Department of Communication Sciences & Disorders  
California State University, Sacramento  

Fall 2018  

CSAD 147 ASSESSMENT PROCEDURES  
SYLLABUS & COURSE OUTLINE  

Instructor: Heather Thompson, PhD CCC-SLP  
Email: heather.thompson@csus.edu  
Office Hours: 12-3pm Tuesdays, or by appointment  
Please make an office hours appointment by calling the  
Department front desk at 916/278-4867  
Office Location: Folsom Hall 2404G  
916/278-6654  

Date, Time and Location:  
147-03 T, TH 4:00-5:15PM, Shasta Hall 240  
147-50 T, TH 6:00-7:15PM, Napa Hall TBD  

Number of Weeks: 16  

Prerequisites: PSYC 2, STAT 1, CHDV 30, DEAF 51, CSAD 125, CSAD 126, CSAD 145  

Class Information: Available on Canvas  

Publishing Group, Inc.  


Course Description: Current principles, methods and materials used by the speech-language pathologist to assess communication disorders are presented. Issues related to a model of assessment, informal and formal testing, dynamic assessment, interview techniques, administration, scoring and interpretation of test results, report writing and related issues will be discussed.
Learning Outcomes Competencies: (CSAD 147):

Mastery of each student learning outcome listed below is indicated by a grade of C 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 C. 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 147 Specific Student Learning Outcomes:

1. Discuss and describe the importance of causation and contributing factors to a speech/language diagnosis.
2. Explain common psychometric terms relevant to assessment and use those terms in classroom discussion and reports.
3. State verbally and in writing the eligibility criteria and timelines used for assessing and qualifying children for services in the California Public School System.
4. Select and write salient interview questions given a case history.
5. Review an assessment manual and, in writing, discuss what the assessment tool is designed to assess, provide a discussion of the reliability and validity of the assessment tool, and describe the normative pool on which the test was standardized.
6. Discuss the pros and cons of using a standardized testing/assessment instrument vs. non-standardized assessment measures.
7. Review test results and determine whether or not treatment is indicated.
8. Use the assessment data to design a treatment plan, including treatment goals and objectives, using curriculum-relevant language when writing these goals/objectives.
10. Discuss, verbally and in writing, how to present assessment results to the client and/or caregivers as well as the principles behind such a presentation.
11. Discuss the importance of culture on assessment and the modifications that might need to be made to achieve a valid and reliable assessment.
12. Discuss, verbally and/or in writing, ASHA’s Code of Ethics and the principle of confidentiality as those concepts apply to assessment.

<table>
<thead>
<tr>
<th>Course Learning Outcome</th>
<th>Components Indicating Competence</th>
<th>Grades Received</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Exam 1, Assignment 1</td>
<td></td>
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<tr>
<td>2</td>
<td>Exam 1, 2, Assignment 6</td>
<td></td>
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<tr>
<td>3</td>
<td>Exam 2</td>
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<tr>
<td>4</td>
<td>Assignment 1</td>
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<tr>
<td>5</td>
<td>Assignment 2</td>
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<tr>
<td>6</td>
<td>Exam 1, 2</td>
<td></td>
</tr>
<tr>
<td>7-9</td>
<td>Exam 2, Assignment 5, 6, 8</td>
<td></td>
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<tr>
<td>10</td>
<td>Exam 2, Assignment 6</td>
<td></td>
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<tr>
<td>11</td>
<td>Exam 1, Assignment 3, 7</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Exam 1, Assignment 4</td>
<td></td>
</tr>
</tbody>
</table>
Policies:

1. **Attendance**: Professional attendance is required. Report absences to the instructor in person or by email prior to class meeting. Practice attending now as attendance (and promptness) at scheduled meetings is a professional behavior that you will need to develop and maintain.

2. **You are responsible for all materials covered in your absence**: This means that you must obtain any materials handed out during your missed session from a classmate or from Canvas when available online.

