

**San Jose State University
College of Education
Department of Communicative Disorders and Sciences**

EDSP 276: Advanced Assessment Fall 2017

Course and Contact Information

Instructor:	Nidhi Mahendra, Ph.D., CCC-SLP
Office Location:	Sweeney Hall SH 232
Email:	nidhi.mahendra@sjsu.edu (Best way to get a hold of me- expect a response within 48 hours)
Office Hours:	MONDAY 10 am – Noon Or By Appointment
Class Days/Time:	Wednesday 9:00 am – 11:45 am This class is taught in hybrid mode – occasionally, we will have an online learning module, focused on the topic of assessment.
Classroom:	Sweeney Hall - Room 332
Prerequisites:	Graduate Status and Instructor Consent

COURSE DESCRIPTION

This course provides clinical teaching and supervised clinical interactions in the assessment of adult language and cognitive disorders. This class includes online and face-to-face components as well as didactic, interactive, and client-centered clinical interactions on assessment in speech-language pathology.

COURSE LEARNING OUTCOMES (CLOs)

After successfully completing this course, students will be able to:

CLO 1 Collect case history information and integrate information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals. (ASHA Standard V-B; Observation)

CLO 2 Select and administer appropriate evaluation procedures, such as behavioral observations, non-standardized and standardized tests, and instrumental procedures. (ASHA Standard V-B; Observation)

CLO 3 Become familiar with various formal assessments and informal systems for assessment and demonstrate the ability to adjust evaluation procedures to meet client/patient needs. (ASHA Standard V-B; Observation)

CLO 4 Interpret, integrate, and synthesize all assessment information to develop diagnoses and make appropriate recommendations for intervention. (ASHA Standard V-B; Observation)

CLO 5 Complete administrative and reporting functions necessary to support evaluation. (ASHA Standard V-B; Report)

CLO 6 Make appropriate recommendations for treatment and services based on a knowledge of various disabilities and the needs of various ages of clients. (ASHA Standard V-B; Report)

NO REQUIRED TEXT

Required Readings/Videos (All linked or posted on Canvas)

1. Gathering a Case History –ASHA Practice Portal
<http://www.asha.org/practice/multicultural/issues/casehx/>
2. Language and Dialect Experience Questionnaire
3. Sample Adult Case History Forms (Two different versions)
4. Five Screening Measures – Montreal Cognitive Assessment, Mini-Mental State Exam, Geriatric Depression Scale-Short Form, Clock Drawing Test, Hearing Handicap Inventory for the Elderly.
5. **REQUIRED VIDEOS** – 15-20 videos will be made available on Canvas or shown directly in seminar to support your learning in this course.

Class Notes, Materials, Instructions and Forms - These will routinely be posted several days ahead of class, under Modules, on Canvas – SJSU's Course Learning Management System. The intention of the class notes (in PPT format) is to assist you with better comprehension of lecture material, and ease note-taking. If you are a first-time Canvas user, please visit this website: <http://www.sjsu.edu/at/ec/canvas/>. The URL to log on to Canvas is <https://sjsu.instructure.com> and your user name is your 9-digit SJSU ID.

COURSE REQUIREMENTS

View detailed instructions and scoring process for each course requirement on Canvas (under Modules or Assignments). For optimal success in this course, you should plan to spend 45 minutes outside class, for every hour in class. In other words, you should spend at least 2 hours preparing for every course meeting.

GRADING

Grades will be determined using the point system detailed above. Your final letter grade will be based on the following scale corresponding to total points earned out of a maximum possible of 300 points (per assignments detailed on last page of syllabus):

A	280-300	B+	260-269	C+	235-239	D	220-224
A-	270-279	B	250-259	C	230-234	F	<220
		B-	240-249	C-	225-229		

All work must be submitted on time, per instructions provided in class or via Canvas. Late work will be graded up to 48 hours past deadline, with a 10 point penalty.

Illness and Absence Policy for Exams and Assignments

You will have ample time to complete all assignments. There will be no make-up assignments or evaluation sessions offered outside true emergencies that interfered with your ability to attend a diagnostic experience or to complete an assignment on time.

