COMD 610 - Assessment + Diagnosis

Fall 2014

Section 001: 125 TLRB on  T Th from 8:00 am - 9:15 am

Course Information

Description

The Purpose of this Course: The purpose of this course is to prepare graduate students to evaluate clients referred for communication disorders and to employ information gained from assessment to inform clinical decision-making and intervention. Students enrolled in this class should have completed all the undergraduate major requirements for the BS, including the clinical courses.

Learning Outcomes

Clinic Policies

Students will demonstrate knowledge of the BYU Speech-Language-Pathology Clinic diagnostic policies and procedures including, intake, establishing contacts with stakeholders, parent orientation, primary referral/release/legalities/ethics, and follow-up reports.

Diagnostics

Students will demonstrate competency performing and interpreting a variety of diagnostic procedures. Students will explain what measures are designed to do, in what circumstances they should be used, how they are administered, and how they apply to a specific case. Procedures will include, interviewing, standardized tests, structured and informal observation, and other tasks and probes.

Assessment Hypotheses

Students will demonstrate the ability to form, test, and revise clinical hypotheses in the assessment process including, formulating an assessment plan, selecting assessment methods, and adjusting assessment procedures as needed in the course of the evaluation.
Conclusions Based on Assessment

Students will demonstrate the ability to form and express appropriate conclusions based on information gathered in the assessment process. The process will include, interpreting test measures, synthesizing information, examining data with regard to hypotheses, predicting the trajectory of development based on history and current functioning, and expressing and sharing information professionally in writing and in conferencing.

Treatment Intervention

Students will demonstrate the ability to design intervention based on diagnostic conclusions. Students will demonstrate ability to select general treatment targets, suggest appropriate treatment methods, employ ongoing assessment, and justify treatment decisions based on best practice and evidence gained from ongoing assessment.

Participation Policy

Class participation: Students are expected to attend all classes and to be prepared to participate in class discussions. ("Participate" means contributing to discussions, responding to questions, asking insightful questions, and other evidence of active learning.) 10 participation points will be subtracted for missing any (and each) class case presentation. Any excused absence must be cleared with the instruction prior to the class period except in cases of medical emergencies. Please plan to be "in class" when you’re in class. Please avoid using your cell phones or computers for activities not directly related to class discussions. If you find yourselves drifting into somnolence (Totally understandable at this time in the morning), please feel free to stand up and/or walk to the back of the class. Please avoid sleeping in class as it injures the instructor’s fragile ego and might possibly decrease your comprehension of material presented in class.

Grading Scale

<table>
<thead>
<tr>
<th>Grades</th>
<th>Percent</th>
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<tbody>
<tr>
<td>A</td>
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<tr>
<td>A-</td>
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<tr>
<td>B-</td>
<td>80%</td>
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<tr>
<td>C+</td>
<td>77%</td>
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</tbody>
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Grading Policy

In order to complete this class for the MS program of study successfully, students must earn a grade of B- or better. Students must earn at least 185 points on the assessment project to earn a B- and to demonstrate competency. Students who do not perform at this minimum level will be required to complete clinical remediation through retaking the class.

Assignments, points, and who assigns grades
Clinical Assignment # 1, 25, TA
Evaluation plan, P/F, Clinical Educator
Using the technology, P/F, TA
Clinical performance in evaluation 80 points, Clinical Educator
Evaluation Draft, 50, Clinical Educator
Final written report, 25, Clinical Educator
Treatment plan, 25, Dr. Brinton
Case presentation, 50, Dr. Brinton
Class Participation, 70, Dr. Brinton
Total Points 325

Attendance Policy

See "Class Participation"

Classroom Procedures

Description of Assignments:

Clinical assignment # 1: Learning to administer tests and measures: You will want to have a number of skills in your repertoire as you complete this class. You will want to practice various tasks and skills on typical individuals (friends, family members, etc.) before you try them out in the clinic. You will need to perform the following on someone other than your client. You must complete the required practice of any test or measure that you will administer to your client BEFORE you see your client.

Ideally, you would complete practice on all measures before the presentations in class begin, but sometimes this is not possible due to test availability, scheduling, etc. Therefore, if the tasks below are not all completed before the
class presentations, you may need additional time. Hand in what you DO have
done by the date of the first presentations. Hand in a complete versions by the
last day of cla.. List the measures you have practiced, the context in which you
practiced, the date, and whether you were supervised. Also, describe your level
of comfort with these skills and any plans you have to improve your skill.

