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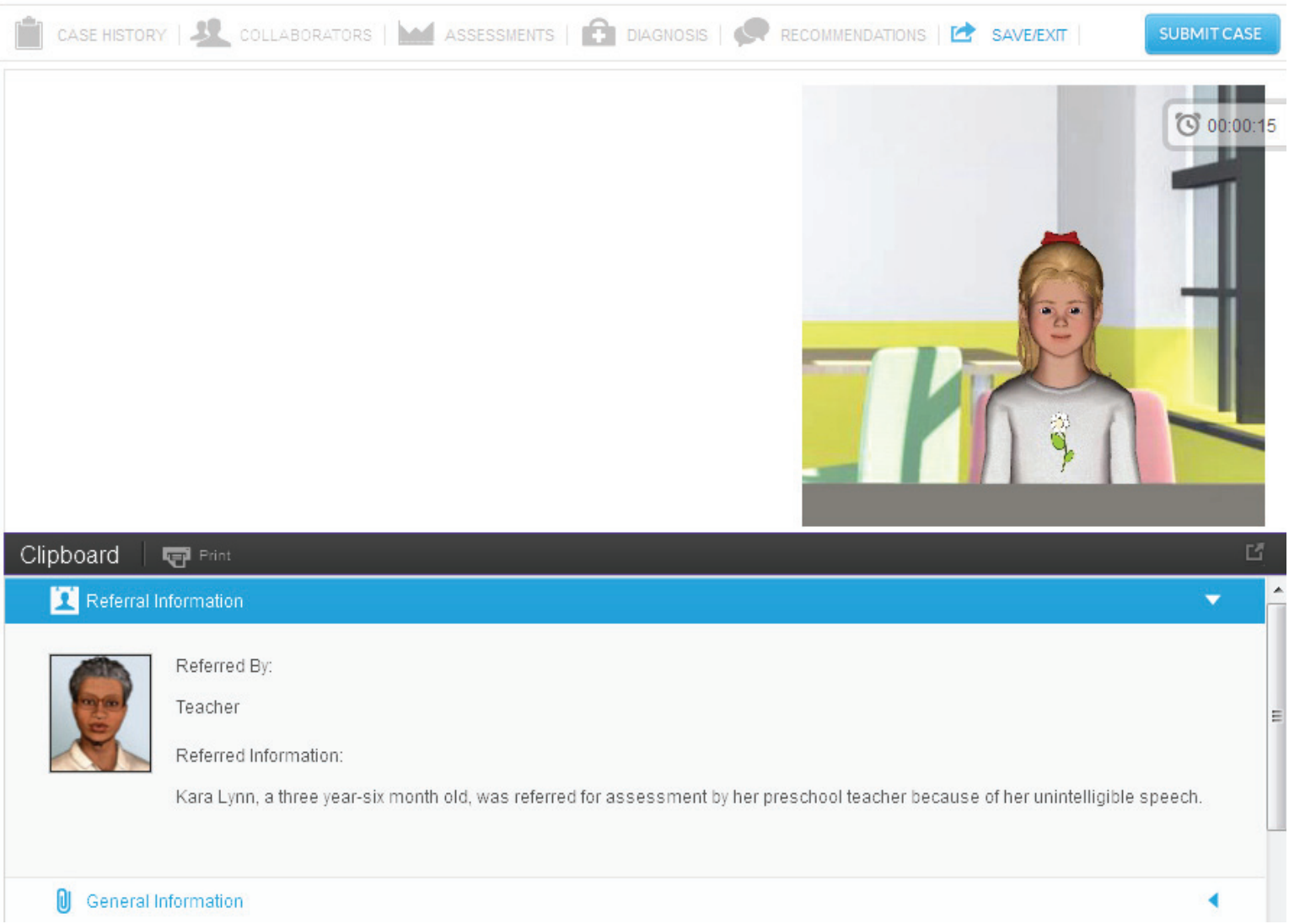

