

APPENDIX C:

Additional Assessments

Student Surveys of Master Clinicians and Field Placement Experience

*Includes data from Special Cohort Spring 2014 and from Traditional Students Fall 2013/Spring 2014.

This candidate survey is collected at the completion of the candidate’s program and evaluates the candidate’s student teaching experience, including the effectiveness of the Field Service Coordinator and Master Clinician. The survey offers a 1-5 point scale (i.e., “1” indicates “Strongly Disagree” while “5” indicates “Strongly Agree”)

AY 13-14 Traditional Program

Figure 1

AY 13-14 Response Ratings – Traditional Student Survey of Off-Campus Master Clinicians

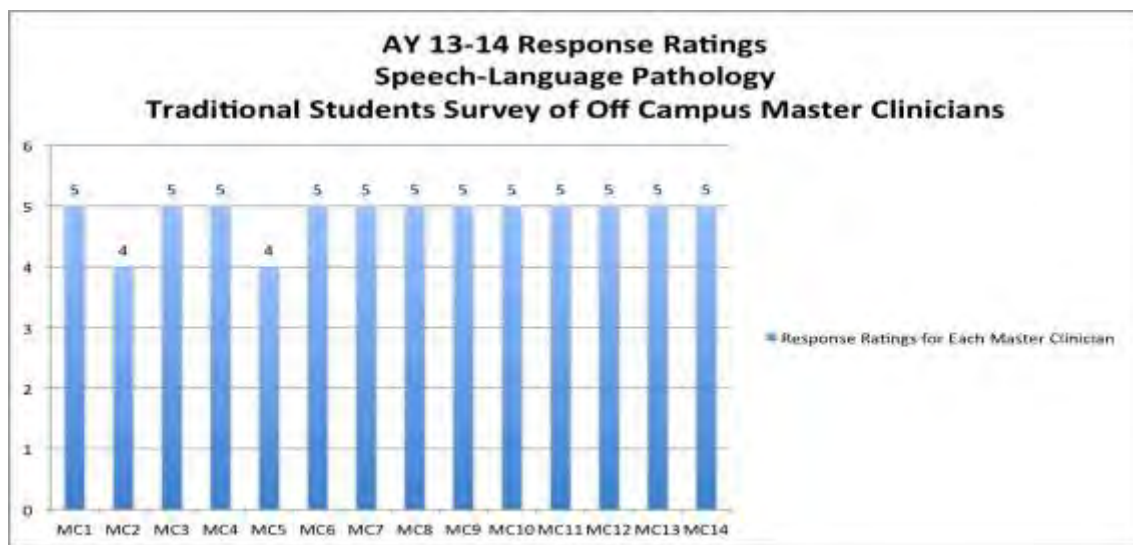


Figure 1 shows that the traditional students’ ratings of their individual off-campus Master Clinicians (N=14) range from 4-5. Master Clinicians 1, 3-4,6-14 received perfect scores from their students.

Figure 2

AY 13-14 Statistics Summary- Traditional Students Survey of Off-Campus Master Clinicians

	Student Ratings of Individual Master Clinicians
MEAN:	4.86
STANDARD DEVIATION:	.36
MINIMUM RATING:	4
MAXIMUM RATING:	5

Figure 2 summarizes the following: the mean scores on the traditional students’ ratings of their individual off-campus Master Clinicians was a 4.86; the standard deviation among students’ ratings was moderate at 0.5, the minimum rating of a master clinician was 4, while the maximum rating of a Master Clinician was 5.

Figure 3

AY 13-14 Response Means – Traditional Student Survey of Off Campus Field Placement

