

**San José State University**  
**College of Education**  
**Communicative Disorders and Sciences**  
**EDSP 276-Advanced Assessment**  
**Fall 2015**

**GENERAL INFORMATION**

**Please refer to schedule on the last page**

**Thursdays: 9AM-11:45 PM**

**Fridays: 9 AM-11: 45 PM**

**Seminars Thursdays**

**Diagnostic Clinic in CD & S and one school district.**

**INSTRUCTOR**

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

**E-mail: [Henriette.Langdon@sjsu.edu](mailto:Henriette.Langdon@sjsu.edu)**

**Office hours: By prior appointment/personal or phone.**

**I-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<sup>3</sup>.
- 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 Text

Shipley, K.G. & McAfee, J.G. (2016) (5<sup>th</sup> Ed). *Assessment in speech-language pathology*. Clifton, NY: Delmar-Cengage (You must have the new edition, you will be able to keep it for several years).

### References

- Goldstein, B. (2012). *Bilingual language development and disorders in Spanish-English speakers (2<sup>nd</sup> Ed)*. Baltimore: Brookes:
- Haynes, W. O., Pindzola, R.H., & Emerick, L.L.(2012). *Diagnosis and evaluation in speech pathology. (8<sup>th</sup> Edition)*. New Jersey: Prentice Hall.
- Langdon, H.W. (2008). *Assessment and Intervention for Communicative Disorders in Culturally and Linguistically Diverse Populations*. Clifton, NY: Cengage
- Langdon, H.W., & Saenz, T.I. (2016). *Working with interpreters and translators: A guide for speech-language pathologists and audiologists*. San Diego: Plural Publishing.
- Nelson, N. (2010). *Language and literacy disorders: Infancy through adolescence*. Boston: Allyn and Bacon.
- Paul, R., & Norbury, C. (2012). *Language disorders from infancy through adolescence. Assessment and intervention*. St. Louis: Mosby
- Roseberry-Mc-Kibbin, C. (2014) (4<sup>th</sup>. 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 three cases**. This means *sharing responsibilities with a classmate for two cases and taking full responsibility for one or two other cases depending on availability of clients*. The latter one or two cases will rest solely upon you from planning the assessment to writing the

report. In addition, whenever possible, 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. **Participate in phone or Skype discussions during the weeks I am not on campus.**

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 on Thursdays and do not leave before class is dismissed. Fridays please arrive at 12:30 PM to set up for the assessments.**

**8- ETIQUETTE: 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. **Please dress according to clinic guidelines even the days you are not working directly with clients, no shorts, or spaghetti strap shirts please.**

7- We will schedule **12-14 evaluations** with clients of different ages and abilities/ challenges in various areas of speech, language, learning and communication as well as linguistic/ cultural backgrounds. Some of the students will be evaluated in the schools thanks the cooperation of the Alum Rock School District.

## **GRADING CRITERIA**

**B Average of higher**

## **II-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. See [University Policy S90-5](http://www.sjsu.edu/senate/docs/S90-5.pdf) at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the [SJSU catalog](http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html), at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

## Academic Integrity Statement

- Let us start by saying that the following information is **not** meant to scare you but rather to inform you, so you and I can avoid misunderstandings that pertain to your work.
- Part of your training in CD&S involves understanding ethics and ethical behavior in practice and research. Information on academic honesty is the first step toward this goal.
- As a member of this class and a student at SJSU, you are honor bound to observe and demand academic honesty and integrity from yourself and those around you.
- SJSU's policy on Academic Integrity will be STRICTLY followed for this course. Your own commitment to learning, as evidenced by your enrollment at San José State University (SJSU), and the University's Integrity Policy require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Judicial Affairs. The policy on academic integrity can be found at: [http://sa.sjsu.edu/judicial\\_affairs/index.html](http://sa.sjsu.edu/judicial_affairs/index.html)
- If you are caught cheating on any assignment and if this transgression is verified after due process, you will receive a zero for that specific assignment and/or an E for the entire course, depending on the severity of the infraction.
- Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, *all assignments are to be completed by the individual student unless otherwise specified*. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.
- In summary, all students are responsible for maintaining the highest standards of honesty and integrity in every phase of their academics. The penalties for academic dishonesty are severe and *ignorance is not an acceptable defense*. The Student Conduct Code defines academic offenses and details procedures for dealing with them. All students are expected to be familiar with the content of the Student Conduct Code.