SimuCase™

User Guide 2.0

SpeechPathology.com

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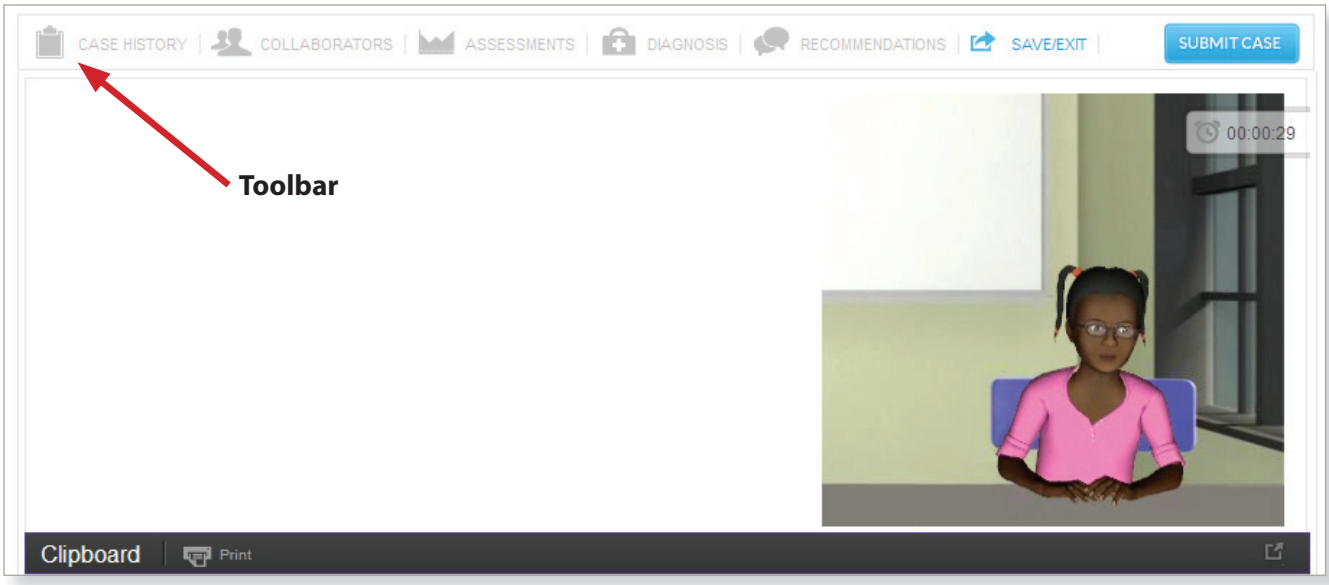
SimuCase™ was developed in partnership with the Ohio Department of Education-OMNIE Program. This product or portions thereof was manufactured under license from Case Western Reserve University – US Patent Pending.

What is SimuCase™?

SimuCase is a web-based simulated case study application designed to support best practice in speech-language pathology. It provides numerous cases in multiple settings. This learning tool encourages the user to measure and improve clinical decision-making in the area of assessment. Users might be university students, or practicing speech-language pathologists, or those who want more experience in assessment of a specific type of case. The user practices assessment methods while interacting with virtual clients (avatars), family members, and professionals referred to as collaborators. By asking the right questions, collaborating with appropriate professionals, using proper assessment tools, and interpreting data, the user can make a diagnosis, write recommendations, and send a report. Virtual simulations allow practice in a safe, nonthreatening environment and are intended to build knowledge, skill, and professional judgment – all qualities that contribute to successful, competent clinicians.

