

San José State University
Connie L. Lurie College of Education
Communicative Disorders and Sciences
EDSP 276-Advanced Assessment
Summer 2009

GENERAL INFORMATION

Section 1-Mondays (Assessment)

9:00 AM-12:00

Mondays and Wednesdays (Seminars)

12:00 -1:00 PM

Section 2-Wednesdays (Assessment)

9:00 AM-12:00

Mondays and Wednesdays (Seminars)

12:00-1:00 PM

INSTRUCTOR:

Paula Benedict, M.A.,CCC-SLP

E-mail: pbenedict@earthlink.net

Office hours: By appointment

Location: SH 118-A

REMINDERS:

- 1- I will respond to your e-mail as soon as I can.
- 2- Please let me know that you will be absent prior to class time.
- 3- Arrive to class on time – or, if needed, before to prepare for the evaluation and leave only when class is dismissed. If you need to leave early please let me know at the beginning of class. **Please do not eat in the therapy or observation rooms.**
- 4- Professional attire is expected whether you are working with clients that day or not.**
- 5- Respect for peers' comments and questions is expected as well as full attention to the class and collaboration.
- 6- No chewing gum at any time.**
- 7- Be respectful to your clients and their families.

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 ensures equity and excellence for all students in a culturally diverse, technologically complex, global community

Department: The mission of Communication Disorders and Sciences is to provide a high quality program for speech-language pathologists to meet the communicative needs of our increasingly diverse multilingual/multicultural population. The program follows an academic and clinical curriculum based on a sound theoretical framework and research findings, which promote competent practitioners who participate in life-long learning experiences. The program is enhanced through faculty, academic, and clinical expertise, transdisciplinary and family collaboration and technological advancements

COURSE DESCRIPTION

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

One day a week diagnostics (Mondays-section 1; Wednesdays-section 2)

Two days a week seminars (Mondays and Wednesdays)

PREREQUISITES

EDSP 124, EDSP 277 and Instructor's Consent.

ASHA STANDARDS

This course is developed in accordance of the new ASHA standards to be initially implemented for the 2005 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. Knowledge and application 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. Skills with various observational techniques.
4. Skills in obtaining and analyzing a language sample.
5. Understanding the assets and liabilities of published tests.
6. 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.
7. Skills in describing language and cultural implications involved in the assessment of an individual from a cultural and/or linguistic background including collaboration with an interpreter/translator.
8. Skills in conducting an integrated assessment of those clients. In some cases, academic (reading and writing) testing may also be appropriate including recommendations for the family and educational setting (when appropriate), and an outline of goals and objectives.
9. Skills in interviewing and conferencing with the client's parents/ family and the client him/herself where appropriate, about the results of the assessment and suggestions for treatment.
10. Skills in collaborating 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. (2004) (4th Ed). *Assessment in speech-language pathology*. Clifton, NY: 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.
- Cole, P.P., Dale, P., & Thal, D. (1996). *Assessment of communication and language*. Baltimore, MD: Brookes.
- Goldstein, B. (2004). *Bilingual language development and disorders in Spanish-English speaker*. Brookes.

- 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 communication disorders in culturally and linguistically diverse populations*. Clifton, N.Y: Thomson-Delmar Learning.
- 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. (2002)(2nd edition). *Multicultural students with special language needs*. Oceanside, CA: Academic Communication Associates.
- Tomblin, J.B., Morris, H.L., & Spriestersback, D.D. (1999). *Diagnosis in Speech-Language Pathology*. San Diego, CA: Singular Publishing Group.
- Van Keuken, J., Weddington, G., & De Bose, C. (1998). *Speech, language, learning and the African-American child*. Boston: Allyn & Bacon.
- Wallace, G.J. (1997). *Multicultural neurogenics A resource for Speech-Language Pathologists*. San Antonio, TX: Communication Skills Builder.

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** (in collaboration with a peer).
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. PLEASE E-MAIL MYSELF AND YOUR PARTNER THE DRAFT FOR REVIEW.**
- 7- We will have scheduled **between 17 and 20 evaluations** with clients of different ages and abilities/ challenges in various areas of speech, language, learning and communication as well as linguistic backgrounds.
- 8-Lesson plans for each evaluation should be e-mailed to the instructor by **9 a.m. Friday(section 1) or Monday(section 2)**.
- 9- Attend all clinic meetings-when scheduled.

COURSE CALENDAR

DATE	ACTIVITY
June 1 and 3	Debriefing and Preparation
June 8 and 10	Assessments (1-3)
June 8 and 10 June 15 and 17	Seminar Assessments (1-3)
June 15 and 17 June 22 and 24	Seminar Assessments (1-3)
June 22 and 24 June 29 and July 1	Seminar Assessments (1-3)
June 29 and July 1 July 6 and 8	Seminar Assessments (1-3)
July 6 and 8 July 13 and 15	MIDTERM Assessments (1-3)
July 13 and 15 July 20 and 22	Seminar Assessments (1-3)
July 20 and 22 July 27 and 29	Seminar Assessments (FINAL)
July 27 and 29 July 27 and 29 August 3 and 5	Seminar FINAL EVALUATIONS

GRADING CRITERIA

Form will be shared in class.

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 hour

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

Client:	Clinicians:
Address:	Supervisor: Paula Benedict, M.A. CCC-SLP
Phone:	
Birthdate:	Chronological Age:
Parents:	
Date of Evaluation:	Date of Report:
Referral Source:	
Presenting Problem:	

BACGROUND INFORMATION:

Family
Health
School-Occupation
Previous Special Education Services Including Speech and Language Services

ASSESSMENT PROCEDURE:

List and brief description of assessment materials.

Observations

Behavioral Observations
Response patterns
Strategies that enhanced performance.

Results of tests:

Audiometric Evaluation
Oral Peripheral Examination
Tests—Provide a table where applicable with raw score, standard or scale score, and percentile. DO NOT USE AGE EQUIVALENTS

DISCUSSION:

Language Comprehension/Processing Language Expression
Pragmatics
Syntax Grammar
Articulation/Phonology—Voice-Fluency

Recommendations:

School: Type of services-Environment
Goals and objectives (two of each)
Parents/Family: Write 3 to 5 recommendations

Clinical Supervisor
Paula Benedict, M.A. CCC-SLP

Student Clinicians

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

November 12, 2007

Dear Mrs. and 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. – 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

Paula Benedit, M.A.,CCC-SLP
Clinical Supervisor