UNIVERSITY POLICIES

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. I always appreciate students seeking clarification, assistance, or directly discussing concerns with me so I have an opportunity to be responsive to such requests.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Please be aware of all current deadlines and penalties for dropping classes.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- Please notify me if you are recording my class for any audio recording. Please do not make video recordings of class. When I grant you permission, I am strictly allowing the recording to be used for your private, study purposes only. These recordings remain my intellectual property and you are not granted rights to reproduce or distribute this recording.
- Please do not share my class materials or recordings publicly without explicit discussion with and permission from me. Please do not upload ANY course materials without my consent.

Academic Integrity Statement

Your commitment, as a student, to learning and to forthcoming excellence in your profession of Speech-Language Pathology is explicit in your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office

of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

I expect the highest ethical conduct from you, when it comes to doing original and independent work in this graduate course. I hope it never happens but should you be caught cheating on any assignment, or guilty of plagiarism and if this is factually verified after due process, you will receive no credit for the assignment in question, and it is possible that you may not receive a passing grade for the course, depending on the situation.

Campus policy in compliance with the Americans with Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make 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. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Accommodation of Students' Religious Holidays

San José State University provides accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances requires an absence from class. I ask students to inform me in the first 2 weeks of class, of such known holidays prior to a planned or expected absence. You are assured of reasonable efforts to honor your request for such absence without penalty and with assistance to help complete missed work.

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall (Suite 126). All Writing Specialists have gone through a rigorous hiring process, and are well trained to assist all students at all levels in all disciplines to become better writers. Beyond one-on-one tutoring services, the Writing Center offers workshops every semester on varied writing topics. To make an appointment or to refer to online resources offered, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>.

COLLEGE AND DEPARTMENTAL POLICIES

LCOE Vision Statement

The Lurie College of Education is an inclusive, engaged, diverse, intellectual community where teacher-scholars inspire life-long learning and advocacy for excellence and equity in education. 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.

LCOE Mission Statement

The mission of the College of Education is to prepare educators and practitioners who will enhance the quality of education for all students in our culturally diverse, technologically complex world.

Department of Communicative Disorders and Sciences

CDS Vision - Utilizing faculty expertise, the Department of Communicative Disorders and Sciences will be known for its rigorous education, innovative models of clinical preparation, scientific contributions, and a resource for professional development in service to our increasingly diverse community.

CDS Mission - The Mission of the Department of Communicative Disorders and Sciences is to provide rigorous academic and clinical preparation to students seeking careers working with individuals with communication disorders, and their families. We are guided by a commitment to scholarly research and principles of evidence-based practice. Our graduates will adhere to the highest ethical standards in serving the needs of our culturally and linguistically diverse community.

HIPPA POLICY

Students will be considered members of the clinic workforce under regulations established by the Health Insurance Portability and Accountability Act (HIPAA). Students will receive instruction in following HIPAA policies and will be required to adhere to these policies.

CONFIDENTIALITY

All client information discussed in class is strictly confidential. We will watch videos, live sessions, and review clinical documentation from real clients. Keeping client information confidential is mandated by ASHA's Code of Ethics and HIPAA regulations. For more information about HIPAA, please visit <http://cms.hhs.gov/hipaa/>. Students may not discuss cases outside of the Communicative Disorders & Sciences Clinic or in public access areas within CDS (e.g., restrooms, hallways, observation booths, etc). Known violations of confidentiality will result in a reprimand. Serious and/or repeated violations will warrant referral to the Director of Clinical Education (Dana Albrecht) and/or the Chair of the Communicative Disorders & Sciences Department, Dr. Saum Bhagat for disciplinary action.

CLASSROOM PROTOCOL

The best learning environment is created when instructors and learners engage fully with each other. I cherish a classroom with an energetic, positive vibe that promotes learning, mutual respect and thoughtful interactions. It is important to me that you arrive on time to class, return promptly from class breaks, interact respectfully in class, and refrain from texting or surfing the web or working on any tasks unrelated to our class. Please make sure cellphones are turned off or in silent mode except when you are on break. In an emergency, please step outside discretely if you have to take a call.