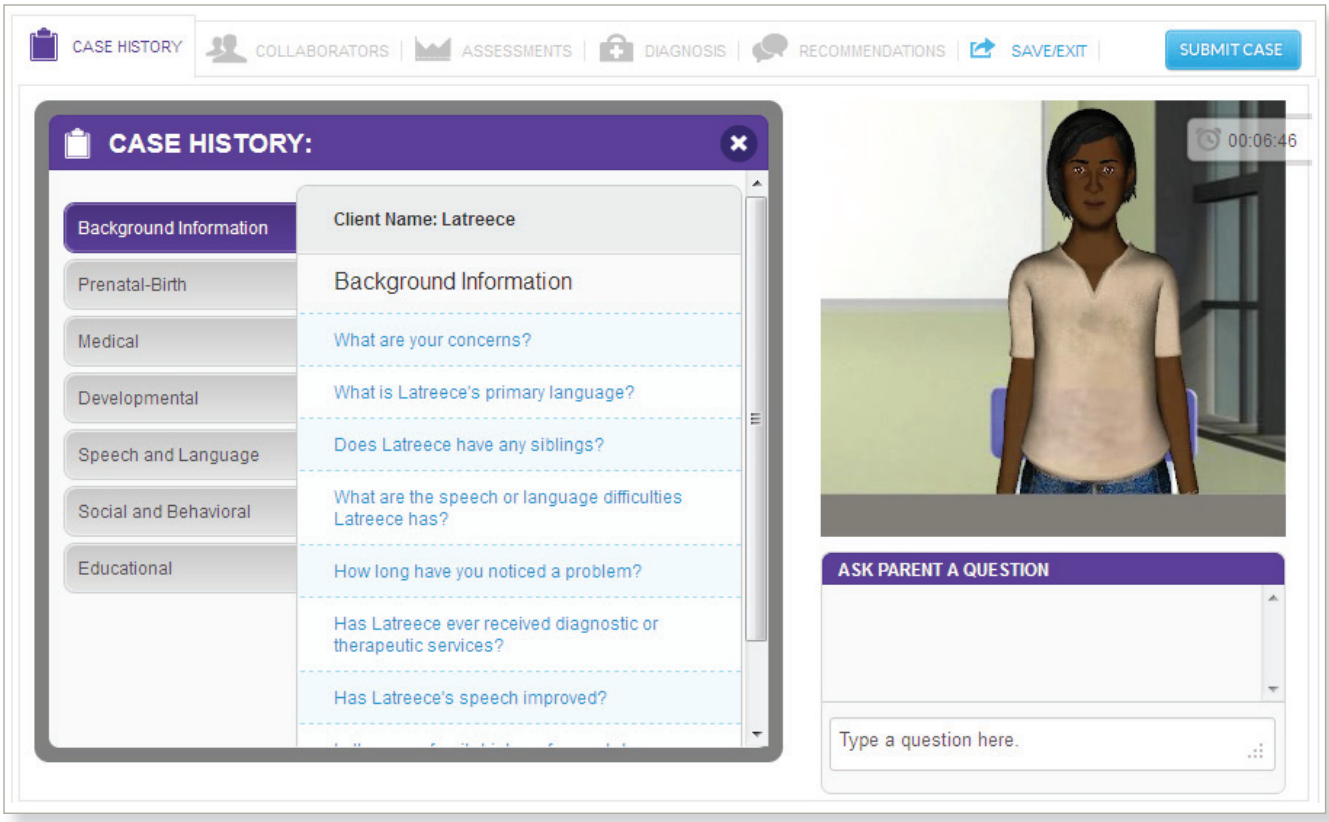
What are the SimuCase Tools?

The majority of SimuCase tools are presented in the toolbar at the top of the opening screen. Case History, Collaborators, Assessments, Diagnosis, Recommendations, Save/Exit, and Submit Case are easy to access via the toolbar. An additional tool, the Clipboard is open at the bottom of the screen and helps users organize the information they gather about the case. When first opening a case, the Clipboard will be active and the referral information will be open. The following sections walk you through the purpose and function of each of the menus in the toolbar.



