

**SPLH 860: Evaluation
Fall 2009**

INSTRUCTOR: Debby Daniels, Ph.D.
CLASS MEETINGS: M/W 3:15-4:55
CLASS LOCATION: ??????
OFFICE HOURS: By appointment
EMAIL: ddaniels@kumc.edu

TEXT: Hedge, M.N., & Pomaville, F. (2008). *Assessment of Communication Disorders in Children: Resources and protocols*. San Diego: Plural Publishing Inc.

SUPPLEMENTAL TEXT (not required, but a useful reference): Tomblin, J.B., Morris, H.L., & Spriesterbach, D.C. (2000). *Diagnosis in speech-language pathology*. San Diego: Singular Publishing Company.

SUPPLEMENTAL READINGS (on reserve in Haworth Hall in Lawrence and the main office at KUMC)

Fey, M.E., & Cleave, P.L. (1990). Early language intervention. *Seminar in Speech and Language*, 2 165-181.

Gutiérrez-Clellan, V.F., & Peña, E. (2001). Dynamic assessment of diverse children: A tutorial. *Language, Speech and Hearing Services in Schools*, 32, 212-224.

Haynes, W.O., Pindzola, R. H., & Emerick, L.L. (1992). Psychometric considerations in diagnosis and evaluation. *Diagnosis and evaluation in speech-language pathology*, pp. 56-79.

Lidz, C.S., & Peña, E.D. (1996). Dynamic assessment: The model, its relevance as a nonbiased approach, and its application to Latino American preschool children. *Language, Speech and Hearing Services in Schools*, 27, 367-372.

McCauley, R.J., & Swisher, L. (1984). Psychometric review of language and articulation tests for preschool children. *Journal of Speech and Hearing Disorders*, 49, 34-42.

McGregor, K. K., Williams, D., Hearst, S., & Johnson, A. C. (1997). The use of contrastive analysis in distinguishing difference from disorder: A tutorial. *American Journal of Speech-Language Pathology*, 6, (3), 45-56.

Paul, R. (2007). *Language disorders from infancy through adolescence*, pp.23-64, St. Louis: Mosby Elsevier.

Shiple, K. (1992). Skills and techniques for interviewing and counseling. *Interviewing and counseling in communicative disorders*, pp. 50-77.

ATTENDANCE

This is a graduate level course. As such, it is your decision to attend class. Attendance will not be taken. However, participation in group activities and course discussion is important in developing the skills required for conducting assessments.

IPCD DIAGNOSTIC KNOWLEDGE & SKILLS FOR MA SLP

This course provides basic information crucial to the Program requirements in the Foundations category. None of the standards can be met fully by completion of this course alone. Students must take at least one additional course in the Foundations category to meet program requirements for Foundations. Additional and more specific details on

assessment and diagnosis must be learned by taking specific content courses and through clinical experiences. The SPLH 860 rubric identifies the ICD Diagnostic Knowledge and skills for MA SLP and the ASHA KASA (Knowledge and Skills Assessment) indicators addressed in this course. You will find this rubric on Blackboard.

TOPICS

- 8/24** Lecture: professional conduct, diagnostic models
Practical: introduction to medical terminology
Reading: Text Chapt. 1
- 8/26** Lecture: psychometric considerations in evaluation
Practical: small group activity
Reading: Text, Chapt. 3
 Haynes, Pindzola & Emerick article
 McCauley & Swisher article
- 8/31** Lecture: review of psychometric considerations
Practical: whole class activity
Assignment: See Blackboard, Assignment #1, due to instructor (by email) no later than 2:00 p.m. on 9/7.
- 9/2** Lecture: developing cultural competence
Practical: multicultural case study group discussion
Reading: Text Chapt. 4 & 5
- 9/7** **LABOR DAY – HOLIDAY**
- 9/9** Lecture: issues in cultural competence
Practical: multicultural case study group discussion
Readings: Guitierrez-Clellan & Pena
 Lidz & Pena
 McGregor, Williams, Hearst, & Johnson
Assignment: See Blackboard, Assignment #2, due to instructor (by email) no later than 2:00 p.m. on 9/14.
- 9/14** Lecture: referrals, prioritizing information to be gained
Practical: case study group discussion
Reading: Text Chapt. 3 in Tomblin text (available for copying)
- 9/16** Lecture: developing diagnostic questions, developing the evaluation plan
Practical: case study group discussion
Reading: lecture material
Assignment: See Blackboard, Assignment #3, due to instructor (by email) no later than 2:00 p.m. on 9/21.

- 9/21 Lecture: managing the evaluation environment, managing client behavior
Practical: case study group discussion
Reading: lecture notes
- 9/23 Lecture: Conducting patient/family interviews
Reading: Shipley
 Text, Chapt. 6
- 9/28 Lecture: Language Sampling Procedures
Reading: Text, Chapt. 9
Assignment: See Blackboard, Assignment #4 due to instructor (by email) no later than 2:00 p.m. on 10/5.
- 9/30 Lecture: interpreting assessment results
Practical: case study group discussion
Reading: Paul
- 10/5 Lecture: developing impressions, diagnosis and prognosis, recommendations & exit conferences
Practical: case study group discussion
Reading: Tomblin Text, Chapt. 4
Assignment: See Blackboard, Assignment #5, due to instructor (by email) no later than 2:00 p.m. on 10/9.
- 10/7 Lecture: oral mechanism examination, hearing screening procedures
Practical: class practice; **PLEASE BRING YOUR PENLIGHT TO CLASS**
Reading: Text Chapt. 1
- 10/12 Lecture: using evaluation tools for outcome measures in treatment
- 10/12-10/18 **FINAL EXAMINATION AVAILABLE ON BLACKBOARD**

GRADING

Assignments (50% of course grade, 100 total points possible)

Assignments will be posted on Blackboard. Assignments are worth 20 points each, and reflect the content of course lectures. Assignments must be turned by the time/date designated (any deviation from this policy results in a grade of 0 points, unless an alternative has been discussed with the instructor). The goal of these assignments is to help you become more comfortable with the art and science of evaluation, and to assist you in learning the mechanics of writing professional reports.

Final Examination (50% of course grade, 100 total points possible)

There will be a final examination posted on Blackboard. The final will consist of a combination of multiple choice, short answer and essay questions. You will have access to completing the final from 6:00 p.m. on 10/12 through midnight on 10/18.

Provisions

Learning assistance, academic performance enhancement, and psychological services at KUMC are free, confidential, and available at Student Counseling & Educational Support Services by calling 913-588-6580 or visiting G116 Student Center. Any student in this course who, because of a disability, needs an accommodation in order to complete the course requirements should contact the instructor or the Equal Opportunity/Disability Specialist (913-588-7813 : TDD 913-588-7963) as soon as possible.