



**SAN JOSÉ STATE
UNIVERSITY**

**Connie L. Lurie College of Education
Department of Communicative Disorders and Sciences**

EDSP 276

**Advanced Assessment
Summer 2013**

Instructor: Dr. Carol Zepecki; CCC-SLP
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Time: Tuesday and Thursday – 9:00 – 12:00
Office Hours: Tuesday and Thursday 8:30 – 9:00

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 Mission: 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.

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. Prerequisites: EDSP 124, EDSP 277.

ASHA STANDARDS

This course is developed in accordance with the ASHA standards for the 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 principals 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.

CTC STANDARDS

This course satisfies several standards from the California Commission on Teacher Credentialing (CTC) and the 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 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 assessments including norm-references and criterion-referenced tests. In addition, each candidate demonstrates an understanding of the use of alternative measures 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 Experiences

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

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

21.6 Each candidate's clinical experience includes application of non-biased 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 non-biased testing techniques and methodologies for assessing the speech and language skills of linguistically diverse populations.

COMPETENCIES

The student will complete tasks including:

- Administering screenings and informal baseline tasks
- Administering formal assessments
- Scoring formal assessments
- Completing documentation reflecting informal or formal assessments
- Completing report forms
- Preparing an integrated assessment report
- Consulting with other providers and staff members
- Taking a case history
- Conducting an oral examination
- Providing information to parents

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, and with a variety of speech, language and learning disorders while taking into account linguistic, cultural and individual differences.
2. Knowledge and application of laws, ethical considerations, and assessment procedures in the evaluation of clients of different ages having a variety of speech, language and learning disorders while taking into account linguistic, cultural and individual differences.
3. Skills with various observational techniques.
4. Skills in obtaining and analyzing a language sample.
5. Understanding the assets and liabilities of published tests.
6. 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.
7. Skills in describing language and cultural implications involved in the assessment of an individual from cultural and/or linguistic background including collaboration with an interpreter and/or a translator.
8. Skills in conducting an integrated assessment of clients. In some cases, academic testing may also be appropriate and can include recommendations for the family and an outline of goals and objectives.
9. Skills in interviewing and conferencing with the client's parents/family and the client him/herself where appropriate about the results of the assessment and suggestions for treatment.
10. Skills in collaborating with other staff members including the classroom teacher, the psychologist, special educator, transition specialist and any other medical and allied health professional in addition to the client, and his or her parents/family members.
- 11.

REQUIRED TEXTS

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

COURSE REQUIREMENTS

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.

GRADING

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.

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.

Assignment	Due
Case history summary	6/20
Oral Examination summary	6/20
Assessment presentation to class	6/25-7/16
Case presentation	7/18-7/25
Reports - one week after assessments	One week after assessment
Observation reflections on colleague assessments	After observing each assessment

ACCOMMODATIONS FOR DISABILITIES

If a student needs course adaptations or accommodations because of a disability, has emergency medical information to share, or needs to make specific arrangements in case the building must be evacuated, please make an appointment with me as soon as possible.

ACADEMIC INTEGRITY

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 followed for this course. Your own commitment to learning, as evidenced by your enrollment at San José State University (SJSU), and the [University's Academic Integrity policy](http://www.sjsu.edu/senate/S07-2.htm), located at <http://www.sjsu.edu/senate/S07-2.htm>, require 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.

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.

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 S07-2 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. The Student Conduct and Ethical Development website is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

The following URL will take you to the SJSU library's tutorial page: <http://tutorials.sjlibrary.org/tutorial/index.html>. See "plagiarism" for more information.

CONSENT FOR RECORDING OF CLASS/ PUBLIC SHARING OF INSTRUCTOR MATERIAL

You must obtain the instructor's permission audio/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.

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.

SCHEDULE

Date	SESSION TYPE	TOPIC
6/4 Tuesday	Seminar	Overview of class requirements Review of available tests Review of Shipley & McAfee Book
6/6 Thursday	Seminar	Observe Video of GFTA administration Reporting – Chapter 5 Choice of assessment for presentation to class
6/11 Tuesday	Seminar	Preparation for first assessment-Practice giving tests Multi-cultural assessment issues – Chapter 2
6/13 Thursday	First Day of Assessment	Reflection on assessment Manuals /Scoring Case History- Chapter 3 Oral Mechanism Examination/ Diadochokinetic Syllable Rate – Chapter 6
6/18 Tuesday	Assessment/Seminar	Language Sample (MLU) /Pragmatics -Chapter 8
6/20 Thursday	Assessment/Seminar	Oral Mechanism due Case History due
6/25 Tuesday	Assessment/Seminar	Assessment Presentation Articulation/Phonology/Norms – Chapter 7
6/27 Thursday	Assessment/Seminar	Assessment Presentation Literacy Assessment - Chapter 9
7/2 Tuesday	Assessment/Seminar	Assessment Presentation Assessment Stuttering – Chapter 10
7/4	Holiday	-----
7/9 Tuesday	Assessment/Seminar	Assessment Presentation Mid- Semester evaluations
7/11 Thursday	Assessment/Seminar	Assessment Presentation Assessment Voice – Chapter 11
7/16 Tuesday	Assessment/Seminar	Assessment Presentations Neurologically Based Disorders – Chapter 12
7/18 Thursday	Assessment /Seminar	Case Presentations Assessment review
7/23 Tuesday	Assessment /Seminar	Case Presentation Assessment review
7/25 Thursday	Assessment/Seminar	Case Presentation Assessment Review
7/30 Tuesday	Assessment/Seminar	Case Presentation Assessment Review
8/1 Thursday	Last Assessment	Case Presentation Assessment Review
8/6 Tuesday	Seminar	Case Presentations Assessment Review
8/8 Thursday	Last Day of class	Final evaluations