

San José State University
College of Education
Communicative Disorders and Sciences
EDSP 276-Advanced Assessment
Spring 2005

GENERAL INFORMATION

Tuesdays and Thursdays: 9AM-12 PM
Diagnostic Clinic in CD&S

INSTRUCTORS:

Henriette W. Langdon, Ed.D., F-CCC-SLP

OFFICE HOURS: 118-A

Tuesdays: 1:00 PM-4:00 PM

Thursdays: 2:00 PM-3:30 PM and/or by appointment

Phone: 924-4019----E-mail: Henriette.Langdon@sjsu.edu

VISION STATEMENT

The faculty of the College of Education at San José State University agrees that excellence and equity matter- that each is necessary, and neither is sufficient in the absence of the other. We envision ourselves as a learning community of practitioner/scholars in continuous development, dialogue, and inquiry that enable us to revisit, review, and revise our practice in an ongoing response to changing circumstances.

MISSION STATEMENTS

College of Education: The mission of the College of Education at San José State University is to prepare educators who have the knowledge, skills, dispositions and ethics that ensure equity and excellence for all students in a culturally diverse, technologically complex, global community.

Department: The Mission of the Department of Communicative Disorders and Sciences is to provide high-quality academic and clinical preparation to students seeking careers working with individuals who have speech, language and hearing disorders, and their families. Guided by principles of evidence-based practice and working in collaboration with other professionals, our graduates will adhere to the highest ethical standard in serving the needs of our diverse community.

COURSE DESCRIPTION

Supervised clinical experience in assessment of a variety of speech-language disorders. Laboratory and classroom experience required.

One day a week lecture/case preparation/discussion (Tuesdays)

One day a week diagnostics (Thursdays)

PREREQUISITES

EDSP 124, EDSP 277 and Instructor's Consent.

This course is developed in accordance of the new ASHA standards to be initially implemented for the Graduating Master's Degree Students in Speech Pathology.

Standard III-D: The applicant must demonstrate knowledge of the nature of speech, language, hearing and communication disorders and differences and swallowing disorders, including the etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental and linguistic and cultural correlates. Specific knowledge must be demonstrate in the following areas:

- Receptive and expressive language (phonology, morphology syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities.
- Cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning)

Standard III-E: The applicant must demonstrate knowledge of the principles and methods of prevention and assessment and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders.

COMPETENCIES

Upon completion of this course, the student will demonstrate:

1. Knowledge and application of research related to assessment, evaluation, and program planning for clients of various ages with a variety of speech, language, and learning disorders taking into account linguistic, cultural and individual differences.
2. Apply knowledge of laws, ethical considerations, and assessment procedures in the evaluation of clients of different ages having a variety of speech, language, and learning disorders taking into account linguistic, cultural and individual differences.
3. Demonstrate skill with various observational techniques.
4. Understand the assets and liabilities of published tests.
5. Develop skills in using assessment measures and procedures other than published tests, such as curriculum based and dynamic assessment to determine the performance level of clients to plan appropriate treatment plans.
6. Conduct an integrated assessment of those clients.
7. Describe language and cultural implications involved in the assessment of an individual from a cultural and/or linguistic background.
8. Prepare an integrated assessment report.
9. Confer with the client's parents/ family and the client him/herself where appropriate, about the results of the assessment and suggestions for treatment.
10. Identify ways in which the speech –language pathologist can work collaboratively with other staff members to include the classroom teacher, the

psychologist, special educator, transition specialist and any other medical and allied health professional in addition to the client, his or her parents/ family members.

REQUIRED TEXTS

- Shipley, K.G. & McAfee, J.G. (2008) (4th Ed). *Assessment in speech-language pathology*. Clifton, NY: Delmar-Cengage
- Nicolisi, L., Harryman, E., & Kresheck, J. (2004) (5th ed). *Terminology of communicative disorders: Speech-Language –Hearing*. Philadelphia: Lippincott, Williams & Wilkins.

