
- All students will complete **three (3)**, each worth **100 points. Total: 300** points possible (3 × 100 points). Also, all students will complete **two (2)** partial reports (i.e., selected sections only), each worth **25 points. Total: 50** points possible (2 × 25 points).

- **Diagnostic class discussions and collaboration** CTCPD 4a, 4c, 5a, 5b, 8a CTCSLP 1a, 1b, 2a, 2b, 2c, 2d, 2e, 3a, 3b, 4a, 4e,

Students are expected to actively **participate and collaborate** during in-class discussions related to diagnostics and differential diagnosis. Over the course of the semester, we will review **five (5) Simucase cases**. Each case will first be approached as an **individual assessment** of the client and reviewed clinically. Cases will cover a diverse range of ages, cultural/linguistic backgrounds, and disabilities. In a subsequent class meeting, the same case will be revisited for **differential diagnosis**, with discussion of how it compares and contrasts with other potential disorders. Students who contribute actively and thoughtfully to both the **initial assessment discussion** and the **differential diagnostic discussion** will earn points.

- **Due dates:** N/A (points are earned through in-class participation)
- **Submission:** N/A
- Students who contribute to the **five (5)** reviewed Simucases will earn **5 points** for each case (i.e., individual assessment and differential diagnosis). **Total: 25** points possible (5 × 5 points). Also, all students will complete **two (2)** partial

reports (i.e., selected sections only), each worth **25 points**. **Total:** 50 points possible (2 × 25 points).

Confidentiality and email

Maintaining confidentiality of both student and client information is of the highest priority in this course. Csun.edu email is the official form of written correspondence of the University. Students may not link the csun.edu email correspondence to another personal email account for this course (e.g., AOL, Yahoo, Earthlink, Hotmail, etc.).

Course Grade

Grading in the course will reflect academic as well as clinical proficiencies and will follow CSUN's CDS department guidelines:

450-500 = A

400-449 = B

350-399 = C

300-349 = D

< 299 = F

Week	Date	Topic	Weekly Assignments	Due
1		Introduction to the course	N/A	N/A
2 (Zoom)		Introduction to assessment (Part 1: Children)	N/A	N/A
3		Introduction to assessment (Part 2: Adults)	<u>Assignments for next week</u> - Individual assignment (SIG-1) - Group project & presentation (SIG-1) <u>Simucase for next week</u> - Watch Simucase #1 <u>Dx Required Readings</u> - N/A	Due on 9/16/2025 (7 PM)
4 (Zoom)		Simucase Patient #1: Kara Lynn (Part 1: Individual assessment)	<u>Assignments for next week</u> N/A	Due on 9/23/2025 (7 PM)

			<u>Simucase for next week</u> - Report for Simucase #1 (sections only) <u>Dx Required Readings</u> - Case 21 – Sarah (Apraxia) - Case 22 – David (Articulation/Phonology) From: Chabon, S. S., Cohn, E. R., & Lee-Wilkerson, D. (2025)	
5		Simucase Patient #1: Kara Lynn (Part 2: Differential diagnosis)	<u>Assignments for next week</u> - Individual assignment (SIG-2) - Group project & presentation (SIG-2) <u>Simucase for next week</u> - Watch Simucase #2 <u>Dx Required Readings</u> - N/A	Due on 9/30/2025 (7 PM)
6 (Zoom)		Simucase Patient #2: Deon (Part 1: Individual assessment)	<u>Assignments for next week</u> - N/A <u>Simucase for next week</u> - Report for Simucase #2 (sections only) <u>Dx Required Readings</u> - Case 18 – Tessa T. (DLD) - Case 32 – Jessica (SLI) From: Chabon, S. S., Cohn, E. R., & Lee-Wilkerson, D. (2025)	Due on 10/07/2025 (7 PM)

7		Simucase Patient #2: Deon (Part 2: Differential Diagnosis)	<u>Assignments for next week</u> - Individual assignment (SIG-3) - Group project & presentation (SIG-3) <u>Simucase for next week</u> - Watch Simucase #3 <u>Dx Required Readings</u> - N/A	Due on 10/14/2025 (7 PM)
8 (Zoom)		Simucase Patient #3: Dora (Part 1: Individual assessment)	<u>Assignments for next week</u> - N/A <u>Simucase for next week</u> - Report for Simucase #3 (full) <u>Dx Required Readings</u> - Case 13 – Bartolomeo "Bart" (Bilingual/Language) - Case 26 – Manuela (Bilingual/Language) From: Chabon, S. S., Cohn, E. R., & Lee-Wilkerson, D. (2025)	Due on 10/21/2025 (7 PM)
9		Simucase Patient #3: Dora (Part 2: Differential Diagnosis)	<u>Assignments for next week</u> - Individual assignment (SIG-4 & SIG-5) - Group project & presentation (SIG-4 & SIG-5) <u>Simucase for next week</u> - N/A <u>Dx Required Readings</u>	Due on 10/28/2025 (7 PM)