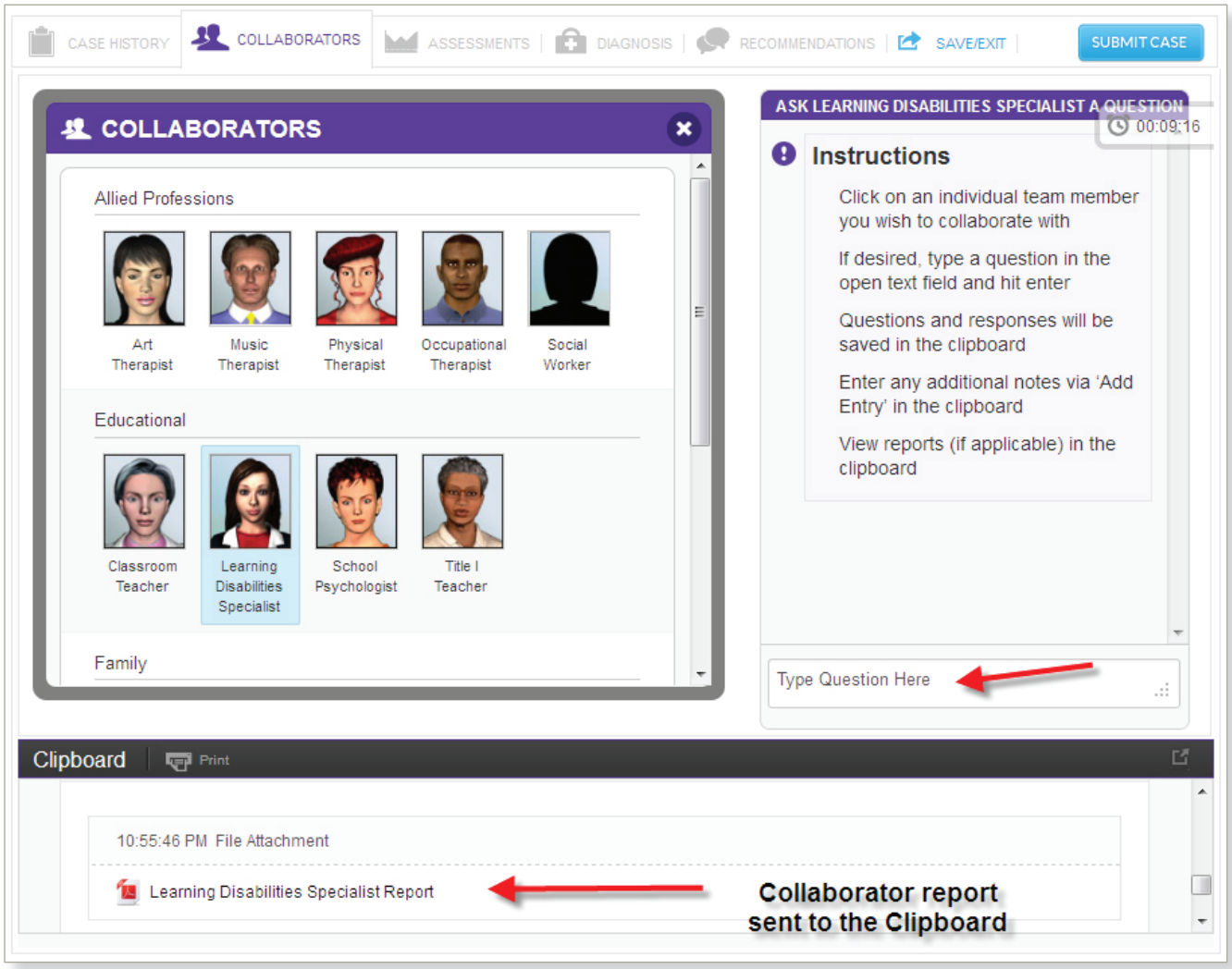
Case History

The **Case History** tool allows the user to interact with a virtual client or caregiver (e.g., a parent). By choosing a category of questions and then directly selecting questions within the category, the virtual client or caregiver responds. When a caregiver provides Case History responses, users can ask follow-up or probing questions by typing the question into the **Ask Parent a Question** box. As questions are asked, responses are placed in the user's Clipboard as though the user is taking notes. These responses can be viewed and printed at any time.