3. **Class meetings and participation**: It is expected that students will complete all readings and review focus questions prior to class. Teaching strategies will include lecture, discussion, observation, and functional assignments. Active listening, critical thinking, and discussion are expected in this course. Students are strongly encouraged to take notes by hand to aid in the retention of materials.

4. **Canvas**: Course materials will be provided via Canvas. The student MUST have an active Saclink account and use Canvas to access class notes, assignments and class email.

5. **SimuCase**: As part of this class, SimuCase software will be used. Students can access a SimuCase account at [www.SimuCase.com](http://www.SimuCase.com). Subscriptions are available for 1 semester or 1 year, with pricing available on the website. A discounted subscription is available as part of the class, with information to be posted via flyer on canvas. So that grades can be imported, it is important that you use your Sac State email address when signing up for an account.

6. **Cellphones/Recording/Electronic Devices**: Please silence all cellphones and other communication devices prior to class. To facilitate your own learning (practice in note-taking) and out of respect for your fellow classmates (to allow all students to feel comfortable actively participating in class discussion), you are not permitted to audio or video record lectures. If you require an accommodation and require additional support in note-taking, please see the instructor.

7. **Exams**: Examinations must be completed on the scheduled day. There will be one midterm held in class and one final exam held during the final exam period. Examinations will be based on class lectures, assigned readings, class activities/homework and class discussion. Exams will be composed of multiple choice and/or short answer questions. In the case of a documented medical emergency, the student will be required to provide documentation of the illness, and a make-up exam will be available in essay format scheduled during dead week. Focus questions will be used as the study guide.

8. **Assignments**: Eight assignments will be due throughout the semester to support the application of concepts presented through class and reading materials. Assignments may involve individual or group work. For assignments that are to be completed in groups, one copy of the assignment must be turned in, with all student names on the assignment. All students will receive the same grade. Assignments will be due in class on the scheduled date in hard copy, turned in during class time. Emailed assignments will not be accepted. Assignments handed in via Dr. Thompson's departmental mailbox are considered late. Late assignments will be reduced by 10% per day and the late penalty will be applied at the time the assignment is received by the instructor.

Student Rights and Academic Responsibilities:

1. **Academic Integrity**: Students are expected to exhibit academic integrity and abide by CSUS' academic policy. Violations of this policy include cheating and plagiarism. Should this instructor suspect cheating and/or plagiarism, academic and administrative sanctions may be imposed, which may alter a student’s status on campus.
2. **Plagiarism**: Taken directly from [http://www.csus.edu/indiv/n/norrisa/stat50/AcademicHonesty.pdf](http://www.csus.edu/indiv/n/norrisa/stat50/AcademicHonesty.pdf) (retrieved 08/17/15). “Plagiarism is a form of cheating. At CSUS plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person’s contribution. Regardless of the means of appropriation, incorporation of another's work into one’s own requires adequate identification and acknowledgement. Plagiarism is doubly unethical because it deprives the author of rightful credit and gives credit to someone who has not earned it. Acknowledgement is not necessary when the material used is common knowledge. Plagiarism at CSUS includes but is not limited to:

- The act of incorporating into one's own work the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another's work without giving appropriate credit thereby representing the product as entirely one's own. Examples include not only word-for-word copying, but also the "mosaic" (i.e., interspersing a few of one's own words while, in essence, copying another's work), the paraphrase (i.e., rewriting another's work while still using the other's fundamental idea or theory); fabrication (i.e., inventing or counterfeiting sources), ghost-writing (i.e., submitting another's work as one's own) and failure to include quotation marks on material that is otherwise acknowledged
- Representing as one's own another's artistic or scholarly works such as musical compositions, computer programs, photographs, paintings, drawing, sculptures, or similar works.”

**Equal Access:**

**Statement**: California State University-Sacramento, Department of Speech Pathology and Audiology, seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the instructor and to the Office of Services for Students with Disabilities [http://www.csus.edu/SSWD/](http://www.csus.edu/SSWD/) Lassen Hall 1008, (Ph) 916-278-6955 (TDD) 916-278-7239 to make arrangements for accommodations. This information is available in alternative format with prior notification.