			N/A	
10 (Zoom)		Mid-term check-in	<u>Assignments for next week</u> - N/A <u>Simucase for next week</u> - Watch Simucase #4 <u>Dx Required Readings</u> - N/A	Due on 11/11/2025 (7 PM)
11		Simucase Patient #4: Leah (Part 1: Individual assessment)	<u>Assignments for next week</u> - N/A <u>Simucase for next week</u> - Report for Simucase #4 (full) <u>Dx Required Readings</u> - Case 11 – Katie (AAC) - Case 24 – Rocky (AAC) From: Chabon, S. S., Cohn, E. R., & Lee-Wilkerson, D. (2025)	Due on 11/18/2025 (7 PM)
12 (Zoom)		No class/Veterans' Day	N/A	N/A
13		Simucase Patient #4: Leah (Part 2: Differential Diagnosis)	<u>Assignments for next week</u> - N/A <u>Simucase for next week</u> - Watch Simucase #5 <u>Dx Required Readings</u> - N/A	Due on 11/25/2025 (7 PM)

14 (Zoom)		Simucase Patient #5: Steven (Part 1: Individual assessment)	<u>Assignments for next week</u> - N/A <u>Simucase for next week</u> - Report for Simucase #5 (full) <u>Dx Required Readings</u> - Case 38 – Andrew (PPA) - Case 57 – Neil (TBI) From: Chabon, S. S., Cohn, E. R., & Lee-Wilkerson, D. (2025)	Due on 12/2/2025 (7 PM)
15		Simucase Patient #5: Steven (Part 2: Differential Diagnosis)	<u>Assignments for next week</u> - N/A (In-class review of two real patients' assessment reports) <u>Simucase for next week</u> - N/A <u>Dx Required Readings</u> - N/A	N/A
16 (Zoom)		Course wrap-up & reflections (CALIPSO Hours & Evaluations)	<u>Assignments for next week</u> - CALIPSO Hours - CALIPSO Evaluations <u>Simucase for next week</u> - N/A <u>Dx Required Readings</u> - N/A	Due on 12/16/2025 (7 PM)
17		Finals Week (no exam)	Class TBD	

CD 668: Advanced Diagnostics in Speech-Language Pathology – Linking document

Legend

Introduced

Practiced

Assessed

Program design standards (CTCPD)

Standard 4a - pg 8 (discuss), 4a – pg 7 (group proj), 4a – pg 8 (Simucase reports)

Standard 4b - pg 7 (group proj)

Standard 4c - pg 8 (discuss), 4c - pg 7 (group proj)

Standard 5a - pg 8 (discuss), 5a - pg 8 (Simucase reports)

Standard 5b - pg 8 (discuss), 5b – pg 7 (indiv ass), 5b - pg 8 (Simucase reports)

Standard 8a - pg 8 (discuss)

Speech Language Pathology Services Credential (CTCSLP)

Standard 1a - pg 8 (discuss), 1a – pg 7 (indiv ass), 1a - pg 8 (Simucase reports)

Standard 1b - pg 8 (discuss), 1b - pg 7 (indiv ass), 1b - pg 8 (Simucase reports)

Standard 2a - pg 8 (discuss), 2a - pg 7 (indiv ass), 2a - pg 8 (Simucase reports)

Standard 2b - pg 8 (discuss), 2b - pg 7 (indiv ass), 2b - pg 8 (Simucase reports)

Standard 2c - pg 8 (discuss), 2c - pg 7 (indiv ass), 2c - pg 8 (Simucase reports)

Standard 2d - pg 8 (discuss) 2d - pg 7 (indiv ass), 2d - pg 8 (Simucase reports)

Standard 2e - pg 8 (discuss), 2e - pg 7 (indiv ass), 2e - pg 8 (Simucase reports)

Standard 3a - pg 8 (discuss), 3a - pg 7 (indiv ass), 3a - pg 8 (Simucase reports)

Standard 3b - pg 8 (discuss), 3b - pg 7 (indiv ass), 3b - pg 8 (Simucase reports)

Standard 4a - pg 8 (discuss), 4a - pg 8 (Simucase reports)

Standard 4e - pg 8 (discuss), 4e - pg 8 (Simucase reports)

Standard 7b - pg 7 (group projects)