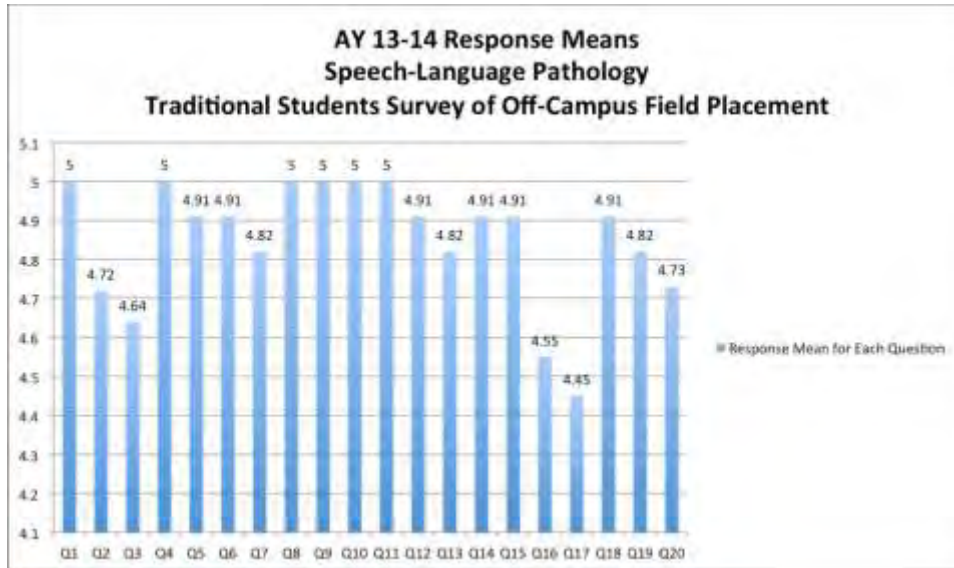


Figure 3 shows that **traditional students'** mean ratings of their off-campus field placement experience range from 4.45-5. Traditional students' lowest mean rating (4.45) was for Question 17: "I was exposed to different service delivery models related to students with communicative impairments (i.e. push-in, pull-out, collaboration, consultation, etc)".

Figure 4

AY 13-14 Response Standard Deviations – Traditional Student Survey of Off-Campus Field Placement

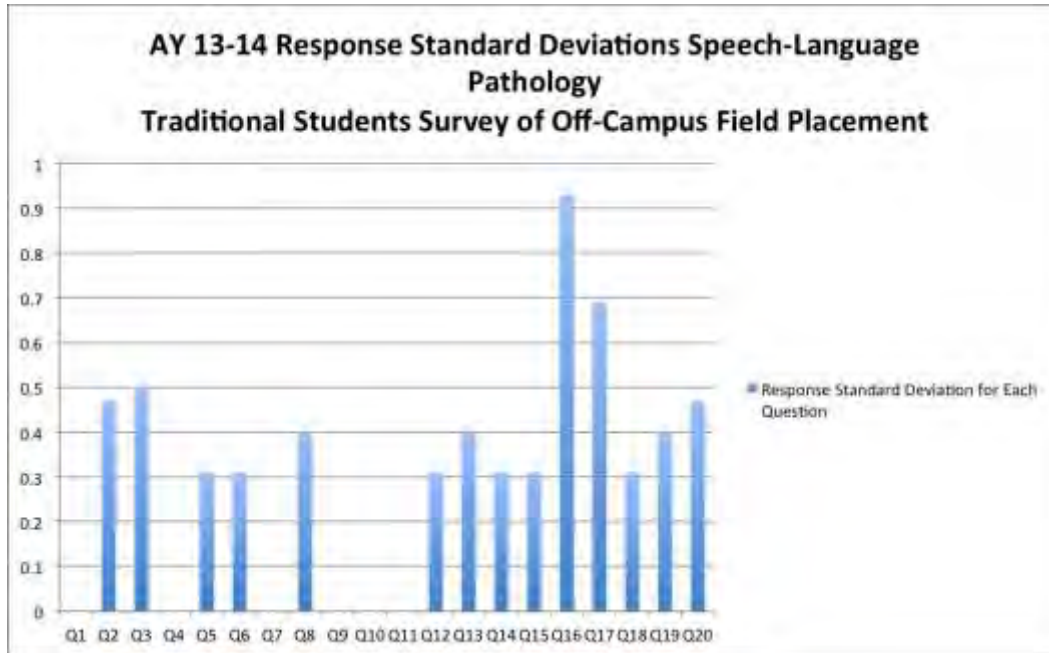


Figure 4 shows that the standard deviation was 0 for **traditional students'** mean ratings of their off-campus field placement on questions 1, 9-11. The areas for which the traditional students unanimously rated their off-campus field placement experience were: The areas where the traditional students' responses varied the greatest (.93) was on question 16: "I was involved in &/or exposed to the IFSP/IEP process related to the provision of SLP services in the public school setting (i.e., file reviews, determining timelines or scheduling appointments, writing IEPs, utilizing or briefing on SEIS or other systems, etc.)