ATTENDANCE AND PARTICIPATION

University policy F69-24 at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states, "Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading." I monitor attendance semi-regularly and use participation as a criterion for grading. I define participation as engaging with class content/other learners/instructor in-person and/or via Canvas, completing work on time, being responsive to your peers in collaborative learning projects, behaving in an ethical, civil and responsible manner throughout the course, and providing feedback to the instructor and/or seeking any assistance as needed to do your best in the course.

COURSE REQUIREMENTS AND ASSIGNMENTS

SJSU classes are so designed that such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

1. Complete all assignments.
2. Administer and score assessments
3. Review and apply all pertinent information learned in previous courses regarding language acquisition, and disorders of communication.
4. Participate in the diagnosis-evaluation process through diagnostic planning, interviewing, testing, counseling, report writing and staffing for 3 assessment cases. You will become competent in administering at least 4 screenings and assessments, over the course of the semester.
5. Participate in observations and discussions as colleagues conduct assessments.
6. Write reflections on your assessment experiences after each assessment process
7. Complete reports of the assessment/evaluation (First draft due one week after the assessment)

GRADING POLICY

Student clinicians will be evaluated at the middle and end of the semester through an individual meeting with the supervisor and will include feedback regarding the student's performance relative to the course competencies. Final grades will be based on completion of all work, competencies as measured by the mid-semester and final competencies, and

quality of written work.

Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

CLASSROOM PROTOCOL

Students are expected to complete all assignments on time unless they have spoken to the instructor and a new date has been established. Students must have cell phones turned off during class and clinic sessions.

GENERAL EXPECTATIONS, RIGHTS AND RESPONSIBILITIES OF THE STUDENT

As members of the academic community, students accept the rights and responsibilities incumbent on all members of SJSU. It is my intention to provide you with a high-quality and contemporary experience in this class that will prepare you for success as a speech-language pathologist. To achieve this goal, I welcome your feedback at anytime in person or via email. I will solicit your informal feedback 4 weeks into the semester, and use your suggestions to enhance the course. If you have a concern, I encourage you to start by sharing it with me so I have a chance to respond and address your concern directly. You also are encouraged to become familiar with SJSU's policies and the procedures to follow if you have concerns or questions about a class. You may consult [University Policy S90-5](http://www.sjsu.edu/senate/docs/S90-5.pdf) at <http://www.sjsu.edu/senate/docs/S90-5.pdf>.

ACKNOWLEDGMENT: Dr. Mahendra acknowledges that this syllabus was prepared, in part, adapted from Dr. Zepecki's Spring 2016 syllabus.

CLASS SCHEDULE

With advance notification to students via Canvas and/or email, this schedule may change based on client schedules and available diagnostic assessment opportunities on and off-campus.

Wk	Date	Seminar Topics	Assignments
1	8/23	Introduction to EDSP 276 Course Clinical Observations	
2	8/30	Diagnostics The ICF model Clinical Report Writing Fine-tuning Observation Skills	HW 1 -Observation 1 Report-Draft, Learner Assessment & Field Trip/Wellness Student Forms due this week
3	9/6	Interviewing Psychometric Considerations in Diagnosis and Evaluation	HW 2 - Observation # 1 FINAL REPORT DUE TODAY
4	9/13	Fundamentals of Screening & Assessment Hearing/Affect/Cognitive Screenings Otoscopy, Oromotor Mechanism Evaluation Clinical Documentation of Screenings, Education about Hearing Loss & Cognitive Wellness	Observation # 2 – Assigned

5	9/20	NO CLASS MEETING TODAY IN LIEU OF WELLNESS FAIR ACTIVITIES ON 10/16 Adult Assessment Tips-Review Content	HW 3 - due today
6	9/27	Diagnostic Evaluation	Evaluation # 1
7	10/4	Diagnostic Evaluation	Evaluation # 2 HW -4 due today
8	10/11	Diagnostic Evaluation Prepare for Senior Wellness Fair Practice screening/documentation/education	Evaluation # 3 <i>Mandatory Discussion Board this week</i>
9	10/18	Diagnostic Evaluation in KACCD	Evaluation # 4
10	10/25	Diagnostic Evaluation in KACCD	Evaluation# 5
11	11/1	Diagnostic Evaluation in KACCD	Evaluation # 6
12	11/8	ONLINE SEMINAR TODAY (ASHA CONVENTION) Topic: Pediatric Assessment	<i>Mandatory Discussion Board this week</i>
13	11/15	Diagnostic Evaluation in KACCD	Evaluation # 7
14	11/22	ONLINE SEMINAR TODAY-THANKSGIVING WEEK Topic: Pediatric Assessments, Culturally Fair and Least-Biased Assessment Techniques	No clinic
15	11/29	Diagnostic Evaluation in KACCD	Evaluation # 8
16	12/06	LAST DAY OF CLASS	CLASS PRESENTATIONS FINAL CLINICAL EVALUATIONS

