Developing clinical report writing in speech pathology students

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Josie's report writing journey

Hi!

I’m Josie, a speech pathology final year student.
Background information

Competency-based Occupational Standards for Speech Pathologists (CBOS) Speech Pathology Australia 2011.

4/7 key practice areas are relevant for report writing:

- Unit 1: Assessment
- Unit 2: Analysis and interpretation
- Unit 3: Planning evidence-based speech pathology practices
- Unit 5: Planning, providing and managing speech pathology services

COMPASS ® (Competency Assessment in Speech Pathology) assesses students on the above plus four professional units incl:

- Reasoning
- Communication
## Relevant CBOS elements for report writing

<table>
<thead>
<tr>
<th>Units</th>
<th>Elements</th>
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<tbody>
<tr>
<td><strong>Unit 1: Assessment</strong></td>
<td>1.1 Investigate and document the client’s communication and/or swallowing condition and explore the primary concerns of the client.</td>
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<td>1.2 Identify the communication and/or swallowing conditions requiring investigation and use the best available scientific and clinical evidence to determine the most suitable assessment procedures in partnership with the client.</td>
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<td>1.3 Administer speech pathology assessment relevant to the communication and/or swallowing condition.</td>
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<td>1.4 Undertake assessment within the ethical guidelines of the profession and all relevant legislation and legal constraints, including medico-legal responsibilities.</td>
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<td><strong>Unit 2: Analysis and interpretation</strong></td>
<td>2.1 Analyse and interpret speech pathology assessment data.</td>
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<td>2.2 Identify gaps in information required to understand the client’s communication and swallowing issues and seek information to fill those gaps.</td>
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<td>2.3 Determine the basis for or diagnosis of the communication and/or swallowing condition and determine the possible outcomes.</td>
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<td>2.4 Report on analysis and interpretation.</td>
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<td>2.5 Provide feedback on results of interpreted speech pathology assessments to the client and/or significant others and referral sources, and discuss management.</td>
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<tr>
<td><strong>Unit 3: Planning evidence-based speech pathology practices</strong></td>
<td>3.1 Use integrated and interpreted information (outlined in Unit 2) relevant to the communication and/or swallowing condition, and/or the service provider’s policies and priorities to plan evidence-based speech pathology practice.</td>
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<td></td>
<td>3.2 Seek additional information required to plan evidence-based speech pathology practice.</td>
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<td>3.3 Discuss long-term outcomes and collaborate with the client and/or significant others to decide whether or not speech pathology strategies are suitable and/or required.</td>
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<td>3.4 Establish goals for intervention in collaboration with the client and significant others.</td>
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Clinical report writing development

Task
Criteria
Preparation
Feedback
Outcome

Novice

Intermediate

Advanced
### Clinical report writing development

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<tr>
<td>2 case study written assignments (Child &amp; Adult)</td>
<td>Interpret given results  Write clinical report</td>
<td>Lectures and in-class support  Report samples critique  Report template</td>
<td>Comments on assignment  Descriptors in rubric  Whole class feedback</td>
<td>50% pass mark  Barrier task</td>
</tr>
<tr>
<td>Paired school assessment (1.5 to 2 hour assessment with set tasks)</td>
<td>Plan and conduct assessment  Analyse and interpret results  Write clinical report for school staff</td>
<td>3 workshops (3-4 hours total)  Structured analysis scaffolds  Report writing scaffold</td>
<td>Track changes and comments on drafts  Up to 3 drafts allowed  Feedback specific and directive</td>
<td>Satisfactory professional report  Assessment checklist</td>
</tr>
<tr>
<td>Individual comprehensive diagnostics assessment (2 x 1.5 hour sessions &amp; feedback session)</td>
<td>Organise, plan and select assessment tools  Conduct assessment and manage case  Analyse, interpret and write report for client and professionals  Verbal report/ feedback to parent/carer</td>
<td>2 x full day workshops  1 consultation with supervisor  Peer discussion in team meetings</td>
<td>Track changes and comments on drafts  Up to 3 drafts allowed (third draft expected to be client-ready)  Feedback brief and focused on polish in professional writing</td>
<td>Satisfactory professional report  COMPASS (CBOS) assessment — entry-level zone</td>
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The University of Sydney

Page 6
Preparation materials

- Novice assessment report template (last 2 appendices) - Annie
- Novice assessment rubric - Annie
- Intermediate interpretation schema - both
- Intermediate report scaffold - both
- Advanced diagnostics report writing handbook - Robyn
- Timeline - Robyn
Timeline

Week 3:
- Attend Analysis and Interpretation workshop
- Submit completed interpretation worksheet and all score forms

Week 4:
- Attend Report Writing Workshop
- Submit 1st draft of report

Week 5:
- Submit 2nd draft of report

Week 6:
- Submit 3rd draft of report
- Finalise report
- Organise CDTRC file

Week 7:
- Competency As meeting
- CDTRC file audit
- Client folder audit
Clinical report writing development

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Novice

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Novice feedback

only able to recall a single, simple sentence accurately, and this may impact his capacity to follow directions, pick up new words, understand conversation subjects and participate in game playing. His word structure (the order of the words he chooses) was where he scored lowest, indicating he is struggling to extend his word meaning and uses very simple language that may impact his capacity to be understood by his peers and by his family. However, it is important to note that these results have limitations. Firstly, his access to English language models may be limited to preschool only. He could have sound word structure in Vietnamese. If this is the case it may be that he has learnt the correct word structure in English yet. Additionally, the assessment was specifically for children who speak more than one language so account his capacity for language in Vietnamese.