AY 13-14 Cohort Program

Figure 5

AY 13-14 Response Ratings – Special Cohort Student Survey of Off-Campus Master Clinicians

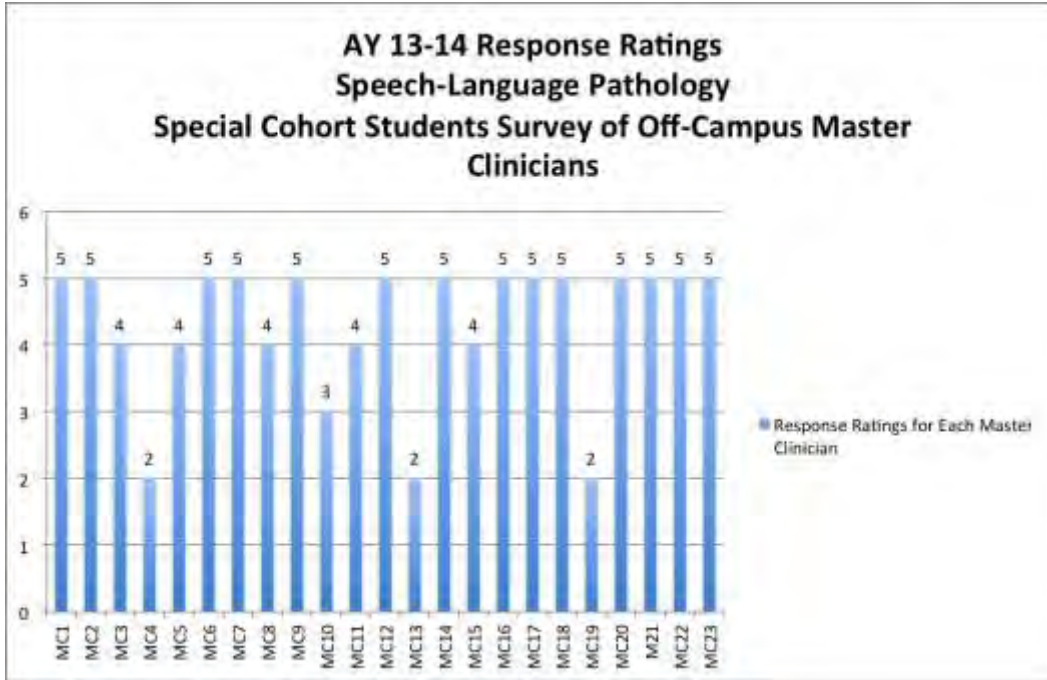


Figure 5

AY 13-14 Statistics Summary – Special Cohort Student Survey of Off Campus Master Clinicians

	Student Ratings of Master Clinicians
MEAN:	4.30
STANDARD DEVIATION:	1.06
MINIMUM RATING:	2
MAXIMUM RATING:	5

Figure 5 summarizes the following: the mean scores on the special cohorts students’ ratings of their individual off-campus Master Clinician was a 4.30; the standard deviation among students’ ratings was moderate at 1.06, the minimum rating was 2, while the maximum rating of the Master Clinician was 5.

Figure 6

AY 13-14 Response Ratings – Special Cohort Student Survey of Off-Campus Field Placement