1. Oral peripheral exam: practice on 3 individuals
2. Practice ethnographic interviewing on 3 individuals
3. Administer CELF-5 (or latest version) on 3 individuals
4. Administer the PLS-5 practice on 3 individuals
5. Administer a receptive vocabulary test to 3 people
6. Administer an articulation (phonological) test to 3 people
7. Administer a play scale to 2 preschool children
8. Collect and plan analysis of a language sample
9. Other? Whatever else you will need for your client—practice!!!!!!

For this assignment, please list:
Tasks you have performed, including those required tasks listed above. Please
provide dates.
Context in which you performed tasks (Whom did you test and in what context?
client, typicals, friends, etc.)
Those tasks that were observed or supervised (get supervisor’s or TA’s initials)
Your level of comfort with each skill (rate from 1—paralyzed with fear—to 5—
totally comfortable)
Your plan to improve your skill from this point

Please hand in two versions of this assignment:
1. Your practice with the measures listed above that you have completed by
the date that class presentations being. (You may need to continue to practice
tests after presentations have begun depending on test availability, etc.)
2. A final version describing your practice and experience with all the tasks
listed below (due the last day of class)

TASKS

I. Interviewing
   a. Traditional
   b. Ethnographic
II. Oral peripheral exam
   a. Structures
   b. Functions
III. Developmental level/ nonverbal IQ
   a. Formal measures (specify those interpreted administered by others or yourself)
   b. Informal measures (specify and describe)
IV. Social Communication
   a. Interaction (joint attention, intersubjectivity, other?)
   b. Social Cognition (TOM, emotion understanding, social inferences, others?)
   c. Language processing; Expressive Language (formal tests, informal measures, language sample elicitation, transcription, analysis, others?)
   d. Language processing: Receptive Language (Formal tests, informal measures, others?)
   e. Language processing skills that may be probed in various measures (memory, word retrieval, word recognition, other?)
   f. Language processing: articulation/phonology (formal measures, connected speech, intelligibility, others?)
   g. Pragmatics (turntaking, topic, repair, cooperation, responding to questions, asking questions, etc.)
V. Behavior (regulation, compliance, other?)
VI. Report writing
   a. History
   b. Testing & results
   c. Conclusions
   d. Recommendations
VII. Planning for Tx
   a. Using assessment results to plan targets
   b. Formulating Tx goals or objectives
   c. Using assessment results and conclusions to suggest activities to facilitate target behaviors.
VIII. Do you have the following in your repertoire?
   a. Ethnographic interviewing
b. Oral peripheral evaluation

c. Formal language tests for infants, preschoolers, school age, adults

d. Play Scale

e. Language sampling technique and analysis

f. Tests/measures of phonology

g. Other ways to organize your observations?

Assessment project: The assessment project will be the main focus of this course. Students will complete an evaluation of a client in the BYU SLP clinic. Ms Robinson will assign a case to each student, and students must then coordinate their schedules with their supervisors. The clinical staff will supervise the diagnostics according to BYU SLP Clinic procedures. A description of the components of the project follows:

1. Using the technology: Students may work with the clinic TA to become familiar with the technology used in the clinic rooms. Students need to learn to use the cameras and recording equipment so that they can 1) record their own sessions, and 2) avoid interfering with the recordings of others. In addition, students need to learn to make videoclips from the recordings of their sessions. Students will need these clips for the class presentation. Supervisors will not be able to make these clips for you. The clinic TA or supervisor must pass students off on using the technology before the evaluation begins.

2. Evaluation Plan: Each student will propose a plan to evaluate the client. The plan needs to show how you plan to address the areas described by the evaluation framework presented in class. The supervisor must pass the plan off before the evaluation begins. Remember to build in some flexibility and options in case you need additional information or things don’t go as planned.

3. Clinical performance in evaluation: This component includes the ability to interact with the client and family to gather data and share information. Procedures will include ethnographic interviewing, oral peripheral exam, formal and informal test administration, synthesis and interpretation of measures, and interacting with stakeholders.
4. **Evaluation draft:** This is the draft of your written report. It should be as complete and as polished as possible.

5. **Final written report:** This is the final version after you have had feedback from your supervisor.

6. **Case presentation of evaluation:** You will have about 60 minutes to present your case in class. You will want to present a PowerPoint with videoclips to illustrate your points. It will be helpful to organize your report according to the evaluation framework. Be prepared to discuss your findings and conclusions and to respond to questions from the instructor and your peers.

