

**SPLH 860: Evaluation
Fall 2011**

INSTRUCTOR: Debby Daniels, Ph.D.
CLASS MEETINGS: M/W 3:15-4:55
CLASS LOCATION: 3001 Miller
OFFICE HOURS: By appointment
EMAIL: ddaniels@kumc.edu

TEXT: Haynes, W.O., and Pindzola, R.H. (2012). *Diagnosis and evaluation in speech-language pathology*. Upper Saddle River, NJ: Pearson Education, Inc.

SUPPLEMENTAL READINGS (on reserve in 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.

Hall, P.K. (2000). The oral mechanism. In (J.B. Tomblin, H.L. Morris, & D.C. Spriestersbach (Eds.), *Diagnosis in Speech-Language Pathology*, pp. 91-128. San Diego: Singular.

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.

Morris, H.L. (2000). The exit conference. In (J.B. Tomblin, H.L. Morris, & D.C. Spriestersbach (Eds.), *Diagnosis in Speech-Language Pathology*, pp. 83-90. San Diego: Singular.

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.

Southwood, F. & Russell, A. (2004). Comparison of conversation, free play, and story generation as methods of language sample elicitation. *Journal of Speech, Language, and Hearing Research*, 47, 366-376.

Westerveld, M.F., & Moran, C.A. (2011). Expository language skills of young school age children. *Language, Speech, and Hearing Services in Schools*, 42, 182-193.

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 IPCD 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

- 8/22** Lecture: professional conduct, diagnostic models
Reading: Text Chapt.1
- 8/24** Lecture: psychometric considerations in evaluation
Reading: Text, Chapt. 3
 McCauley & Swisher article
- 8/29** Lecture: review of psychometric considerations
Assignment: See Blackboard, Assignment #1, due to instructor (by email) no later than 2:00 p.m. on 9/7.
- 8/31** Lecture: referrals, prioritizing information to be gained
Reading: Text Chapt. 3 in Tomblin text (available for copying)
- 9/5** Labor Day – No Class
- 9/7** Lecture: developing diagnostic questions, developing the evaluation plan
Reading: lecture material
Assignment: See Blackboard, Assignment #2, due to instructor (by email) no later than 2:00 p.m. on 9/14.
- 9/12** Lecture: Conducting patient/family interviews
Reading: Shipley
 Text, Chapt. 2
- 9/14** Lecture: Child Language Assessment
Reading: Text, Chapt. 4 & 5
- 9/19** Lecture: Language/speech sampling and developing observation skills
Reading: Westerveld & Moran article
 Southwood & Russell article
- 9/21** Lecture: interpreting assessment results
Reading: Paul
Assignment: See Blackboard, Assignment #3, due to instructor (by email) no later than 2:00 p.m. on 9/28.

- 9/26 Lecture: developing impressions, diagnosis and prognosis, recommendations & exit conferences
Reading: Morris
- 9/28 Lecture: oral mechanism examination
Practical: class practice; **PLEASE BRING YOUR PENLIGHT TO CLASS**
Reading: Hall
Assignment: See Blackboard, Assignment #4, due to instructor (by email) no later than midnight on 10/5.
- 10/3 Lecture: developing cultural competence
Reading: Text Chapt. 12
- 10/5 Lecture: issues in cultural competence
Readings: Guitierrez-Clellan & Pena
 Lidz & Pena
 McGregor, Williams, Hearst, & Johnson
- 10/10 Fall Break – No Class
- 10/12 Lecture: Evaluating Intervention Outcomes
Reading: Fey & Cleave

GRADING

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

Assignments will be posted on Blackboard. Assignments 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.

A = 94-100%, A- = 90-93%, B+ = 87-89%, B = 83-86%, B- = 80-82%, C+ = 77-79%, C = 73-76%, C- = 70-72%, D+ = 67-69%, D = 63-66%, D- = 60-62%, F = <60%.

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 pm on 10/12 through 6:00 pm on 10/19/11.

E-portfolio Artifacts

A **combination** of Assignments 2&3&4 may be used as your E-portfolio artifact for this class. **You must use the graded papers, with the track changes feedback.**

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.