OTHER RESOURCES

- Cheng, L.L. (1991). *Assessment of Asian language performance*. Oceanside, CA: Academic Communication Associates.
- Goldstein, B. (2004). *Bilingual language development and disorders in Spanish-English speakers*. Brookes.
- Hamayan, E.V., & Damico, J. (1991). *Limiting bias in the assessment of bilingual students*. Austin, TX: Pro-Ed.
- Haynes, W. O., Pindzola, R.H., & Emerick, L. L. (2008). *Diagnosis and Evaluation in Speech Pathology. (7th Edition)*. New Jersey: Prentice Hall.
- Langdon, H.W. (2002). *Interpreters and translators in communication disorders: A Handbook for Practitioners* Eau Claire, WI: Thinking Publications.
- Langdon, H.W., & Cheng, L.R. (2002). *Collaborating with interpreters and translators: A guide for communication disorders professionals*. Eau Claire., WI: Thinking Publications
- Langdon, H.W. (2008). *Assessment and Intervention for Communicative Disorders in Culturally and Linguistically Diverse Populations*.
- Larson, V., & McKinley, N. (2003). *Communication Solutions for Adolescents*. Eau Claire, WI: Thinking Publications.
- Paul, R. (2007). *Language disorders from infancy through adolescence. Assessment and intervention*. St. Louis: Mosby
- Roseberry-Mc-Kibbin, C. (2008)(3rd edition). *Multicultural students with special language needs*. Oceanside, CA: Academic Communication Associates.

COURSE REQUIREMENTS

1. Complete readings/ assessment tools on the topic assigned. Each student will have to come prepared to participate on the given topic and share his or her learned knowledge and/or present various tests and/or assessment tools. (To be discussed at the first meeting depending on students' needs).
2. Review and apply all pertinent information learned in previous courses, to include but not limited to language acquisition, various disorders of communication, of various known and unknown etiologies.
3. Participate in the diagnosis-evaluation process through diagnostic planning, interviewing, testing, counseling, report writing and staffing for **at least four cases**.

4. Participate in assisting and observing your fellow-students if you are not assessing on a given week.

5- Write reflections on your experiences during times established by the group.

6-Draft of the report is due one week after the evaluation, unless there is a valid reason. Points will be deducted for late drafts.

7- We will have scheduled **between 18 and 22 evaluations** with clients of different ages and abilities/ challenges in various areas of speech, language, learning and communication as well as linguistic backgrounds.

We will be using **Treatwrite** to enhance paperless processing.
Specific training will be offered.

COURSE CALENDAR

| DATE | ACTIVITY |
|------------------------|---------------------------------|
| Tuesday, August 25 | Orientation |
| Thursday, August 27 | Preparation/Collaboration |
| Tuesday, September 1 | Preparation |
| Thursday, September 3 | CLIENT S (2) |
| Tuesday, September 8 | Preparation |
| Thursday, September 10 | CLIENTS (2) |
| Tuesday, September 15 | Preparation |
| Thursday, September 17 | CLIENTS (2) |
| Tuesday, September 22 | NO CLASS-Furlough |
| Thursday, September 24 | CATCH-UP |
| Tuesday, September 29 | Preparation |
| Thursday, October 1 | CLIENTS (2) |
| Tuesday, October 6 | Preparation |
| Thursday, October 8 | CLIENTS (2) |
| Tuesday, October 13 | Preparation and Midterms |
| Thursday, October 15 | SCHOOL ASSESSMENTS (4) |
| Tuesday, October 20 | CATCH-UP |
| Thursday, October 22 | CATCH-UP |
| Tuesday, October 27 | Preparation |
| Thursday, October 29 | CLIENTS (2) |
| Tuesday, November 3 | Preparation |
| Thursday, November 5 | CLIENTS (2) |
| Tuesday, November 10 | Preparation |
| Thursday, November 12 | CLIENTS (2) |
| Tuesday, November 17 | CATCH-UP |
| Thursday, November 19 | ASHA |
| Tuesday, November 24 | Preparation |
| Thursday, November 26 | THANKSGIVING |

| | |
|--|------------------------------------|
| Tuesday, December 1 Thursday, December 3 | Preparation CLIENTS (2) |
| Tuesday, December 8 Thursday, December 10 | CATCH-UP FINAL |

GRADING CRITERIA

Diagnostic Participation.