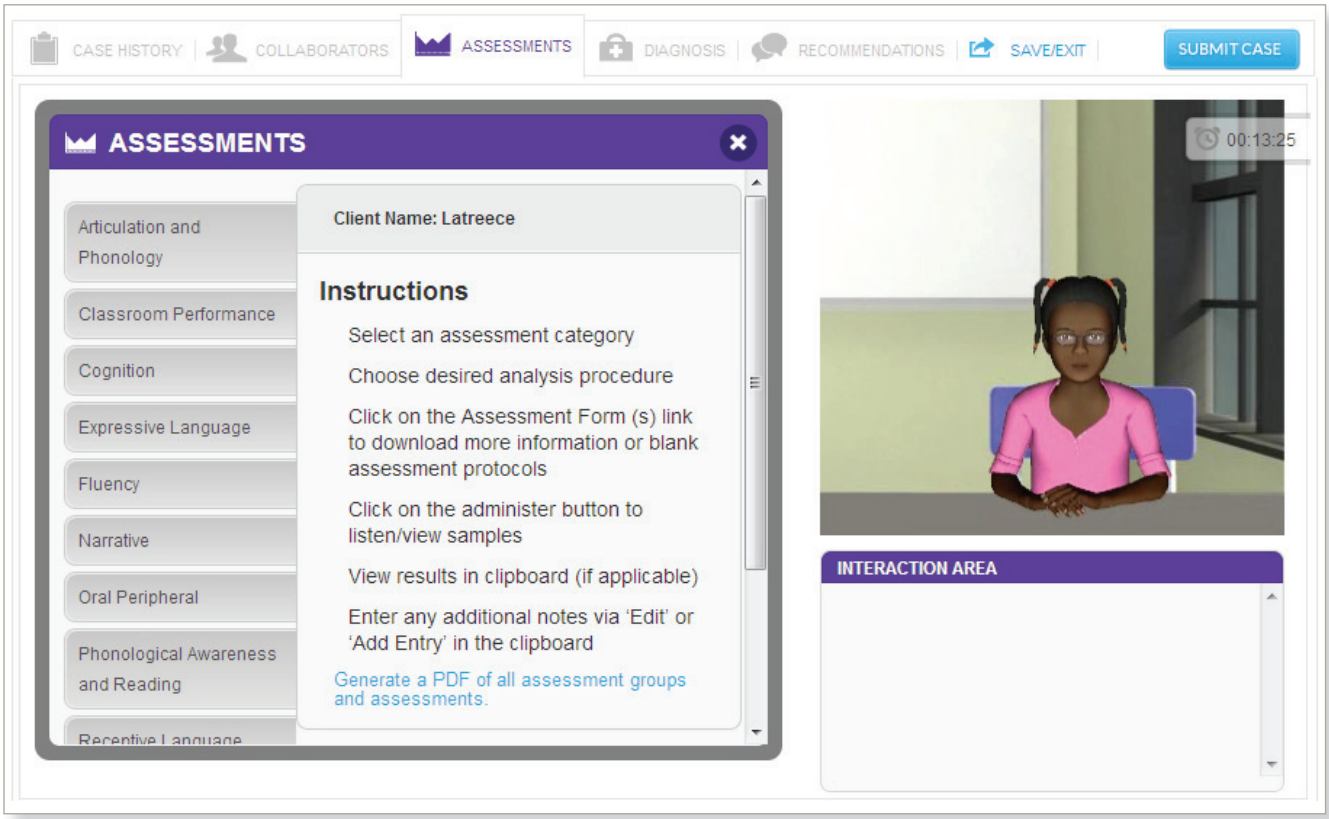
Collaborators

The user can consult other family members and various professionals who may be working with the client using the **Collaborators** tool. Once chosen, a collaborator makes an opening remark; but then the collaboration occurs via typing questions to the chosen collaborator. Some collaborators will send a report to the user. Reports are sent as PDF files to the Clipboard, where they can be opened.