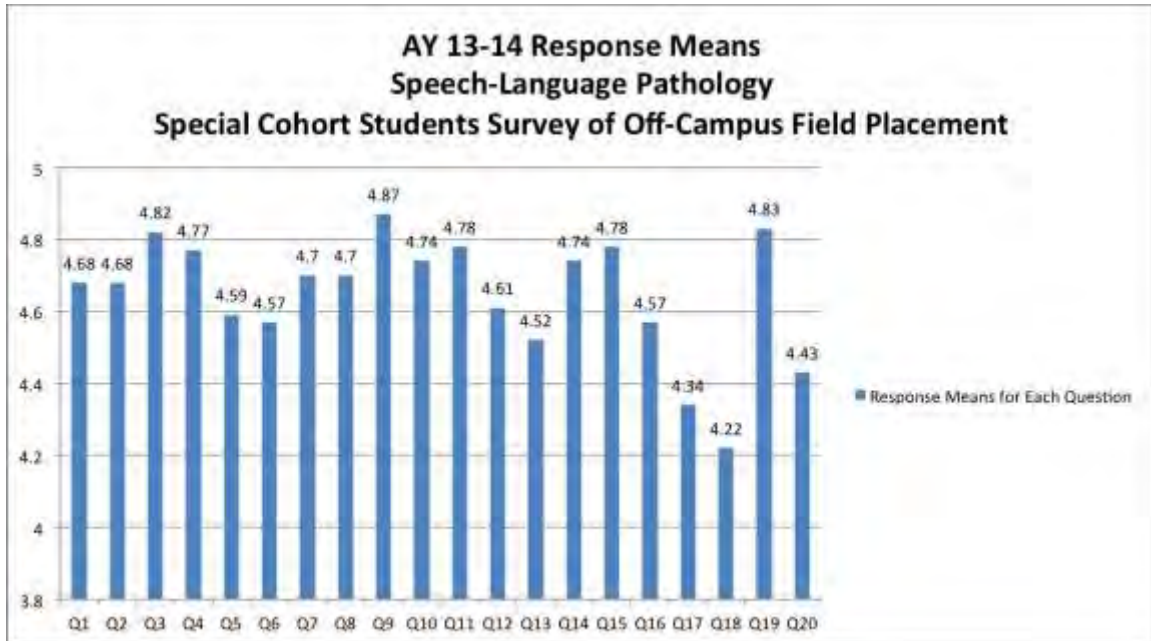


Figure 6 shows that **special cohort students'** mean ratings of their off-campus field placement experience range from 4.22-4.87. Special cohort students' lowest mean rating (4.22) was for Question 18: "I had an opportunity to observe or participate in multidisciplinary conferences/teams".

Figure 7

AY 13-14 Response Standard Deviations – Traditional Student Survey of Off-Campus Field Placement

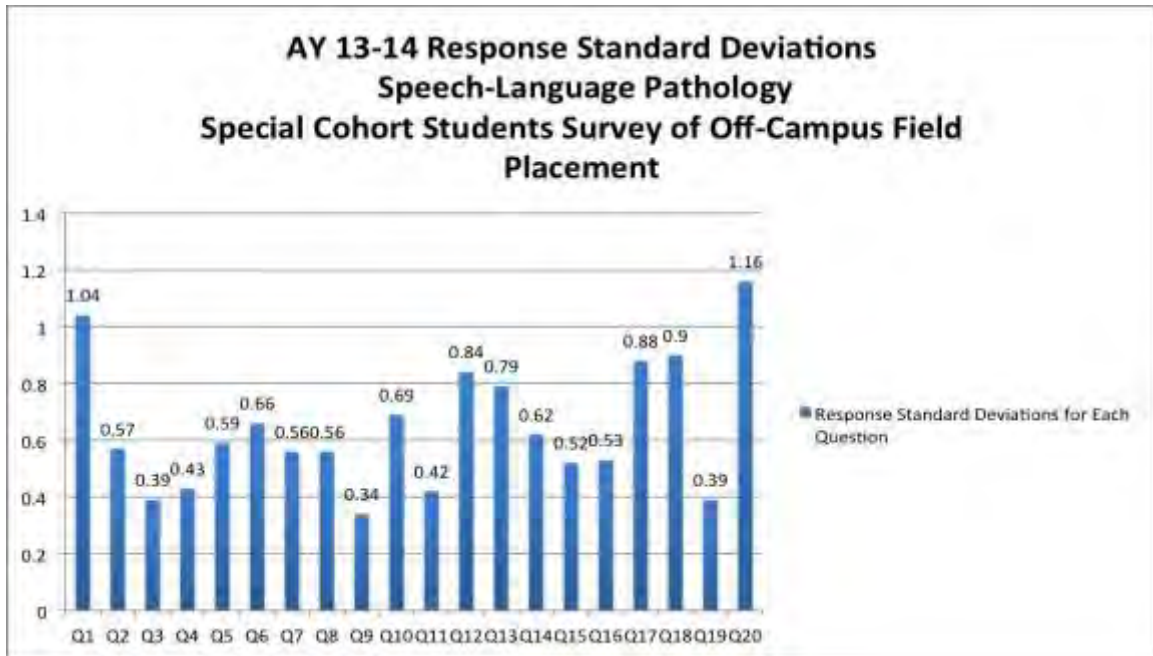


Figure 7 shows that the standard deviation was the least for Question 9: “My Master Clinician demonstrated adequate knowledge, skills, and abilities regarding specific diagnostic tools and techniques needed by the clients served”.