SAMPLE LIST OF TARGETED ASSESSMENTS

Adult-Screening & Assessment

Oromotor Mechanism Examination

Screening for Hearing Impairment (Otoscopy, Hearing Handicap Inventory for the Elderly-Screening; 5-minute Hearing Test)

Screening for Visual Impairment

Screening for Depression – Geriatric Depression Scale -Short Form (GDS-SF)

Screening for Swallowing

Screening for Motor Speech Disorders

Screening for Cognitive Status– Multiple Measures - Montreal Cognitive Assessment (MoCA), Mini Mental State Examination (MMSE), SLUMS

Apraxia Battery for Adults (ABA-2)

Western Aphasia Battery –Revised (WAB-R)

Communicative Activities of Daily Living (CADL-2)

Cognitive Linguistic Quick Test (CLQT)

Repeatable Battery for the Assessment of Neuropsychological Status (RBANS)

ASHA Quality of Communication Life Scale (QCLS)

Scales of Cognitive and Communicative Ability (SCCAN)

Arizona Battery for Communication Disorders of Dementia (ABCD)

Test of Everyday Attention (TEA)

Child/Adolescent

Clinical Evaluation of Language Fundamentals (CELF-5)
Goldman Fristoe Test of Articulation (GFTA-2)
Oral and Written Language Scales (OWLS-II)
Preschool Language Scale (PLS-5)
Stuttering Severity Index (SSI-3)
Comprehensive Assessment of Spoken Language (CASL-2)
Expressive Vocabulary Test (EVT), Peabody Picture Vocabulary Test (PPVT)
Language Sampling Techniques

GRADE CALCULATION – Based on a total of 300 points**I. 4 HOMEWORKS**

	CR/NCR	
HW 1 – Learner Assessment, Draft Observation Report 1, Wellness Fair Forms		10 PTS
HW 2 – FINAL Observation Report # 1	10 PTS	
HW 3 – Observation Report # 2	10 PTS	
HW 4 - Screening Measure + SOAP Note	20 PTS	

TOTAL = 50 POINTS**II. DETAILED OBSERVATION REPORT AND DIAGNOSTIC PLAN**

OBSERVATION REPORT COMPONENT	20 PTS
TIME-ORDERED AGENDA FOR 2-HOUR EVALUATION	20 PTS

TOTAL = 40 POINTS**III. WELLNESS FAIR –PARTICIPATION**

	20 PTS
ALL PAPERWORK/PROTOCOL FORMS	20 PTS

TOTAL = 40 POINTS**IV. STANDARDIZED TESTING -PRACTICE**

-ONE 10-MINUTE PRESENTATION ON ANY CHILD/ADULT STANDARDIZED TEST	20 PTS
- SUBMISSION OF ONE FULL PRACTICE PROTOCOL	20 PTS

TOTAL = 40 POINTS**V. DIAGNOSTIC ASSESSMENT**

-DIAGNOSTICS PARTICIPATION - <i>AS LEAD CLINICIAN</i>	40 PTS
-SINGLE-AUTHORED CLINICAL REPORT	40 PTS

TOTAL = 80 POINTS**VI. DIAGNOSTIC ASSESSMENT**

-DIAGNOSTICS PARTICIPATION – <i>AS ASSISTANT CLINICIAN</i>	20 PTS
-SHARED REPORT WRITING	20 PTS

TOTAL = 40 PTS**VII. PARTICIPATION****10 PTS**

GRAND TOTAL = 300 PTS