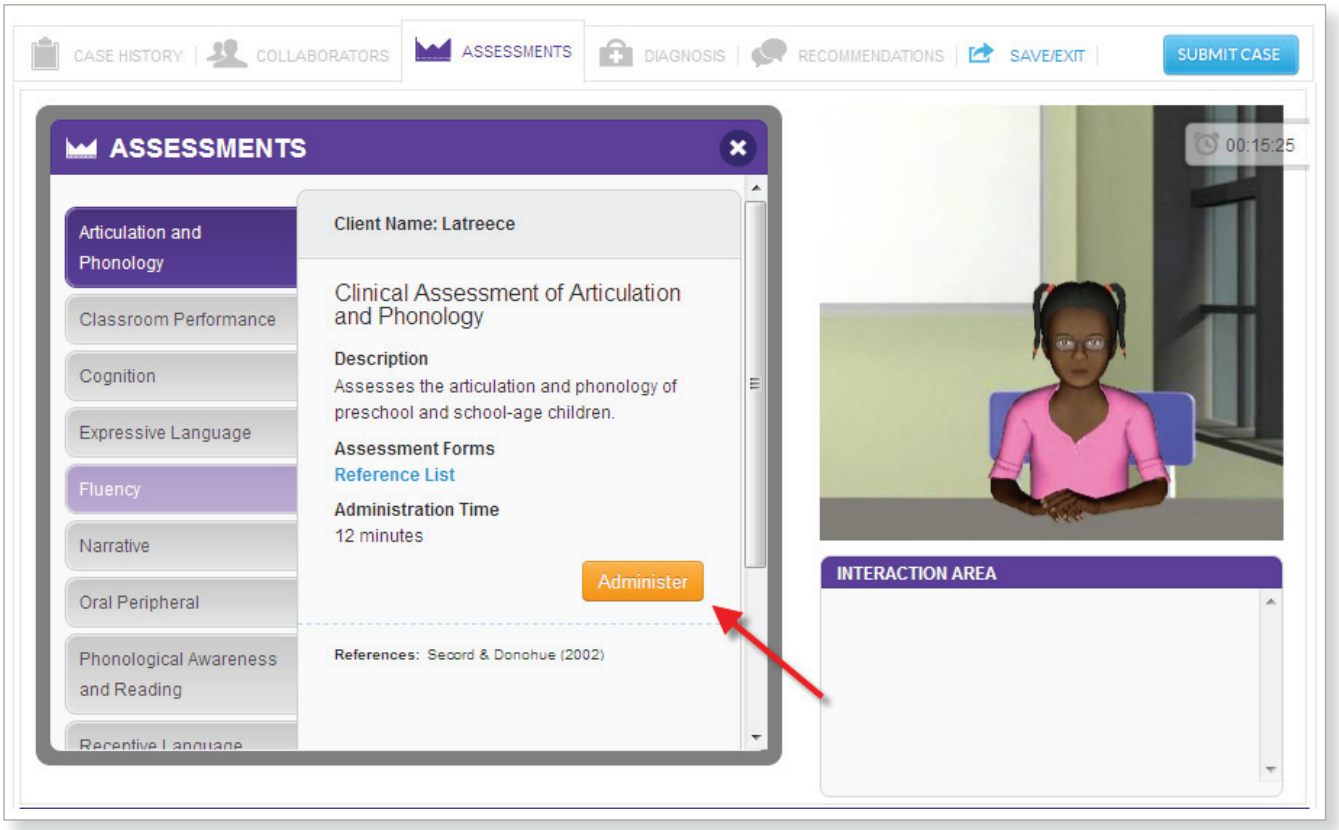
Assessments

The Assessments tool allows the user to choose from a variety of resources – including both standardized tests and nonstandardized tests and procedures – with which to evaluate the client. The assessment options are categorized by the domain or area of assessment (e.g., Articulation and Phonology, Fluency, Classroom Performance) and by subcategories within those areas. Users can print a PDF of all available assessment options categorized by domain and subcategories. Printing this PDF allows the user to plan ahead for an efficient assessment (much like what is required in the real world).



For all assessment tools, a brief description of the test or procedure is given as well as the reference/source. Users are expected to know the age range and appropriateness of an assessment tool; an inappropriate choice (e.g., due to age range, area of assessment) will result in negative points and affect the user's overall competency rating. A link to the Reference List is provided so users can refer to the original source for more information, including how to conduct a procedure and/or how to interpret results.

Administration of assessments are either computer driven or user driven. Computer-driven assessments are those that the computer automatically provides results. Users simply select the component they wish to assess, then the test or subtest they wish to administer. When clicking **Administer**, a summary of the results of the assessment appears in the Interaction box. More detailed results of the assessment are placed in the Clipboard. The user may add to the details in the Clipboard regarding any of the assessments at any time by clicking **Add Entry**.

