



SACRAMENTO
STATE

**Department of Communication Sciences and Disorders
California State University, Sacramento
Spring, 2019**

COURSE: CSAD 244

INSTRUCTOR: Kelly Louney, MS CCC-SLP

SECTION: 1

TITLE: Methods: Speech-Language
Assessment

OFFICE: CSAD Department

UNITS: 1.0

TIME: F 8:00-8:50 am

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OFFICE HOURS: By APPOINTMENT

F 7:00-8:00 am

PLACE OF COURSE IN PROGRAM

This course will generally be taken by graduate students in their third semester of the graduate program in speech-language pathology. This course provides information about the administration and interpretation of informal and standardized instruments for assessing speech, language and cognitive problems across the age and disorder spectra, including: planning and completing assessments, interviewing and interpreting historical information, assessment and observation of clients with interpretation of findings, making recommendations for follow-up, and the sharing of information with the clients and family/caregivers.

COURSE DESCRIPTION

Methods and materials for initial assessment in Speech-Language Pathology.

PREREQUISITES

Third semester standing in the graduate program in speech-language pathology or the approval of the instructor is required. In addition, all enrolled students must meet all general clinic requirements, e.g., background check, all medical prerequisites, etc. Refer to the course catalogue and clinic handbook for these prerequisites. This course must be taken concurrently with the corresponding clinical practicum course: CSAD 245.

LEARNING OUTCOMES COMPETENCIES: Assessment Methods (CSAD 244)

Mastery of each student-learning outcome listed below is indicated by a grade of B (83-86%) or better on each component of the corresponding measures listed in the table. Students are required to track their progress towards meeting each learning outcome and must make an appointment with the instructor for any grade equal to or less than a B. The instructor will suggest strategies to help you establish competence and knowledge in these areas.

Students should track their progress towards meeting each learning outcome by listing their grades on the table below over the course of the semester.

CSAD 244 SPECIFIC STUDENT LEARNING OUTCOMES:

1. Discuss and compare the usefulness of various standardized and non-standardized testing instruments, including systematic observation. This will be evaluated by the verbal contributions made in the classroom.
2. Write a comprehensive, yet succinct, Assessment Plan for an individual client. These plans will be presented in written and verbal format to the class on the week prior to the actual assessment. Plans will be evaluated on appropriateness to the client, comprehensiveness, and whether or not the plan is time efficient. Oral presentations will be graded on clarity of presentation.
3. Verbally exchange ideas and information with classmates regarding the pros and cons of any one particular standardized and/or non-standardized testing instrument for evaluating any one client, utilizing a “Grand Rounds” approach.
4. Discuss the purpose and format of the Diagnostic Summary in a client report.
5. Evaluate Client Questionnaires and historical information using critical thinking and decision making to develop assessment plans.
6. Present assessment plans to the class in a collaborative and Grand Rounds manner and for the purpose of receiving collaborative feedback.

LEARNING OUTCOMES COMPETENCIES (CSAD 244):

Mastery of each student-learning outcome listed below is indicated by a grade of B or better on each component of the corresponding measures listed in the table. Students are required to track their progress towards meeting each learning outcome and must make an appointment with the instructor for any grade less than a B. The instructor will suggest strategies to help you establish competence and knowledge in these areas.

Students should track their progress towards meeting each learning outcome by listing their grades on the table below over the course of the semester. The instructor will use a variety of activities and strategies that implement both quantitative and qualitative assessment measures to ensure maximizing students’ opportunities to learn and to integrate information presented in this course. The quantitative and qualitative data from these measures will be triangulated to evaluate students’ mastery of each learning outcome.

Course Learning Outcome	Components Indicating Competence	Grades Received
1	Oral Class Presentations/Attendance	
2	Written Assessment Plans	
3	Oral Class Presentations/Attendance	
4	Oral Class Presentations/Attendance	
5	Written Assessment Plans	
6	Oral Class Presentations/Attendance	

REFERENCES

The student will use references in his/her personal library, the clinic supply room and the University library as needed. Please review your notes from CSAD 147 and the Shipley book frequently.

ATTENDANCE

Class attendance and promptness are required and roll will be taken each session. All absences must be reported in person, via voice mail or email to the instructor prior to class meeting. Excused absences will be granted for documented emergencies or conflicts: ***You must provide professional written documentation of the emergency or conflict to the instructor.*** All other absences will be considered unexcused. Attendance and participation are essential ingredients to a professional

who wishes to be a successful employee. Unexcused absences will lower the final semester grade by 5 points.

ASSESSMENT SCHEDULE

Your assessment schedule will be provided to you via the clinic scheduling office. Each student will be expected to complete 3 primary assessments that may be spread over several weeks and under one clinical instructor. All students will be expected to assist and take data or complete other duties, as assigned, on a rotating basis. A schedule of assisting will be provided to the class. Modifications to the schedule MUST not be made without approval by the class instructor.

