

San Jose State University
College of Education
Department of Communicative Disorders and Sciences
EDSP 276
Section 2 - Advanced Assessment Spring 2019

Course and Contact Information

Instructor:	Carol Zepecki, Ed.D, CCC-SLP
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Class Days/Time/Location:	Tuesday 9:00-11:45 Room 449
Office Hours:	Monday 11:00-12:00, Tuesday 3:00-4:00 also by appt.

Course Format

This course involves students in direct assessment work with clients, reporting writing and on-side and on-line seminar work to develop clinical assessment skills.

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the [Canvas Learning Management System course login website](https://sjsu.instructure.com) at <https://sjsu.instructure.com>. Students are responsible for regularly checking with the messaging system through [MySJSU](http://my.sjsu.edu) at <http://my.sjsu.edu> (or other communication system as indicated by the instructor) to learn of any updates.

COURSE DESCRIPTION

This course provides a supervised clinical experience in the assessment of a variety of speech and language disorders. Both classroom and laboratory activities in the area of assessment are provided. Each clinician will be assigned client/clients from whom they will interact, write reports and develop the necessary skills to continue assessment on their own.

LEARNING OUTCOMES (Course Learning Outcomes – CLO)

Upon successful completion of this course, students will be able to:

1. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals. (ASHA Standards V-B; Observation)
2. Demonstrate an understanding of the ASHA Code of Ethics and professionalism and adherence to these standards. (ASHA Standards IV-E, V-A)
3. Select and administer appropriate evaluation procedures to meet the client's needs based on theoretical knowledge, information gathered, data collected, and behavioral observations in collaboration with clients/caregivers; such as behavioral observations, non-

- standardized and standardized tests, and instrumental procedures. (ASHA Standards IV A-D, IV-F, V-B; Observation)
4. 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 Standards IV A-D, V-B; Observation)
 5. Interpret, integrate, and synthesize all assessment information to develop diagnoses, write professional reports and make appropriate recommendations for intervention. (ASHA Standards IV-D-F, V A-B; Observation)
 6. Complete administrative and reporting functions necessary to support evaluation including reports, filing, consulting with caregivers and clients. (ASHA Standards V A-B; Report)
 7. Make appropriate recommendations for treatment and services based on knowledge of various disabilities and the needs of various ages of clients. (ASHA Standard VA-B; Report)
 8. Work as part of a professional team by listening to the ideas of others, asking appropriate questions and sharing ideas and information, following clinic procedures for sharing materials and equipment, and demonstrating the ability to seek information and guidance from peers and the supervisor. (ASHA Standards IV C-G, V-B)
 9. Demonstrate an understanding of and sensitivity to, multicultural issues when making decisions regarding speech-language diagnosis and treatment in a diverse setting. (ASHA Standard IV-G, V-B)

ASHA STANDARDS

This course meets the following Standards for the Certification of Clinical Competence: (2016)

- **Standard IV-A:** The applicant must have demonstrated knowledge of the biological sciences, physical sciences, statistics, and the social/behavioral sciences (CLO 2, 3, 4, 5)
- **Standard IV-B:** The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the lifespan. (CLO 2, 3, 4, 5, 9)
- **Standard IV-C:** The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas of study (1) articulation, (2) fluency, (3) voice and resonance, (4) receptive and expressive language in speaking, listening, reading and writing, (5) hearing and the impact on speech and language, (6) swallowing, (7) cognitive aspects of communication, (8) social aspects of communication, (augmentative and alternative communication modalities. (CLO 3, 4, 5, 8)
- **Standard IV-D:** The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in nine areas of study. (CLO 3, 4, 5, 8)
- **Standard IV-E:** The applicant must have demonstrated knowledge of standards of ethical conduct. (CLO 8)
- **Standard IV-F:** The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice. (CLO 8)
- **Standard IV-G:** The applicant must have demonstrated knowledge of contemporary

- professional issues. (CLO 8, 9)
- **Standard V-A:** The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice. (CLO-5, 6, 7)
- **Standard V-B:** The applicant for certification must have completed a program of study that includes experiences sufficient in breadth and depth to achieve the following skills outcomes: evaluation, intervention, interaction and personal qualities. (CLO1-9)

Textbook

Shipley, K.G. & McAfee, J.G. (2009, 2004) (5th Ed). *Assessment in Speech-Language Pathology*. Clifton, NY: Delmar - Cengage Learning

Library Liaison and Additional Support - Suzie Bahmanyar suzie.bahmanyar@sjsu.edu