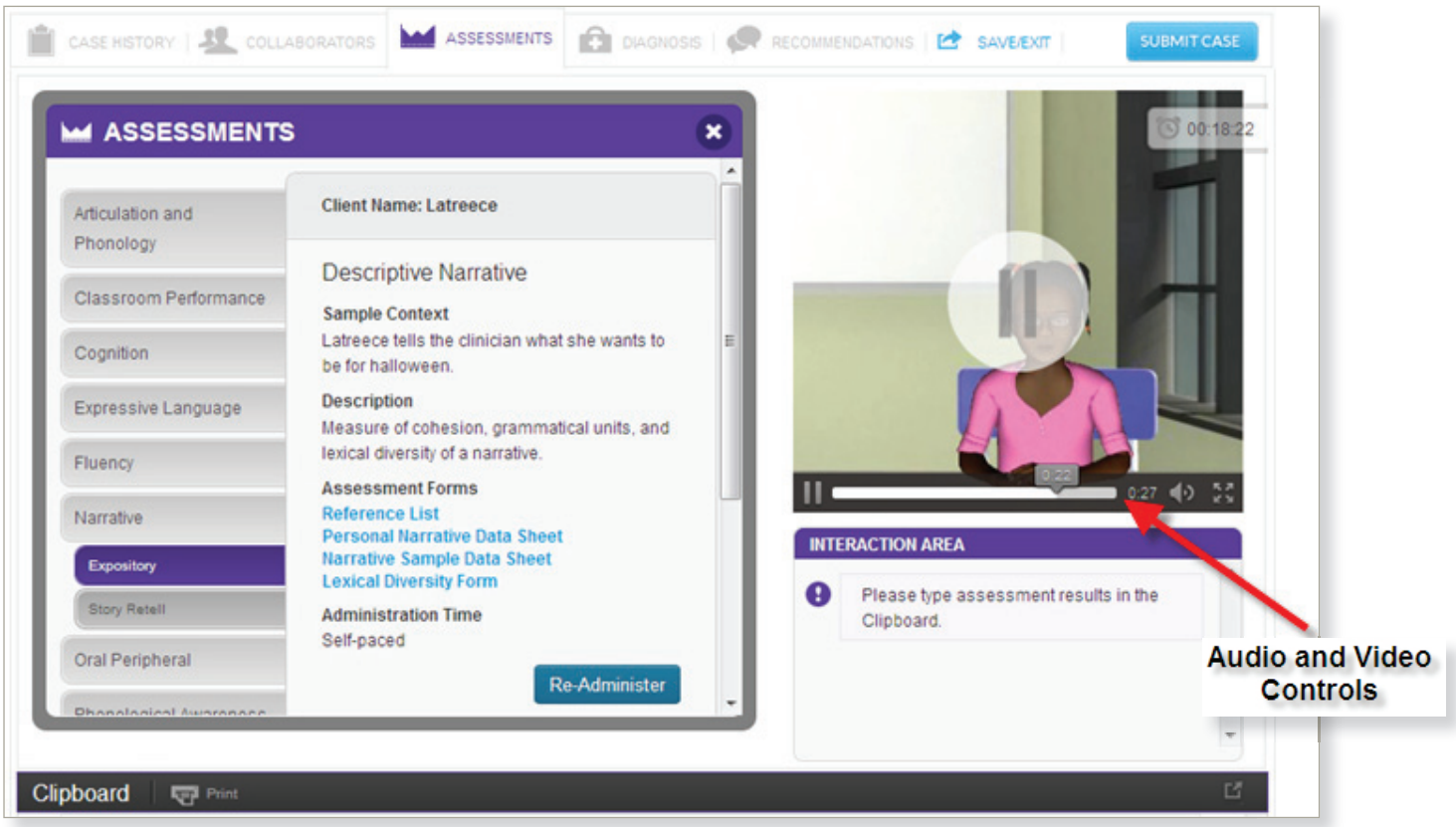


User-driven assessments are those that the user controls. The user observes, scores, analyzes, and interprets results. Examples of user-driven assessments include procedures to analyze a speech sample, a language sample, a play session, an interview, or an oral mech exam.