## 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 your university designated supervisor as soon as possible, or see her during office hours*.

Accommodations of Students with Special Needs Students are referred to the [Accessible](#)

[Education Center](#), Administration Building 110, (408) 924-6000 (voice), (408) 924-5990 (TDD). You may access their policies, guidelines, and regulations via the website at: <http://www.sjsu.edu/aec/about-us/policies-guidelines-regulations/index.html>

### **Adding/Dropping**

- Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](#) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the [current academic calendar](#) web page located at [http://www.sjsu.edu/academic\\_programs/calendars/academic\\_calendar/](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/).
- The [Late Drop Policy](#) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](#) at <http://www.sjsu.edu/advising/>.

### **Consent for Recording of Class and Public Sharing of Instructor Material**

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

- 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.
  - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
  - Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/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.

## **III. COLLEGE AND DEPARTMENTAL POLICIES**

### **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.

## HIPPA / FERPA Policy

Students will be considered members of the clinic / school workforce under regulations established by the Health Insurance Portability and Accountability Act (HIPAA) and Family Educational Rights and Privacy Act (FERPA). Students will adhere to these policies in all situations.

## 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, elevators, teachers' lounges, 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 (LCOE) to successfully resolve such issues. These policies are available on the LCOE website: <http://www.sjsu.edu/education/docs/StudentDisputes.pdf>.

The Department of Communicative Disorders and Sciences at SJSU expects students to follow the grievance policies and procedures of the Department, LCOE, 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](http://www.asha.org)) under the ASHA Procedures of Complaints against Graduate Education Programs document. Chapter 4 includes specific information regarding academic grievance

## COURSE CALENDAR

DATE	ACTIVITY
Thursday, August 20 Friday, August 21	<b>Orientation</b> <b>Preparation/Collaboration</b>
Thursday, August 27	<b>Live Meeting via Skype</b>
Thursday, September 3 Friday, September 4	<b>Debriefing/ Preparation for evaluations</b> <b>CLIENTS (2)</b>
<b>Thursday, September 10</b> <b>Friday, September 11</b>	<b>Live Meeting via Skype</b> Drafts of reports due by 5 PM or before
Thursday, September 17 Friday, September 18	<b>Debriefing/ Preparation for evaluations</b> <b>CLIENTS (2)</b>
<b>Thursday, September 24</b> <b>Friday, September 25</b>	<b>Live Meeting via Skype</b> Drafts of reports due by 5 PM or before
Thursday, September 1 Friday, October 2	<b>Debriefing/ Preparation for evaluations</b> <b>Catch up time</b>
Thursday, October 8 Friday, October 9	<b>CLIENTS (3) ALUM ROCK</b> <b>Debrief/ Discussions</b>
<b>Thursday, October 15</b> <b>Friday, October 16</b>	<b>Live Meeting via Skype</b> Drafts of reports due by 5 PM or before
Thursday, October 22  Friday, October 31	<b>MIDTERM</b> <b>Debriefing/ Preparation for evaluations</b> <b>CLIENTS (2)</b>
<b>Thursday, October 29</b> <b>Friday, October 30</b>	<b>Live Meeting via Skype</b> Drafts of reports due by 5 PM or before
Thursday, November 5 Friday, November 6	<b>Debriefing/ Preparation for evaluations</b> <b>CLIENTS (2)</b>
Thursday, November 12 Friday, November 13	<b>ASHA</b> <b>Your time to catch up</b>
Thursday, November 19 Friday, November 20	<b>Debriefing/ Preparation for evaluations</b> <b>CLIENTS (3) ALUM ROCK</b>
Thursday, November 26 Friday, November 27	<b>THANKSGIVING</b>
Thursday, December 3 Friday, December 4	<b>Catch-up day</b> <b>Catch up day</b>
Thursday, December 10	<b>Finalize all reports</b> <b>FINAL EXAM</b>

**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 and Development*  
*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*  
*Language Sampling and Narratives*

**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) (Evidence-based)*  
*Ideas for family/teachers for carryover*

\_\_\_\_\_  
Name(s)  
Student Clinician(s)

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

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

August 31, 2015

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