**Support:**

**Basic Needs Support**: If you are experiencing challenges in the area of food and/or stable housing, help is just a click, email or phone call away! Sacramento State offers basic needs support for students who are experiencing challenges in these areas. Please visit our Basic Needs website to learn more about your options and resources available [https://www.csus.edu/basicneeds/](https://www.csus.edu/basicneeds/)

**Writing**: As one of the objectives of this class is to facilitate student writing, students are encouraged to access outside resources, as needed. There are at least two programs on the CSUS campus that students can access to facilitate writing, including:

1. Peer and Academic Resource Center [http://www.csus.edu/parc/](http://www.csus.edu/parc/)
2. The University Reading and Writing Center [http://www.csus.edu/writingcenter/](http://www.csus.edu/writingcenter/)
Evaluation methods:

1. **Assigned Tasks:** Students will have the opportunity to earn points towards their grade through assignments, exams and class participation.

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Midterm Exam</td>
<td>100</td>
</tr>
<tr>
<td>Assignments (8x 50 points each)</td>
<td>400</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
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<tr>
<td><strong>Total</strong></td>
<td>600</td>
</tr>
</tbody>
</table>

2. **Grading:** Letter grades will be based upon the following grading scale:

   - A  95-100%
   - A- 90-94.99%
   - B  86-89.99
   - B+ 83-85.99
   - B- 80-82.99
   - C  76-79.99
   - C+ 73-75.99
   - C- 70-72.99
   - D  60-69.99
   - F  59.99 and below

**Course Evaluations:**

At the completion of the course, each student is expected to comment on the nature of this course. This procedure allows the instructor to modify segments of the course in order to make it more applicable to future students’ educational and professional growth.
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:

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.