TOTAL POINTS: 350 points

1. Selection of assessment procedures to include test selection-**50 points**
2. Language Sampling and analysis-**50 points**
3. Test administration, scoring and interpretation. -**125 points**
4. Time management-**25 points**
5. Report writing. -**100 points**

Classroom participation-

TOTAL POINTS: 150 points

1. Constructive comments-**30 points**
2. Collaboration-**30 points**
3. Reflections-**30 points**
4. Punctuality- **60 points**

GRAND TOTAL: 500 points

You must obtain at least a 2 average out of 5 on a rating scale (from highest to lowest, being 5) in all areas to pass the class. This corresponds to a B average. More will be presented during the orientation on

GRIEVANCE PROCEDURE

See the " Students Rights and Responsibilities" section in the SJSU catalog for information about the SJSU procedures for filing a complaint.

ACADEMIC DISHONESTY; CHEATING, PLAGIARISM, SANCTIONS

At SJSU plagiarism is the act of representing the work of another as one's own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism at SJSU includes, but is not limited to:

1.2.1 The act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another's work, without giving appropriate credit, and representing the product as one's own work; and

1.2.2 Representing another's artistic/scholarly works such as musical compositions, computer programs, photographs, paintings, drawings, sculptures or similar works as one's own.

<http://library.sjsu.edu/leap/plagiar.htm>

ACCOMMODATIONS

If you need course adaptations, because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours.

(TEMPLATE FOR REPORT WRITING)
KAY ARMSTEAD
CENTER FOR COMMUNICATION DISORDERS
SAN JOSE STATE UNIVERSITY
SAN JOSE, CA 95129-0079
DIAGNOSTIC REPORT

Client: _____ Clinicians: _____
Address: _____ Supervisor: Dr. Henriette W. Langdon
or Other Instructor

Phone: _____
Birthdate: _____ Chronological Age: _____

Date of Evaluation: _____
Referral Source: _____
Presenting Problem: _____

Background Information

Family
Health
School-Occupation
Summary of previous assessments

Assessment Procedure- List and brief description of assessment materials.

Observations

Behavior
Response patterns
Strategies that enhanced performance.

Results:

Audiometric Evaluation
Oral Peripheral Examination
Tests

Discussion:

Language Comprehension/Processing
Language Expression
Pragmatics
Syntax Grammar
Articulation/Phonology

Recommendations:

Type of services-Environment
Prognosis
Goals and objectives (two of each)

Clinical Supervisor _____ Student Clinicians _____
Dr. Henriette W. Langdon, Ed.D. F-CCC-SLP Name(s) TBA Instructor. CCC-SLP

**KAY ARMSTEAD
CENTER FOR COMMUNICATION DISORDERS
SAN JOSE STATE UNIVERSITY
SAN JOSE, CA 95129-0079
SAMPLE LETTER**

May 3, 2009

Dear Mrs. G.:

Thank you for coming to the Kay Armstead Center for Communicative Disorders. We enjoyed working with P. Enclosed please find a copy of P's report. –or with you- (if an adult patient.).

Please feel free to call us should you have any questions or concerns. As we discussed, we will put his/her name on a waiting list for therapy for the next semester.

Sincerely,

L---- A-----
Student Clinician

N--- S-----
Student Clinician

Henriette W. Langdon, Ed.D. F-CCC-SLP
Clinical Supervisor