CSULB Communicative Disorders Department's Community Advisory Board

AY 2012-13 Meeting

In AY 2012-13, the SLP Department's annual Fall Semester Advisory Board met on 10/09/13. Ten CD Department faculty and staff and the following board members were in attendance:

1. Carole Mills (ABC Unified School District-SLP Coordinator)
2. Dr. Troy Hunt (District Administrator in Cypress School District)
3. Connie Jensen (Assistant Superintendent of School Support-Long Beach Unified School District)
4. Barbara Moore (Owner-Private Practice)
5. Rose Haunreiter (SLP in Huntington Beach Union High School District-HBUHSD)
6. Lynn Calkins (Los Angeles County Department of Education-LACOE, SLP Coordinator)
7. Dr. Alaine Ocampo (SLP in Ocean View School District-OVSD)
8. Sara Aguilar (SLP in Torrance Unified School District-TUSD)
9. Jesse Coyle (SLP in Long Beach Unified School District-LBUSD)
10. Sharlene Goodman (Owner-Private Practice)

Community Advisory Board Members' Suggestions for Program Improvement

Low Interaction Carole Mills of ABCUSD

- Observed that some of the new interns (i.e., the millennial generation) in the public schools demonstrate "low interaction".
- Suggestion that interns should be encouraged to ask more questions of the mentors/teachers.

Social Etiquette of Technology Use & Critical thinking Skills Sharlene Goodman in Private Practice

- Millennial generation is excessively tied to their smart phones while "on the job". A healthy discussion between the board members and the faculty ensued. All agreed that there is a general lack of critical thinking skills overall, specifically of among many of the 'millennials'. To add further support this argument, Dr. Ostergren alluded to the recent, timely ASHA publication on the appropriate use of technology.

Competence in Crisis Management Rose Haunreiter of HBUHSD

- Asked if faculty integrate crisis management into our curriculum since the counseling role of the SLP has "expanded greatly" in the schools. Ms. Haunreiter noted that the SLP is often the first person that contacts Child Protective Services per reporting protocols. She offered that at her site, crisis management is done routinely. Further, she shared information about the necessary skills of crisis response team.

Program Improvement: The SLP Credential program does not include undergraduate or graduate coursework in counseling at this time. A new undergraduate hybrid course (CD 464) on behavior management and counseling will be developed then piloted in Spring 2014.

Behavioral Therapy and Speech-Language Pathology Lynn Calkins of LACOE

- Encouraged the faculty to tackle the interface between behavioral therapy and speech-language pathology. Behavior Management/Positive Behavioral Support has become an area in which our graduate interns “lack competency” given the rise in students on SLP caseloads that present with challenging behaviors in the schools. The Department needs “more focus on this problem”.

Action Taken: CD464 (see above “Program improvement”)

Discussion

There was good agreement amongst the Advisory Board members and faculty that the Department must encourage problem-solving skills in our students and also that the smart phone issue is ubiquitous. The Department did offer that technology etiquette is included in all graduate syllabi and revisited in graduate seminars and clinics. Several faculty who supervise graduate clinic commented that the ASHA paper and its implications have been discussed in clinical didactic.

Board members offered positive comments to describe our SLP candidates including: “Ready to work, serious and know their stuff”; “Strong team players with excellent intervention skills”, and “High skill levels-we love them”,

AY 2013 -14 Meeting

In AY 2013-14, the SLP Department ‘s annual Fall Semester Advisory Board met on October 9 2013. Ten SLP Department faculty and staff and the following eleven board members were in attendance:

1. Carole Mills (ABC Unified School District-SLP Coordinator: Retiring)
2. Barbara Vuu (ABC Unified School District: Appointed to replace Carole Mills in Spring 2014 as SLP Coordinator)
3. Bev Plass (SLP Coordinator in Irvine Unified School District-IUSD)
4. Lynne Alba (Private Practice)
5. Jan Malczynski (SLP Coordinator in Santa Ana Unified School District-SAUDS)
6. Dr. Alaine Ocampo (Part-time SLP in Ocean View School District & Part-time Private Practice)
7. Margaret Vento-Wilson (SLP in Cypress School District)
8. Dr. Alaine Ocampo (SLP in Ocean View School District); Private Practice
9. Sharlene Goodman (Owner-Private Practice)
10. Julia Hobbs (Owner-Private Practice)
11. Lori Woodruff (Executive Director-Tichenor Clinic for Children)

