



**SAN JOSÉ STATE  
UNIVERSITY**

Fall 2013

**EDSP 276**

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*Professor, Speech Pathology*

Connie L. Lurie College of Education

Department of Communicative Disorders & Sciences (CD&S)

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*\*When sending me an email, you must leave a **contact number** in order to receive a response – this is because I may primarily respond to emails with a phone call. Emails are not answered to from Thursday at 9:00pm to Monday at 9:00am.*

## ADVANCED ASSESSMENT DIAGNOSTIC CLINIC

**SEC 01: WEDNESDAY 7:30am to 11:45am**

### 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 enables us to revisit, review, and revise our practice in an ongoing response to changing circumstances.

### COLLEGE OF EDUCATION - MISSION STATEMENT

The mission of the College of Education at San Jose State University is to prepare educators who have the knowledge, skills, dispositions and ethics that ensure equity and excellence for all students in a culturally diverse, technologically complex, global community.

### DEPARTMENT OF CD&S - MISSION STATEMENT

The mission of the CD&S Department is to provide a high quality program for speech-language pathologists to meet the communicative needs of our increasingly diverse multilingual/multicultural population. The program follows an academic and clinical curriculum based on a sound theoretical framework and research findings which promote competent practitioners who participate in lifelong learning experiences. The program is enhanced through faculty, academic, and clinical expertise, transdisciplinary and family collaboration and technological advancements in assessment and intervention.

### COURSE DESCRIPTION

Supervised clinical experience in assessment of variety of speech-language disorders. Laboratory and classroom experience required. One day a week lecture/case preparation/discussion on each **Tuesday**, AND one day a week diagnostics on each **Wednesday**.

### PREREQUISITES

EDSP 124, EDSP 277 and Instructor's Consent.

## **CTC STANDARDS**

This course meets components of several standards from the California Commission on Teacher Credentialing (CTC) and National Council for Accreditation of Teacher Education (NCATE).

### **Standard 16: Effective Communication and Collaborative Partnerships**

**16.1** Each candidate demonstrates knowledge of the concepts and processes effective in building social networks for individuals with disabilities.

### **Standard 17: Assessment, Curriculum, and Instruction**

**17.1** Each candidate demonstrates knowledge and skill in assessment techniques as tools appropriate for individuals with diverse backgrounds and varying language communication and cognitive abilities.

**17.2** Each candidate demonstrates the understanding and appropriate use of a variety of assessment including norm referenced and criterion referenced tests. In addition, each candidate demonstrates understanding and use of alternative measure such as formative and summative evaluations, work samples, observations, portfolios, curriculum-based, and ecological assessments.

**17.3** Each candidate demonstrates knowledge and skills in assessment techniques and tools appropriate for individuals with diverse backgrounds and varying language, communication and cognitive abilities.

### **Standard 21: Clinical Experience**

**21.4** Each candidate's clinical experience includes collection of relevant information regarding past and present status and family and health history.

**21.5** Each candidate's clinical experience includes interpretation of test results and appropriate referral for further evaluation or treatment.

**21.6** Each candidate's clinical experience includes application of nonbiased assessment and appropriate treatment techniques for multilingual/multicultural populations.

### **Standard 23: Evaluation of Speech and Language Disorders**

**23.1** The candidate demonstrates proficiency in screening and evaluation skills and the interpretation of test results, including procedures, techniques, and instrumentation used to assess the speech and language status of children and adults and the basis of disorders of speech and language.

**23.2** The candidate exhibits expertise in the administration of nonbiased testing techniques and methodologies for assessing the speech and language skills of linguistically diverse populations.

## **ASHA STANDARDS**

This course is developed in accordance of the new ASHA standards to be initially implemented for the 2005 Graduating Master's Degree Students in Speech Pathology.

**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 demonstrated 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.

## **COMPETENCIES**

Upon completion of the 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 and dynamic assessment 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 and 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). (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**

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**.
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 between 18 and 22 clients scheduled of different ages and abilities/challenges in various areas of speech, language, learning and communication as well as linguistic backgrounds.

### **COURSE SUCCESS**

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

### **GRIEVANCE PROCEDURE**

Students dissatisfied with course policies should refer to “Students Rights and Responsibilities” section in the SJSU catalog for information about the SJSU procedures for filing a complaint.

## **GRADING CRITERIA**

### ***Diagnostic Participation***

**TOTAL POINTS: 355 points**

1. Selection of assessment procedures to include test selection – **50 points**
2. Language Sampling and analysis – **50 points**
3. Test administration, scoring and interpretation – **125 points**
4. Time management – **25 points**
5. Report writing – **100 points**

### **Classroom Participation**

**TOTAL POINTS: 150 points**

1. Constructive comments – **30 points**
2. Collaboration – **30 points**
3. Reflections – **30 points**
4. Punctuality – **60 points**

TOTAL POINTS: 500 points

### **Department Rating Scale of Assessment Skills**

You must obtain at least a 2 average out of 5 on a rating scale (from highest to lowest, being 5) in all areas on assessment scale to pass the class. This corresponds to a B average. More will be presented during the assessment clinic orientation.

### **INTEGRITY POLICY**

Your own commitment to learning, as evidenced by your enrollment at San Jose State University, and the University's Academic Integrity Policy 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 policy on academic integrity can be found at [http://sa.sjsu.edu/student\\_conduct](http://sa.sjsu.edu/student_conduct).

### **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>

### **ACCOMMODATIONS**

If you need course adaptations, because of a disability, if you have emergency medical information to share, or if you need special arrangements in case the building must be evacuated, please make an appointment with the professor as soon as possible, or contact the professor during office hours.

# TENTATIVE COURSE SCHEDULE

FALL 2013

August 21	Overview/ Orientation
August 28	Presentation
September 4	Workshop
September 11	Preschool Screenings
September 18	Preschool Screenings
September 25	Preschool Screenings
October 2	Prep/Lecture
October 9	<b>Client #1</b>
October 16	<b>Client #2</b>
October 23	<b>Client #3</b>
October 30	<b>MIDTERM EVALS</b>
November 6	<b>Client #4</b>
November 13	<b>Client #5</b>
November 20	<b>Client #6</b>
November 27	Catch-up
December 4	<b>FINAL EVALS</b>