Understanding (Receptive) Language
Receptive Language is our understanding and interpretation of us. *His results are still low, but are better than his use of language.*

sentence structure was tested; meaning he was required to interpret spoken sentences with more complexity and length as the assessment continued and for that, his score was on the low end of the acceptable range. He was able to accurately interpret sentences such as ‘she is climbing and he is swinging’ as well as ‘the girl who is sitting
Intermediate feedback

Comment [RBJ8]: Make every sentence about the client.
Also this paragraph is still about semantics, so not sure why it is a new paragraph.

Comment [RBJ9]: Why are you reporting on the test? Do not report on the test! The point of the test is to see whether she knows the vocab and can explain what it is – describe those skills. Even better, put this with the other bit about it in the expressive language section.

Comment [RBJ10]: This is not about understanding definitions.

Comment [RBJ11]: No one will understand what you mean. Write it so your sibling in year 9 could understand it.

Comment [RBJ12]: Struggle is a very emotive word. She either did it, didn't do it, or did it inconsistently.

Comment [RBJ13]: If he made few errors with this then why talk about it?

Comment [RBJ14]: This could be dialectal.

Comment [RBJ15]: Can I make this argument? As I do feel subject-verb agreement is a problem for T. If it was in fact dialectal, then do we just not mention it as a problem in the report?

Comment [RBJ16]: See comment 13 below and 9 above. I think maybe you need to have another look at this paragraph and alter it – DO NOT JUST DELETE IT!

Comment [RBJ17]: Don't think you should use this jargon in the report.

Comment [RBJ18]: Mary Jo, did he make this kind of error in his spontaneous language?

Comment [J14]: No. In fact, there were only 2 examples of incorrect use of prepositions during the test so I can see why it isn't necessary to mention this.

Comment [A3]: The assessment didn't find it, you did.

Comment [A4]: Do not talk about the tests in the report - remember that you need to use Semantics-Syntax-Morphology paragraphs. This one seems to be about semantics.

Comment [A5]: Mind out for passive tense - this has made your sentence far harder to read than it should have been.

Comment [A6]: Why not just say 'presented'? also 'solutions' is a better word that conclusions here in my view.

Comment [RB1]: I think you could add here that her good expressive skills are likely to mask poor understanding.

Comment [RB14]: Do you see how you can put the definition sentence that all students move into the context of the client? My view this is much better than a definition sentence.

Identification tip: if you can add the phrase 'by zombies' after the verb the tense is passive and therefore less readable.

Comment [RB17]: I wouldn't use 'sound' in this context in a speech path report – we so often use 'sound' to mean 'speech sound' that reading a different way can be confusing.

Comment [RB18]: One or two 'was able to's are ok, however they seem to breed like rabbits in reports and you end up with one in every sentence!
Intermediate feedback

“I think if you mean to talk about written language here you should have a subheading ‘written language’ – or just put the written and spoken language together and distinguish it at a sentence level.

You need to synthesise the information from multiple sources and describe the child’s skills, rather than the test results. This comment goes for the whole report. You have reported individually on subtests without using the structure of the schema to draw the information together.....you need to make sure you are able to synthesise info from multiple sources as your fourth year assessment will involve synthesising from 5 or 6 sources, not just 2.”
Intermediate feedback

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Advanced feedback

expressive language skills are mildly below the level expected for her age. This can impact her ability to express herself in the classroom in both verbal and written texts. Communicating clearly facilitates participation in class discussions. Mary’s occasional

Oro-motor Skills
Oro-motor skills refer to the structure and movement of a child’s lips, tongue, teeth, and palate. Oro-motor skills impact on eating and speech production. I conducted an informal oro-motor assessment during the session and also observed Ollie eating. I did not observe any areas of difficulty, which means Ollie is able to produce speech appropriately for his age.

Hearing
I attempted to screen Ollie’s hearing in this session, however, this assessment was discontinued as he was expressing discomfort when using the headphones. He was able to correctly identify sounds at all frequencies (1000, 2000, 4000Hz) in his right ear before the test concluded.
Conclusion

- Satisfactory professional report
- COMPASS (CBOS) assessment – entry-level zone
- Graduation