ASSESSMENT PLANS

You will be expected to submit a written assessment plan in class with copies for each of the students and the instructor on the Friday preceding your assigned assessment. DO NOT leave the copy making until the morning of the presentation. You will be expected to verbally present a brief history of your upcoming client and outline what you need your assistant to be doing on the day of the assessment. Classmates are urged to ask questions and offer recommendations. Class discussion is expected. Paper copies of the assessment plan are essential as we work as a team to firm up your final plan.

CLASS PARTICIPATION

Class participation points will be assigned during in class discussion. A modified Socratic method will be employed, whereby students will be called upon randomly to contribute to classroom discussions. If you are not in class or not present when your name is selected for discussion, you will sacrifice your class participation points for the day.

PROFESSIONAL BEHAVIOR

Professional behavior points will be awarded for appropriate professional behavior during class. Professional behavior includes (but is not limited to): arriving on time for class, having materials ready prior to the beginning of class, professional tone of voice, use of professional terminology, extending courtesy and respect during peer presentations, and making responsible and ethical contributions. Points may be sacrificed for unprofessional behavior.

GRADING POLICY

Task	# of Points
Written Assessment Plans & Verbal Presentations (9 pts./assessment)	27
Class Participation (1 pts./week)	14
Attendance (1 pt./week)	14
Professional behavior in class	10
Reflection on Action submission	15
Dynamic assessment participation	20
Total Points	100

Your grade will be based upon the total # of points you achieve for the semester out of the possible total of 100 points. As previously stated, unexcused absences will lower your final semester grade by 5 points.

Letter grades for CSAD 244 (methods) will be based upon the following:

93 - 100%----- A	73 - 76%-----C
90 - 92%-----A-	70 - 72%-----C-
87 - 89%-----B+	67 - 69%-----D+

83 - 86%-----B
 80 - 82%-----B-
 77 - 79%-----C+

64 - 66%-----D
 60 - 63%-----D-
 Below 60%-----F

Students who receive below a “B-” on any one presentation, report or clinical skill will be expected to conference with me and/or their supervisor (whichever is most appropriate), preferably during office hours, to discuss deficient areas and what can be done to ensure competency in the deficient area.

This grade reflects ONLY the methods course (CSAD 244). Your individual Clinical Instructor will be responsible for assigning your clinic practicum (CSAD 245) grade.

1. **Grading Policy:** A passing grade for clinic performance is based on the Final Clinical Competency Form. You should review this form BEFORE clinic starts so that you are aware of all items that will become part of your formative and summative assessment for this clinic. The Clinical Competency form will be completed by your clinical instructor at the midterm (after the first assessment) and at the final (after the third assessment) time. Your clinic grade is based on the **final** Clinical Competency Form. The Clinical Competency Form is separated into three (3) general competency categories: Writing, Assessment, and Professional Behavior. Each general competency area consists of numerous individual line items.

A passing grade for each clinic is a B- or higher. A passing grade is obtained by achieving a rating of 4.0 or better on the average combined score of the 3 general competency categories on the Final Clinical Competency Form, provided that the student achieves; (a) an average rating of 4.0 or better for **each** of the 3 general competency categories **and** (b) a minimum score of 3.0 on **all** individual competency line items. **Therefore, any student receiving (a) a rating of 2.99 or less on any one (or more) specific line item or (b) a rating of 3.99 or less for a competency category will not pass the clinic, even if their average combined score of the 3 general competency categories is a B- or higher. In such cases, a grade of C+ will be given for the clinic.**

Performance Improvement Plans (PIP)

A Performance Improvement Plan may be implemented AT ANY TIME by the clinical instructor. Performance Improvement Plans are used as teaching tools to assist students in the demonstration of proficiency in ANY area related to assessment. Performance Improvement Plans may or may not be assigned at the time of a competency form. Performance Improvement Plans that are written must be successfully completed by the student prior to receiving a passing grade in the clinic. Students with outstanding Performance Improvement Plan(s) or those who fail to successfully complete a Performance Improvement Plan will not receive a passing grade for the clinic. Their final grade will be determined by their clinical instructor after a careful review of competency scores and progress towards the Performance Improvement Plan(s).

Letter grades will be based upon the following:

SCORE	GRADE	DESCRIPTION
4.65 - 5.00	A	<p><u>Exceeds Performance Expectations</u> (Minimum assistance required)</p> <ul style="list-style-type: none"> • Clinical skill/behavior well-developed, consistently demonstrated, and effectively implemented • Demonstrates creative problem solving

