

San José State University
College of Education
Communicative Disorders and Sciences
EDSP 276-Advanced Assessment
Spring 2014

GENERAL INFORMATION

See schedule below please

Thursdays: 9AM-11: 45 PM

Fridays: 1:00 PM-3: 45 PM

Seminars Designated Thursdays

Diagnostic Clinic in CD & S

INSTRUCTOR:

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

E-mail: Henriette.Langdon@sjsu.edu

Office hours: See schedule below

Office hours: Thursdays when we have clinic from 3 PM-5 PM

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.

MISSION STATEMENTS

Lurie College of Education: The mission of the Lurie College of Education is to empower graduates with the skills, knowledge and dispositions that ensure access to excellence and equity in education for every student in our 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 & 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 and every other week:
Two days a week lecture/case preparation/discussion (Thursdays and Fridays)
Two days a week diagnostics (Thursdays and Fridays)

PREREQUISITES

EDSP 124, EDSP 277 and Instructor's Consent.

ASHA STANDARDS

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.

ASHA STANDARDS ALIGNED WITH PRIMARY CTC STANDARDS

Assessment of Students

The program provides opportunities for candidates to acquire the knowledge and skills necessary to assess students in a comprehensive manner within the breadth of the credential authorization. Each candidate understands and uses multiple sources of information in order to participate in progress monitoring and in decision- making regarding eligibility and services. The program provides candidates with the knowledge and skill to assess students from diverse backgrounds and varying language, communication, and cognitive abilities. The program provides opportunities for using both formal and informal assessments to evaluate students' needs and strengths for the purpose of making accommodations, modifications, instructional decisions and ongoing program improvements. The program provides the opportunities for each candidate to demonstrate the knowledge of required statewide assessments and local, state and federal

accountability systems.

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, dynamic assessment and language sampling 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. (2012). *Bilingual language development and disorders in Spanish-English speakers (2nd Ed)*. Baltimore: Brookes:
- Haynes, W. O., Pindzola, R.H., & Emerick, L. L. (2012). *Diagnosis and Evaluation in Speech Pathology. (8th 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 (2ND Ed. To appear in 2015 by Plural Publishers)

- Langdon, H.W. (2008). *Assessment and Intervention for Communicative Disorders in Culturally and Linguistically Diverse Populations*. Clifton, NY: Cengage
- Nelson, N. (2010). *Language and literacy disorders: Infancy through adolescence*. Boston: Allyn and Bacon.
- 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.
- Stein-Rubin, C, (2011). *A Guide to Clinical Assessment and Professional Report Writing in Speech-Language Pathology*. Clifton, N.Y:Cengage

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**. This means *sharing responsibilities with a classmate for two cases* and *taking full responsibility for two other cases*. The latter two cases will rest solely upon you from planning the assessment to writing the report. In addition, one other student will edit each draft before submitting it to the professor for reading and send his/her feedback to both parties.
 4. Participate in assisting and observing your fellow-students if you are not assessing on a given day.
 - 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. Turning assignments late will be reflected in the final grades.**
- 7-Arrive on time in the AM and do not leave before class is dismissed.**
- 8-Eating in the observation room is not permitted.** Drinking water, coffee, tea, juices, etc.. is OK. Please clean after yourself, this includes proper disposal of containers and papers. No gum chewing in the observation room or during discussions. Use of cell phones during seminars or observations is not permitted either.

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.

COURSE CALENDAR

DATE	ACTIVITY
Thursday, January 23	Orientation
Friday, January 24	Preparation/Collaboration
Thursday, January 30	Preparation for evaluations
Friday, January 31	CLIENTS (2)++
Thursday, February 6	Debriefing and Preparation for evaluations
Thursday, February 13	CLIENTS (2)
Friday, February 14	Debriefing
Thursday, February 20	Debriefing and Preparation for evaluations
Friday, February 21	Debriefing and Preparation for evaluations
Thursday, February 27	CLIENTS (2)
Friday, February 28	Debriefing
Thursday, March 6	CLIENTS (2)
Friday, March 7	CLIENTS (2) ++
Thursday, March 13	CATCH UP on your own
Friday, March 14	CATCH UP on your own
Thursday, March 20	Debriefing
Friday, March 21	Midterms
SPRING BREAK March 24-April 1	
Thursday, April 3	Debriefing and Preparation for evaluations
Friday, April 11	CLIENTS (2)++
Thursday, April 17	CLIENTS (2)
Friday, April 18	Debriefing
Thursday, April 24	Debriefing and Preparation for evaluations
Friday, April 25	Debriefing and Preparation for evaluations
Thursday, May 1	CLIENTS (2)
Friday, May 2	CLIENTS (2)
Thursday, May 8	CATCH UP
Friday, May 9	Finalize all reports
Thursday, May 15	Finalize all reports
Friday, May 16	FINAL

GRADING CRITERIA

B Average of higher

Consent for Recording of Class and Public Sharing of Instructor Material

You must obtain the instructor's permission audio/video recordings in seminars. 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.

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without her approval. 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.

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 special arrangements in case the building must be evacuated, please make an **appointment with me as soon as possible.**

Presidential Directive 97-03 requires that students with disabilities register with the Disability Resource Center (DRC) to establish a record of their disability.

Accommodations of Students with Special Needs Students are referred to the [Disability Resource Center](#), Administration Building 110, (408) 924-6000 (voice), (408) 924-5990 (TDD). You may access their policies and services via the website at: <http://www.drc.sjsu.edu/policies/default.htm>.

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 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 CD&S (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.*

Grievances

When a dispute arises between a student and faculty member regarding a grade, academic honesty, academic freedom, mistreatment, or another matter, the student's first responsibility is to arrange an appointment with the faculty member to discuss the issue. If mutual satisfaction is not reached in this manner, the next step is to arrange an

appointment with the CD&S Department Chair who will work to resolve the dispute. Should the Department Chair be unsuccessful in attempts to mediate, a set of policies and procedures have been implemented by the Lurie College of Education to successfully resolve such issues. These policies are available upon request.

The Department of Communicative Disorders and Sciences at SJSU expects students to follow the grievance policies and procedures of the Department, Lurie College of Education, and SJSU. If concerns still exist, students may contact the Council on Academic Accreditation at the ASHA Action Center (1-800-498-2071). Further information may be found on the ASHA website (www.asha.org) under the ASHA Procedures of Complaints against Graduate Education Programs document. Chapter 4 includes specific information regarding academic grievance.

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>

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

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

Summary : (Very important piece... this is what other professionals and parents view first)

Recommendations:

Type of services-Environment

Goals and objectives (two of each)
Ideas for familie/teachers s for carryover

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

Student Clinicians
Name(s)

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

Jsnuary 31, 2014

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

SCHEDULE FOR EDSP 276- Spring 2014
Henriette W. Langdon, Ed.D. F-CCC-SLP
Clinical Supervisor

CLIENT'S NAME	AGE	TYPE OF DISORDER	DATE	EVALUATORS	DATE OUT

SCHEDULE FOR EDSP 276- Spring 2014
Henriette W. Langdon, Ed.D. F-CCC-SLP
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CLIENT'S NAME	AGE	TYPE OF DISORDER	DATE	EVALUATORS	DATE OUT

