

**San José State University**  
**Lurie College of Ed/ Communicative Disorders & Sciences**  
**EDSP 276, Advanced Assessment Diagnostic Clinical**  
**Practicum, Spring 2015**

**Course and Contact Information**

|                         |  |
|-------------------------|--|
| <b>Instructor:</b>      | Dr. Jean M. Novak, PhD                               |
| <b>Office Location:</b> | SH 113   |
| <b>Telephone:</b>       | 408-924-3671   |
| <b>Email:</b>           | jean.novak@sjsu.edu                                  |
| <b>Office Hours:</b>    | Tuesday 7-9, 12-1 or by apptmt                       |
| <b>Class Days/Time:</b> | WED 7:30-11:45                                       |
| <b>Classroom:</b>       | SH 119   |
| <b>Prerequisites:</b>   | EDSP 102, EDSP 110, EDSP 111 or instructor's consent |

**Faculty Web Page and MYSJSU Messaging**

Course materials such as syllabus and handouts can be found on the Canvas learning management system course website. You are responsible for regularly checking with the messaging system through MySJSU (or other communication system as indicated by the instructor) to learn of any updates.

**Prerequisites**

EDSP 124, EDSP 277 and Instructor's Consent

**Course Description**

Supervised clinical experience in assessment of variety of speech-language disorders. Laboratory and classroom experience required. Lecture/case preparation/discussion/assessment/screenings on Wednesday.

**Learning Outcomes**

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

1. CLO 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. CLO2: 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. CLO 3: Demonstrate skill with various observational techniques
4. CLO:4 Understand the assets and liabilities of published tests
5. CLO 5: Develop 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.
6. CLO 6: Conduct an integrated assessment of those clients.
7. CLO 7: Describe language and cultural implications involved in the assessment of an individual from a cultural and/or linguistic background
8. CLO 8: Prepare and integrated assessment report
9. CLO 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. CLO 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 a and any other medical and allied health professional in addition to the client, his or her parents/family members.

## **Required Texts/Readings**

### **Textbook**

- ShIPLEY, K.G. & McAfee, J.G. (2012). (4<sup>rd</sup> Ed). *Assessment in speech-language pathology*. Clifton, NY: Delmar
- Nicolisi, L., Harryman, E., & Kresheck, J. (2004) (5<sup>th</sup> ed). *Terminology of communicative disorders: Speech-Language –Hearing*. Philadelphia: Lippincott, Williams & Wilkins.

### **OTHER RESOURCES**

- Goldstein, B. (2000). *Cultural and linguistic diversity resource guide for speech-pathologists*. San Diego: Singular
- Goldstein, B. (2004). *Bilingual language development and disorders in Spanish-English speakers*. Brookes.

- Haynes, W.O., Pindzola, R.H., & Emerick, L.L. (2008). *Diagnosis and evaluation in speech pathology. (7<sup>th</sup> Edition)*. New Jersey: Prentice Hall.
- Larson, V., & McKinley, N. (2003). *Communication solutions for adolescents*. Eau Claire, WI: Thinking Publications.
- Paul, R. (2001). *Language disorders from infancy through adolescence. Assessment and intervention*. St. Louis: Mosby
- Roseberry-Mc-Kibbin, C. (2008). *Multicultural students with special language needs. (3<sup>rd</sup> Edition)*. Oceanside, CA: Academic Communication Associates.

## 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 in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

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 the 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 addition to 15 children in screenings.
4. Participate in assisting and observing your fellow-students if you are not assessing on a given week/participation in preschool screenings.
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. Point will be deducted for late drafts.
7. We should have at least 6 children and 6 parent assessments on campus scheduled of different ages and abilities/challenges in various areas of speech, language, learning and communication as well as linguistic backgrounds, in addition to at least 15 screenings/clinician
8. Screenings will include a complete diagnostic report and completion of parent screening reports.

## **Grading Policy**

A midterm and final evaluation as posted on the **clinic website** will be completed for each student.

**No extra credit options are offered in this class.**

## **Classroom Protocol**

All students are expected to be on time to all clinic meetings and assessments. If you are unable to attend a clinic day, please notify the professor immediately. All students must adhere to dress code and clinic policies as posted on the clinic website.

## **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-dbggen/narr/catalog/rec-12234.12506.html), at <http://info.sjsu.edu/web-dbggen/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.

### **Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. 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/](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/>. 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](http://www.sjsu.edu/advising/) 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), <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:

- “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.”
  - It is suggested that the greensheet include the instructor’s process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
  - 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.”

### **Academic integrity**

Your commitment, as a student, to learning is evidenced by 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/>.

### **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](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.

### **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. Additional computer labs may be available in your department/college. 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 Peer Connections**

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10<sup>th</sup> and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

## **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 they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on



Facebook. (Note: You need to have a QR Reader to scan this code.)

## **SJSU Counseling Services**

The SJSU Counseling Services is located on the corner of 7<sup>th</sup> Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

## **EDSP 276 - ASSESSMENT SCHEDULE - SPRING 2015**

|             |                                      |
|-------------|--------------------------------------|
| January 28  | Overview                             |
| February 4  | Screening Training                   |
| February 11 | <b>Preschool Screenings</b>          |
| February 18 | <b>Preschool Screenings</b>          |
| February 25 | <b>Preschool Screenings</b>          |
| March 4     | Preparation for clients and Catch-up |
| March 11    | <b>Client #1</b> Parent/Child/Prep   |
| March 18    | <b>Client #2</b> Parent/Child/Prep   |
| March 25    | <b>SPRING BREAK</b>                  |
| April 1     | Preparation/Midterm Evals            |
| April 8     | <b>Client #3</b> Parent/Child/Prep   |
| April 15    | <b>Client #4</b> Parent/Child/Prep   |
| April 22    | <b>Client #5</b> Parent/Child/Prep   |
| April 29    | <b>Client #6</b> Parent/Child/Prep   |
| May 6       | Catch-up and Follow-up with cases    |
| May 13      | <b>FINAL EVALUATIONS</b>             |