Community Advisory Board Members’ Suggestions for Program Improvement

Behavior Management and Speech-Language Pathology Carole Mills of ABCUSD :

- Congratulated the Department for having “taken the suggestions to heart and put into practice the Board’s suggestions on educating undergraduates in Behavior Management and Counseling” [via piloting a new course this semester].

- Asked about our commitment to training at graduate level

Working Effectively with Litigious Parents and Attorneys Sharlene Goodman in Private Practice

- Newer SLPs are intimidated at IEP meetings or fair hearings
- Suggested in-servicing our candidates a) on the importance of further training in effective communication skills in high profile cases, and/or b) use role-play as a training tool (i.e., “mock” IEP meetings or Fair Hearings)

Administration and Interpretation of Standardized Tests Bev Plass of IUSD:

- Requested that we continue to offer opportunities to administer, interpret, and present results from standardized tests. Encouraged greater understanding of derived scores, age equivalency, etc.

Nurturing Committed SLP Graduates Julia Hobbs and Lynn Alba (both in Private Practice):

- Asked if the CD Department could offer a graduate course on “Commitment”. Both SLPs found the millennials to lack commitment to the continuity of care for the clients and parents and caregivers they serve (i.e., will work a year or two and resign).

Discussion

The faculty did agree that the Advisory Board members have cited competencies that are core to our candidates’ professional practice. The Department has addressed several of the suggestions (i.e., behavioral management, counseling, technology etiquette and increased expertise in standardized testing), as these topics have been presented in prior Advisory Board meetings. Regarding the request for coursework addressing commitment: Faculty believes this issue is best addressed through reflective discussions of ASHA’s *Code of Ethics*-per the spirit of the language embodied in the *Principles of Ethics I*, which requires speech-language pathologists to “honor their responsibility to hold paramount the welfare of persons they serve professionally...”

Carole Mills commented that she is “very impressed” with the three SLP interns that are completing their public school internships in the ABCUSD this semester. “They are fabulous.” Lynn Calkins also praised the level of preparedness of the Department’s candidates “They are consistently ready to take over caseloads, develop relationships with teachers and staff, and jump in to master the all the paperwork. We’re always happy with our CSULB –SLP interns.

Candidate Publications and Presentations

Article and Book Chapter Publications

- Aguilar, S.** (2014). Incorporating Play and Literacy in Treatment. In *Speech-Language Pathology Assistants: A Resource Manual*. San Diego, CA: Plural Publications.
- Birtler, E., Hayes, M., Kim, J., Sibby, K., Wetz, K., Navarro, A., & Ostergren, J.** (2012). Empowering Individuals with Aphasia with Neuroplastic Principles: From Theory to Practice. *California Speech and Hearing Association (CSHA) Magazine*, 42 (1), July 2012.
- McMicken, B., Ostergren, J., & **Vento-Wilson, M.** (2010). Extrapyramidal motor dysfunction and resultant orofacial dystonia post-cocaine abuse: A clinical case study. *Communication Disorders Quarterly*, 31(4), 223-230. Peer Reviewed Journal.
- McMicken, B., Ostergren, J., & **Vento-Wilson, M.** (2011). Therapeutic intervention for ataxic dysarthria associated with a long-term history of amateur boxing. *Communication Disorders Quarterly*, 33(1), 55-64. Peer Reviewed Journal.
- McMicken, B. & **Vento-Wilson, M.** (2012). Speech remediation of long-term stuttering: A case history. *SAGE Open*, 2(3): 2158244012459334-2158244012459334. Peer Reviewed Journal.
- McMicken, B., **Vento-Wilson, M.**, Von Berg, S., & **Young, S.** (2013) Semantic and phonemic listener confusion in a case of isolated congenital aglossia. *Communication Disorders Quarterly*, 35, 74-83. Peer Reviewed Journal.
- McMicken, B., **Vento-Wilson, M.** (2014). A case of a long-term stutterer's recovery. Accepted for publication. Nov. 2014. *The Journal of Commun Disord Deaf Stud Hearing Aids*. Peer Reviewed Journal.
- McMicken, B., **Vento-Wilson, M.**, Von Berg, S. (2014) Cineradiographic examination of articulatory movement of pseudo-tongue, hyoid and mandible in congenital aglossia. *Communication Disorders Quarterly*, doi:10.1177/1525740114523310. Peer Reviewed Journal.
- McMicken, B., Wang, L., & **Vento-Wilson, M.** (2014). An analysis of taste in a case of congenital aglossia. *Journal of Oral Biology and Cranio-facial Research*, 4(2), 120-126.
- Ostergren, J., & **Aguilar, S.** (2012). A Survey of Speech-Language Pathology Assistants in California: Current trends in demographics, employment, supervision, and training. *Contemporary Issues in Communication Sciences and Disorders*, 39, 121-136.
- Ostergren, J. & **Dewar, R.** (2014). Mixed Martial Arts (MMA) and Brain Injury: A tutorial for speech-language pathologists (SLPs). *Journal of Medical Speech-Language Pathology*, 21(4), 301-308. Invited Submission. Peer Reviewed Journal.