Standard IV-B: Basic Human Communication Processes

- 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.
<table>
<thead>
<tr>
<th>Class</th>
<th>Class Content</th>
<th>Required Reading</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/28</td>
<td>Course Direction &amp; Design; Syllabus; SimuCase; Introduce assignments; Assessment Process</td>
<td>Review Syllabus; Shipley &amp; McAfee, pgs 4-5, Ch 3; ASHA code of ethics <a href="http://www.asha.org/Code-of-Ethics/">http://www.asha.org/Code-of-Ethics/</a></td>
<td>Focus Questions; Start SimuCase</td>
</tr>
<tr>
<td>08/30</td>
<td>Case History; Interviewing Techniques</td>
<td>Shipley &amp; McAfee Ch 1, 2</td>
<td>Focus Questions</td>
</tr>
<tr>
<td>09/04</td>
<td>Case History Analysis; Formulating hypotheses; Determining Etiology; Multicultural Considerations</td>
<td>Roseberry-McKibbin &amp; O’Hanlon (2005); De Lamo White &amp; Jin (2011); Paradis et al (2010); Betz et al (2013)</td>
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</tr>
<tr>
<td>09/06</td>
<td>Test Construction and Psychometric Principles; Debrief - Assignment #1</td>
<td></td>
<td>Assignment #1 Due - BEN</td>
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<tr>
<td>09/11</td>
<td>Selecting Test Procedures</td>
<td></td>
<td>Focus Questions</td>
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<tr>
<td>09/13</td>
<td>Review of Published Tests</td>
<td>Review Tests in Class</td>
<td>Focus Questions</td>
</tr>
<tr>
<td>09/18</td>
<td>Oral Mechanism Exam; Hearing Evaluation</td>
<td>Shipley &amp; McAfee Ch 5, 16</td>
<td>Focus Questions</td>
</tr>
<tr>
<td>09/20</td>
<td>Administration of Standardized Tests</td>
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<td>Focus Questions</td>
</tr>
<tr>
<td>09/27</td>
<td>Speech Sound Disorders Error Analysis; Debrief - Assignment #2</td>
<td>Shipley &amp; McAfee Ch 6</td>
<td>Assignment #2 Due - KARA LYNN</td>
</tr>
<tr>
<td>10/02</td>
<td>Baseline Data Collection Using SSD as an example</td>
<td></td>
<td>Focus questions</td>
</tr>
<tr>
<td>10/04</td>
<td>Case Study; Test Interpretation</td>
<td></td>
<td>Focus questions</td>
</tr>
<tr>
<td>10/09</td>
<td>Non-standardized Assessment Procedures; Dynamic Assessment</td>
<td>Hasson et al, 2012</td>
<td>Focus questions</td>
</tr>
<tr>
<td>10/11</td>
<td>Prelinguistic and Emerging Language Assessment Debrief - Assignment #3</td>
<td>Shipley &amp; McAfee Ch 7</td>
<td>Assignment #3 Due - JEANNIE</td>
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<tr>
<td>10/16</td>
<td>Midterm Review</td>
<td></td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>References</td>
<td>Assignment/Due</td>
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<tr>
<td>10/18</td>
<td>Midterm Exam</td>
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<tr>
<td>10/23</td>
<td>Developing Language Assessment; Debrief – Assignment #4</td>
<td></td>
<td>Assignment #4</td>
</tr>
<tr>
<td>10/25</td>
<td>Later Language Assessment</td>
<td>Shipley &amp; McAfee Ch 8</td>
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<tr>
<td>10/30</td>
<td>Advanced Language &amp; Writing Assessment</td>
<td>Shipley &amp; McAfee Ch 8, 13 Paul Ch 13</td>
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<tr>
<td>11/01</td>
<td>Fluency and Voice – guest lecture (tentative) Debrief – Assignment #5</td>
<td>Shipley &amp; McAfee Ch 11</td>
<td>Assignment #5</td>
</tr>
<tr>
<td>11/06</td>
<td>IEPs – guest lecture (tentative)</td>
<td>Review the website: <a href="http://www2.ed.gov/parents/needs/speced/iepguide/index.html">http://www2.ed.gov/parents/needs/speced/iepguide/index.html</a> and IEP California Screening reading</td>
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<tr>
<td>11/08</td>
<td>Reporting and Analysis of Test Results</td>
<td></td>
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<tr>
<td>11/13</td>
<td>Report writing; Final conference Debrief – Assignment #6</td>
<td>Shipley &amp; McAfee Ch 4</td>
<td>Focus Questions</td>
</tr>
<tr>
<td>11/15</td>
<td>Dysarthria and Apraxia</td>
<td></td>
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<tr>
<td>11/22</td>
<td>Class not held</td>
<td>Thanksgiving Holiday</td>
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<tr>
<td>11/27</td>
<td>Cleft Palate/VPI Debrief – Assignment #7</td>
<td>Shipley &amp; McAfee Chs 12, 17</td>
<td>Assignment #7</td>
</tr>
<tr>
<td>11/29</td>
<td>Neurofibromatosis/Rett</td>
<td>Thompson et al., 2013</td>
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<tr>
<td>12/04</td>
<td>No lecture</td>
<td>Dedicated time to work on assignment</td>
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<tr>
<td>12/06</td>
<td>Review</td>
<td></td>
<td>Assignment #8</td>
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<tr>
<td>12/10-</td>
<td>Finals week</td>
<td>Review course content</td>
<td></td>
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</tbody>
</table>
REFERENCES & RESOURCES

Articles and Chapters:


Websites:

1. UCLA Phonetics Website: http://www.phonetics.ucla.edu/course/chapter1/chapter1.html

2. SALT website: http://www.saltsoftware.com/

3. Special Education Teacher Requirements: https://www.cde.ca.gov/sp/se/

4. Phonemic Inventories Across Languages: http://www.asha.org/practice/multicultural/Phono/


Additional Resources:


