

**San Jose State University**  
**College of Education**  
**Department of Communicative Disorders and Sciences**  
**EDSP 276**  
**Advanced Assessment**  
**Spring 2016**

**Course and Contact Information**

<b>Instructor:</b>	Carol Zepecki, Ed.D, CCC-SLP
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<b>Office Hours:</b>	Tuesday and Thursday 3:00 – 4:00 Also by appointment
<b>Class Days/Time:</b>	Tuesday 9:00-11:45
<b>Classroom:</b>	Sweeney Hall - Room 234
<b>Prerequisites:</b>	EDSP 124

**COURSE WEB PAGE AND MESSAGING**

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas learning management system course website at <https://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through Canvas to learn of any updates. For a first-time user of Canvas, the instructions are available at <http://www.sjsu.edu/at/ec/canvas/index.html>.

**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.

**LEARNING OUTCOMES (Course Learning Outcomes – CLO)**

Upon successful completion of 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)

### **TEXTBOOK**

**Shipley, K.G. & McAfee, J.G. (2009, 2004) (4<sup>th</sup> Ed). *Assessment in Speech-Language Pathology*. Clifton, NY: Delmar - Cengage Learning**

### **Library Liaison**

**Valeri Molteni, [valeria.molteni@sjsu.edu](mailto:valeria.molteni@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 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 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 3-4 assessment cases. You will do at least 4 assessments either alone or with a colleague.
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)
8. Develop plans for each assessment.

NOTE that [University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states that “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.”

## **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.

<b>Assignment</b>	<b>Due</b>	<b>CLO</b>
Chapter reviews presented to class	Per schedule	1-6
Assessment presentations to class	Per schedule	2-3
Oral Mechanism form	6/25/15	2-3
Reports	One week after assessment	4-6

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 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.

### **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.

### **Accommodation to Students' Religious Holidays**

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

### **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.

## **COLLEGE AND DEPARTMENT POLICIES**

### **Vision Statement**

The faculty of the College of Education at San Jose 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 changing circumstances.

### **Mission Statement**

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

**Department of Communicative Disorders and Sciences:** The mission of the Department of Communicative Disorders and Sciences is to provide a high quality program for Speech-Language Pathologists to meet the communicative needs of an increasingly diverse multilingual/multicultural population. The program follows an academic and clinical curriculum based on a sound theoretical framework and research to train competent practitioners who participate in life-long learning experiences. The program is enhanced through faculty, academic, and clinical expertise, trans-disciplinary and family collaboration and technological advancements in assessment and intervention.

### **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 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 Clinic Coordinator and/or Chair of the Communicative Disorders & Sciences Department for disciplinary action.

**TENTATIVE SCHEDULE**

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

Week	Day and Date	Seminar Topics	Assignments
1	2/2	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	2/9	Information about assessments Discussion of Chapters 1 & 2 Discussion of CASL and CAAP <b>Review of TOPS – CZ</b>	Read Shipley Chapter 3 & 4 watch and write up –LAT and TOLD videos
3	2/16	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 <b>Review of TAFL - ?</b> <b>Assessment #1</b>	Read Shipley Chapter 5 & 6 watch and write up –EVT and Social Language Development Test videos
4	2/23	Discussion of Chapters 5 & 6 Discussion of EVT and Social Language Development Test Oral Mechanism Exam <b>Review of OWLS-II - ?</b> <b>Assessment #2</b>	Read Shipley Chapter 7 watch and write up –Stuttering Severity Index (SSI) and PPVT
5	3/1	Discuss Chapter 7 Discussion of PPVT and SSI Report writing <b>Review of LPT - ? ?</b> <b>Assessment #3</b>	Read Shipley Chapter 8 watch and write up – EOWPVT and ROWPVT Fill out oral mechanism exam form
6	3/8	Hand in Oral Mechanism form Discussion of Chapter 8 Discussion of EOWPVT and ROWPVT <b>Review of TOAL -?</b>	Read Shipley Chapter 9 Watch and write up – PLS-5 and CELF-5
7	3/15	Discuss Chapter 9 Discussion of PLS-5 and CELF-5 <b>Review of PAT - ?</b> <b>Assessment #4</b>	Read Shipley Chapter 10 Watch and write up – SPELT and CADL
8	3/22	Discuss – Chapter 10 Discuss SPELT and CADL <b>Review of Test of Narrative Language - CZ</b> <b>Assessment #5</b>	Write summaries of videos Read Shipley Chapter 11

	3/29	Spring Break	No school
9	4/5	Discuss Chapter 11 Assessment #6	Read Shipley Chapter 12
10	4/12	Discuss Chapter 12 Assessments 7 & 8	Watch Read Shipley Chapter 13 Watch video – Module 34 – Cate Crowley
11	4/19	Assessments 9 & 10	Work on reports
12	4/26	Assessments 11 & 12	Read article on Dynamic assessment
13	5/3	Discuss Dynamic Assessment Article	Work on reports
14	5/10	Review of information – further needs etc.	Complete all reports
15	TBD		Final Clinical Competency Review