Ostergren, J., & **Montgomery, J.** (2014). Smartphone Technology Use in Individuals with Cognitive Communicative Impairments: A survey of speech-language pathologists (SLPs). *Journal of Medical Speech-Language Pathology*, 21(3), 267-278. Peer Reviewed Journal.

Vento-Wilson, M. (2014). Augmentative and Alternative Communication. In *Speech-Language Pathology Assistants: A Resource Manual*. San Diego, CA: Plural Publications.

Vento-Wilson, M., McGuire, A., & Ostergren, J. (2014). Novel Communications Techniques for Bedside Nurses: Augmentative and Alternative Communication in Acute Care. *Critical Care Nurse*, xx(x), xx-xx.

Presentations

Charlton, S., **Gonzalez, S.**, & **Sanders, V.** (2014, March). *Building Mental Models for Comprehension of Expository Text*. Presented at the California Speech and Hearing Association (CSHA) Convention [Conference]. San Francisco, California.

Madding, C., Powers-Lundvall, M., **Greenwood, C.**, **Coyle, J.**, & **Ortiz, A.** (2011, March). *Autism Across the Lifespan*. Presented at the California Speech-Language-Hearing Association (CSHA) Convention [Conference], Los Angeles, California.

Madding, C., Powers-Lundavall, M., & **Jarrin, U.** (2013, March). *Parental Perspectives: The Influence of Autism Spectrum Disorders on Family Life*. Presented at the California Speech and Hearing Association (CSHA) Convention [Conference]. Long Beach, California.

Ostergren, J. & **Aguilar, S.** (2014, November). *Speech-Language Pathology Assistants (SLPAs): Current Trends*. Presented at the American Speech-Language-Hearing Association (ASHA) Convention [Conference]. Orlando, Florida.

Ostergren, J., & **Guzzino, S.** (2014). Group Therapy. In *Speech-Language Pathology Assistants: A Resource Manual*. San Diego, CA: Plural Publications.

Ostergren, J., **Montgomery, J.**, & **Carey, M.** (2011, December). *Assistive Technology (AT) for Individuals with Traumatic Brain Injury (TBI): Current technologies and available evidence*. Presented on SpeechPathology.com.

Ostergren, J., **Montgomery, J.**, & **Carey, M.** (2011, March). *Assistive Technology (AT) for Impairments in Attention, Memory, and Executive Function: Current technologies and available evidence*. Presented at the California Speech and Hearing Association (CSHA) Convention [Conference]. Los Angeles, California.

Ostergren, J., & **Raminick, J.** (2013, March). *iTechnology and Communicative Drawing for Individuals with Aphasia*. Presented at the California Speech and Hearing Association (CSHA) Convention [Conference]. Long Beach, California.

Raminick, J. (2014, March). *A Breath of Fresh Air: Updates in Research on Congenital Laryngomalacia*. Presented at the California Speech and Hearing Association (CSHA) Convention [Conference]. San Francisco, California.

Sara Aguilar was co-recipient of the 2012 Contemporary Issues in Communication Sciences and Disorders (CICSD) Editor's Choice Award.