7. **Treatment plan:** This plan may be part of your evaluation report, but it is more likely that your report will contain only a brief version of this plan. Your treatment plan should include and prioritize the areas you think should be addressed and your rationale for choosing these areas. Suggest some ways in which you think these areas might be addressed in treatment. What would you try, and how would you assess progress? Keep the evaluation framework in mind. The treatment plan is due no later than one week after your presentation in class.

Students will be responsible for planning, intake, obtaining history and other reports or information, seeing that assessment measures are performed, analyzing testing results, synthesizing information, forming clinical conclusions, making recommendations, writing a report, and counseling with clients/parents, and any recommended follow-up (sending out reports, etc.).

Grades on clinical work will be assigned according to your performance on the various tasks, the amount of support or supervision that you require at each stage (you will probably want more support in the initial stages), and the quality of the final products. Some clinical cases may be more difficult than others. We will take this into account.

A word of advice: We have EXCELLENT clinical educators. Learn all you can from them in the context of this course. Don’t be afraid to ask questions and share your ideas and concerns. Also, it is important to recognize that there may be many ways to consider a single case, and clinical educators and your instructor bring different kinds of considerations to the table.
HBLL Course Reserve Readings

password is bri610

Instructor/TA Info

Instructor Information

Name: Bonnie Brinton
Office Location: 127 TLRB
Office Phone: 801-422-4319
Office Hours: Tue, Thu 12:00pm-1:00pm
Email: bonnie_brinton@byu.edu

TA Information

Name: Allyson Roscher
Email: allyson.roscher@gmail.com

Assignments

Assignment Description

Additional assignments and quizzes

Due: Tuesday, Sep 02 at 6:00 pm

There may be additional assignments and quizzes. Quizzes may be unannounced, so it is best to be prepared for class.

Clinical Assignment #1

Due: Thursday, Sep 25 at 12:00 am

As described in syllabus:

**Clinical assignment #1: Learning to administer tests and measures**: You will want to have a number of skills in your repertoire as you complete this class. You will want to practice various tasks and skills on typical individuals (friends, family members, etc.) before you try them out in the clinic. You will need to perform the following on someone other than your client. You must
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d. Play Scale
e. Language sampling technique and analysis
f. Tests/measures of phonology
g. Other ways to organize your observations?

Case Presentation

Due: Thursday, Dec 11 at 1:59 am

Case presentation of evaluation: You will have about 60 minutes to present your case in class. You will want to present a PowerPoint with videoclips to illustrate your points. It will be helpful to organize your report according to the evaluation framework. Be prepared to discuss your findings and conclusions and to respond to questions from the instructor and your peers.

Class Participation

Due: Thursday, Dec 11 at 1:59 am

Assessment Project

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**treatment plan**

Due: Thursday, Dec 11 at 11:59 pm

Treatment plan: This plan may be part of your evaluation report, but it is more likely that your report will contain only a brief version of this plan. Your treatment plan should include and prioritize the areas you think should be addressed and your rationale for choosing these areas. Suggest some ways in which you think these areas might be addressed in treatment. What would you try, and how would you assess progress? Keep the evaluation framework in mind. The treatment plan is due no later than one week after your presentation in class.

**Point Breakdown**
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<td>Assessment Project</td>
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<td>Case Presentation</td>
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<td>Class Participation</td>
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<td>Treatment Plan</td>
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**Schedule**

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<td>T Sep 02 Tuesday</td>
<td>Introduction; The purpose of evaluation: pieces of the puzzle</td>
<td>Please note that schedule is tentative and subject to CHANGE.</td>
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<tr>
<td>Th Sep 04 Thursday</td>
<td>On becoming a clinician</td>
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<tr>
<td>T Sep 09 Tuesday</td>
<td>Principles of assessment</td>
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<td>Th Sep 11 Thursday</td>
<td>Principles</td>
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<td>T Sep 16 Tuesday</td>
<td>Getting started: What do we want from an eval?</td>
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<td>Th Sep 18 Thursday</td>
<td>Planning the assessment</td>
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<td>Oral peripheral exam</td>
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<td>Ethnographic interviewing</td>
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<td>The nature of testing</td>
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<td>T Oct 07</td>
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<td>The nature of testing measures; behavioral observations</td>
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<td>Thursday</td>
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<td>T Dec 16</td>
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**University Policies**

**Honor Code**

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university’s expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

**Sexual Harassment**

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-
sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor or contact one of the following: the Title IX Coordinator at 801-422-2130; the Honor Code Office at 801-422-2847; the Equal Employment Office at 801-422-5895; or Ethics Point at http://www.ethicspoint.com, or 1-888-238-1062 (24-hours).

**Student Disability**

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

**Respectful Environment**

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University
Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010