Additional Support

- [SJSU Accessible Education Center](http://www.sjsu.edu/aec/): <http://www.sjsu.edu/aec/>
- [King Library: Communicative Disorders and Sciences Services](http://libguides.sjsu.edu/CDS): <http://libguides.sjsu.edu/CDS>
- [Writing Center](http://www.sjsu.edu/writingcenter/): <http://www.sjsu.edu/writingcenter/>
- [Counseling and Psychological Services](http://www.sjsu.edu/counseling): <http://www.sjsu.edu/counseling>
- [Peer Connections](http://peerconnections.sjsu.edu): <http://peerconnections.sjsu.edu>

Course Requirements and Assignments

SJSU classes are designed 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 from Credit Hour link on [Fall 2016 policies and procedures page](http://info.sjsu.edu/static/catalog/policies.html) at <http://info.sjsu.edu/static/catalog/policies.html>. This list consists of policies and procedures related to students.

That is, expect to work six additional hours outside the classroom each week for a three-unit course.

Assignments. See the attached Course Calendar for additional dates and information:

1. **Lesson plans:** Prior to an assessment, students will submit lesson plans to the instructor. Lesson plans will include the activities, materials, strategies used and method of data collection for the assessment session. (CLO 1, 3, 4)
2. **Assessments: Students** will assess at least two clients in 2-2.5 hour sessions based on client needs. (CLO 1, 2, 3, 4). Students will provide a video summary of 14 assessments identified in the syllabus. Each student will present background information and pertinent research on assessments identified in the syllabus.

Students will be responsible for skill in using the following assessments:

1. **CELF-5 – Clinical Evaluation of Language Fundamentals - 5**
2. **EVT and PPVT – Expressive Vocabulary Test and Peabody Picture Vocabulary Test**
3. **GFTA – Goldman-Fristoe Test of Articulation - 3**
4. **TOPS – Test of Problem Solving – Elementary and Adolescent**
5. **WORD Test – Elementary and Adolescent**

6. **BDAE 3 *Boston Diagnostic Aphasia Examination – 3***
7. **CADL-2 *Communicative Activities of Daily Living***
8. **WAB-R *Western Aphasia Battery – Revised***
9. **RIPA 2 and RIPA G – *Ross Information Processing Assessment – 2 and Geriatric***
10. **RBANs. – *Repeatable Battery for the Assessment of Neuropsychological Status***
11. **CLQT – *Cognitive Linguistic Quick Test***
12. **MMSE, (*Mini-Mental State Exam*) *MOCA (Montreal Cognitive Assessment)* , and *SLUM (Saint Louise University Mental Status) Exam***
3. **Reports:** Students will write assessment reports and will utilize appropriate professional language and form. The report will follow all areas contained in the report template provided by the instructor (CLO 5, 6, 7)
4. **Reflections:** Students will write a reflection of their assessment. Reflections will include a brief statement of what they learned about the client or the techniques used, and how they might alter that in the future. (CLO 6, 7)
5. **Presentation:** Students will present a brief summary to the class regarding one of the assessments. Summary will follow a template provided by the instructor and include information about the client and what they have learned in therapy.
6. **Peer Review/Collaboration:** Students will observe other student colleagues and write comments regarding the therapy sessions of the other students, and participate in the therapy sessions of other clients when appropriate. (CLO 1-9)
7. **Seminars:** Students will participate in seminars involving discussions of research, information about skill development, and other topics related to evaluation. (CLO 1-9)
8. **Management Tasks:** Students will contact their clients, collect and file appropriate forms, maintain confidentiality, discuss concerns with the clinic supervisor and follow all clinic rules. (CLO 1, 6)

Mid-term Review

Students will participate in a mid-term review with their supervisor. Progress will be reviewed according to a designated rubric.

Final Review

Students will participate in a final review with their supervisor. Progress will be reviewed according to a designated rubric. Students will also participate

Grading Information: Determination of Grades

The final grade is reflected in a numerical and letter grade using the Calipso review system and the score on the final review of assessment skills. 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. Competency ratings will be based on student work with a focus on the timely submission of the assignments, selection of appropriate assessments stated in measurable terms, use of procedures and materials appropriate for attaining stated objectives, choice of assessment materials, rapport with clients, final report writing, data collection, and other indicators in the rubric

Grade Appeals

The instructor welcomes appeals to any grade. Grade appeals must be a written argument substantiated with evidence and citations (if necessary). Grade appeals are due one week from when the assignment is returned.

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.

Assignment Due Dates: All assignments are due on the dates listed.

Attendance/Participation: Students are expected to attend all scheduled classes. The instructor should be notified of upcoming excused absences. Students will be expected to demonstrate collegiality, verbal problem solving, critical thinking, and active participation in class discussions.