		<ul style="list-style-type: none"> Clinical Instructor consults and provides guidance on ideas initiated by student
4.50 - 4.64	A-	
4.35 – 4.49	B+	<p><u>Meets Performance Expectations</u> (Minimum to moderate assistance required)</p> <ul style="list-style-type: none"> Clinical skill/behavior is developed/implemented most of the time, but needs continued refinement or consistency Student can problem solve and self-evaluate adequately in-session Clinical Instructor acts as a collaborator to plan and suggest possible alternatives
4.15 – 4.34	B	
4.00 – 4.14	B-	
3.85 – 3.99	C+	<p><u>Needs Improvement in Performance</u> (Moderate assistance required)</p> <ul style="list-style-type: none"> Inconsistently demonstrates clinical skill/behavior Student’s efforts to modify performance result in varying degrees of success Moderate and ongoing direction and/or support from Clinical Instructor required to perform effectively
3.65 – 3.84	C	
3.50 – 3.64	C-	
3.35 – 3.49	D+	<p><u>Needs Significant Improvement in Performance</u> (Maximum assistance required)</p> <ul style="list-style-type: none"> Clinical skill/behavior is beginning to emerge, but is inconsistent or inadequate Student is aware of need to modify behavior, but is unsure of how to do so Maximum amount of direction and support from clinical Supervisor required to perform effectively.
3.15 – 3.34	D	
3.00 – 3.14	D-	
1.00 – 2.99	F	<p><u>Unacceptable Performance</u> (Maximum assistance is not effective)</p> <ul style="list-style-type: none"> Clinical skill/behavior is not evident most of the time Student is unaware of need to modify behavior and requires ongoing direct instruction from Clinical Instructor to do so Specific direction from Clinical Instructor does not alter unsatisfactory performance

VIDEO RECORDINGS

- Video Recordings of clients **MUST** remain in the clinic. All videoed recordings may be downloaded to a flash drive and must be immediately deleted after the student has reviewed the recorded session. They can be viewed in an available therapy room or the Student Clinician’s room. They can also be used for classroom presentations, then deleted. These recordings may not be taken home.
- A violation of this policy will result in the student receiving a failing grade in the clinic.

Weeks 1-2

Week 1 and 2

Discuss:

Class and Clinic Formats

Clinic assignments

Standard and nonstandard assessment

Time constraints

Examples of assessment plans

We will meet for 2- 3 hours during week 1 and week 2.

Week 3-14

Each week, the assigned clinicians will present an assessment plan for their client (to be implemented the following Friday) to the class. The plan should be in writing with copies for all class members, and will be presented verbally, as well. You will have approximately 5 minutes in which to present your client on your weeks. Be succinct! Use the CSAD 245 Assessment Plan handout as a sample. All headings on the handout must appear on your assessment plan. Remember to check out the client file and bring it with you to class. Class members should be prepared to make and discuss additional recommendations/modifications to the assessment plan. Presenters should provide assistants with an assignment for the day of assessment. **You should have contacted your client or the family prior to creating your Assessment Plan. Do NOT procrastinate in making this phone call.**

The scheduler has scheduled a make-up week for each of the Clinical Instructors. If one of your clients cancel or you do, you will need to make-up that assessment during the scheduled week.

EQUAL ACCESS

California State University-Sacramento, Department of Communication Sciences and Disorders, seeks to provide equal access to its programs, services, and activities for people with disabilities. If you have a documented disability and verification from the Office of Services to Students with Disabilities (SSWD), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to SSWD and meet with a SSWD counselor to request special accommodation before classes start.

Sacramento State Services to Students with Disabilities (SSWD) offers a wide range of support services and accommodations for students in order to ensure students with disabilities have equal access and opportunity to pursue their educational goals. Working collaboratively with students, faculty, staff and administrators, SSWD provides consultation and serves as the information resource on disability related issues to the campus community. SSWD is located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) or (916) 278-7239 (TDD only) or via email at sswd@csus.edu.

**This course has been designed to be in direct support of the following
American Speech-Language Hearing Association (ASHA) Knowledge and
Skills Acquisition for certification in Speech-Language Pathology: CSAD 244
Methods: Speech -- Language Assessment**

Standard IV-C: Speech, Language, Hearing, Communication, and Swallowing Disorders and Differences

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: phonology, articulation disorders (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: fluency disorders (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: voice and resonance disorders (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: receptive and expressive language disorders (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: hearing disorders (including the impact on speech and language including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, and executive functioning), including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re:

social aspects of communication (e.g., behavioral and social skills affecting communication), including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: communication modalities, including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.

Standard IV-D: Prevention, Assessment, and Intervention

- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding articulation.
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding fluency.
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding voice and resonance.
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities.
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, screening, and intervention regarding hearing, including the impact on speech and language.
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, and executive functioning).
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding social aspects of communication (e.g., behavioral and social skills affecting communication).
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of assessment and intervention regarding communication modalities.

Standard IV-E, IV-G, IV-H: Contemporary Professional Issues

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: standards of ethical conduct.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: contemporary professional issues and advocacy.

Standard IV-F: Research

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: processes used in research and integration of research principles into evidence-based clinical practice.

Standard V-A: Oral and Written Communication

- The student will demonstrate skill in oral and written or other forms of communication sufficient for entry into professional practice.

Standard IV-B: Basic Human Communication Processes

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: biological bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: neurological bases of human communication.

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: acoustic bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: psychological bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: developmental/lifespan bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: linguistic bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: cultural bases of human communication differences.