Writing Requirements: Students should adhere to professional standards in all written work.

Consent for Recording of Class and Public Sharing of Instructor Material: Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.

Students are welcome to audiotape any class after first having announced that an audio recording is being made at the beginning of each class. Audio recordings are for a student’s own private review. Students do not have the right to reproduce or distribute audio recordings without written permission from the instructor and every other student who was present when the audio recording was made. Course materials shared by the instructor are his intellectual property (unless otherwise designated) and cannot be shared publicly without his written permission. You may not publicly share or upload instructor-generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

College and Department Policies

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 circumstances.

Mission Statement - College of Education

The mission of the Connie L. Lurie 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 students in a culturally diverse, technologically complex, global community. The policies and practices of the Connie L. Lurie College of Education at San José State University are based on the belief that teaching in a democracy requires and must ensure that:

- Students have access to an excellent and equitable education;
- Educators at every level have knowledge of their subject matter and their students, value and engage in ethical practice and excellent pedagogy, and develop dispositions and habits of the mind that ensure that all students have equitable access to an excellent education;
- Stakeholders be involved in the collegial community engaged in the professional conversation and decision making that delineate standards, assign resources, guide program design, and reward accomplishment in the College.

Department

The mission of the Department of Communicative Disorders and Sciences (CDS) 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.

HIPAA

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 clients have the right to confidentiality. Students are not to 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 stern reprimand. **Serious and/or repeated violations will warrant referral to the Chair of the Communicative Disorders & Sciences Department for disciplinary action.**

Campus Policy in Compliance with the American 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 disabilities.

TENTATIVE SCHEDULE

Schedule will change based on schedule of assessments. Students will be notified of any changes through e-mail and Canvas.

Week	Day Date	Seminar Topics	Assignments
1	1/29	Overview of class Review of tests and book Parent contact Choice of Assessment to review	Read Shipley Chapters 1 & 2 Watch and write up – CASL and CAAP videos
2	2/5	Information about assessments Discussion of Chapters 1 & 2 Discussion of CASL and CAAP	Read Shipley Chapter 3 & 4 Watch and write up – LAT and TOLD videos
3	2/12	Review of file -How to read an IEP Discussion of Chapters 3 & 4 Discussion of LAT and TOLD Writing a lesson plan and background Writing a report Assessment #1 - BDAE 3 Boston Diagnostic Aphasia Examination – 3	Read Shipley Chapter 5 & 6 Watch and write up – EVT and Social Language Development Test videos
4	2/19	Discussion of Chapters 5 & 6 Discussion of EVT and Social Language Development Test Oral Mechanism Exam Assessment #2 – WAB-R Western Aphasia Battery – Revised	Read Shipley Chapter 7 watch and write up – Stuttering Severity Index (SSI) and PPVT
5	2/26	Discuss Chapter 7 Discussion of PPVT and SSI Report writing Assessment #3 – RIPA 2 and RIPA G Ross Information Processing Assessment – 2 and Geriatric	Read Shipley Chapter 8 watch and write up – EOWPVT and ROWPVT Fill out oral mechanism exam form
6	3/5	Hand in Oral Mechanism form Discussion of Chapter 8 Discussion of EOWPVT and ROWPVT Assessment #4 – RBANs. – Repeatable Battery for the Assessment of Neuropsychological Status	Read Shipley Chapter 9 Watch and write up – PLS-5 and CELF-5
7	3/12	Discuss Chapter 9 Discussion of PLS-5 and CELF-5 Assessment #5 – CLQT – Cognitive Linguistic Quick Test	Read Shipley Chapter 10 Watch and write up – SPELT and CADL
8	3/19	Discuss – Chapter 10	Write summaries of videos

		Discuss <i>SPELT and CADL</i> <i>Review MMSE, (Mini-Mental State Exam) MOCA (Montreal Cognitive Assessment) , and SLUM (Saint Louise University Mental Status)</i>	Read Shipley Chapter 11
9	3/26	Discuss Chapter 11	Read Shipley Chapter 12
	4/2	Spring Break	
10	4/9	Discuss Chapter 12	Watch Read Shipley Chapter 13 Watch video – Module 34 – Crowley
11	4/16	Discuss Chapter 13	Work on reports
12	4/23	Assessments – Review reports etc.	Read article on Dynamic assessment
13	4/30	Discuss Dynamic Assessment Article	Work on reports
14	5/7	Presentation of client and what learned	Complete all reports
15	TBD	Final	Final Clinical Competency Review