The user-driven assessments include blank forms to download and use when conducting the procedure and analysis. When clicking **Administer**, many user-driven assessments have a video file play so the user can practice conducting the procedure, the scoring, and the analysis. All videos allow the user to adjust the volume, play at full screen, replay, rewind, pause, or stop. Other user-driven assessment tools do not provide a video or audio

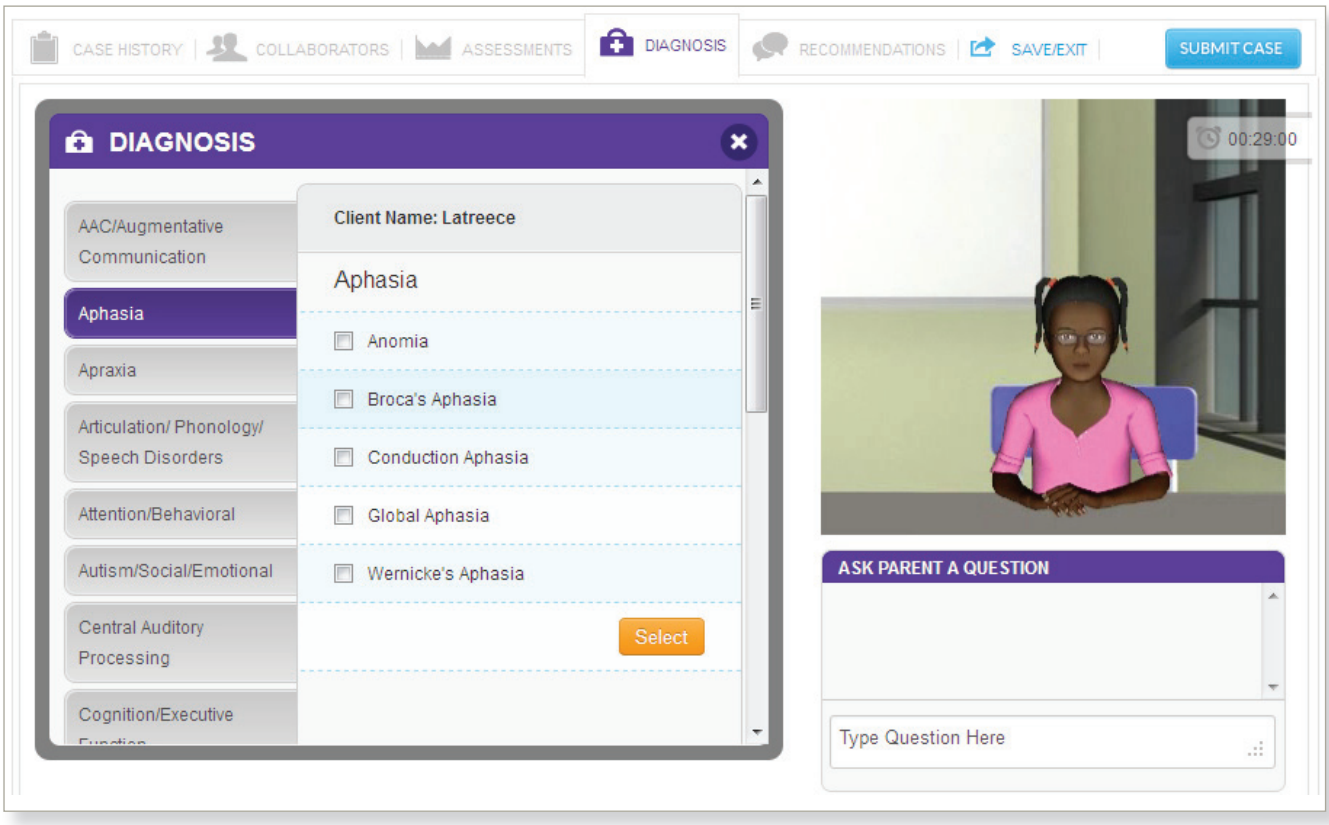
file for analysis. Rather a checklist, written language sample, etc. is downloaded to the Clipboard for analysis. Once the user completes an analysis, the data or results obtained can be entered into the clipboard.

All assessments may be re-administered at any time, However, this extra time and effort affects the user's overall time.



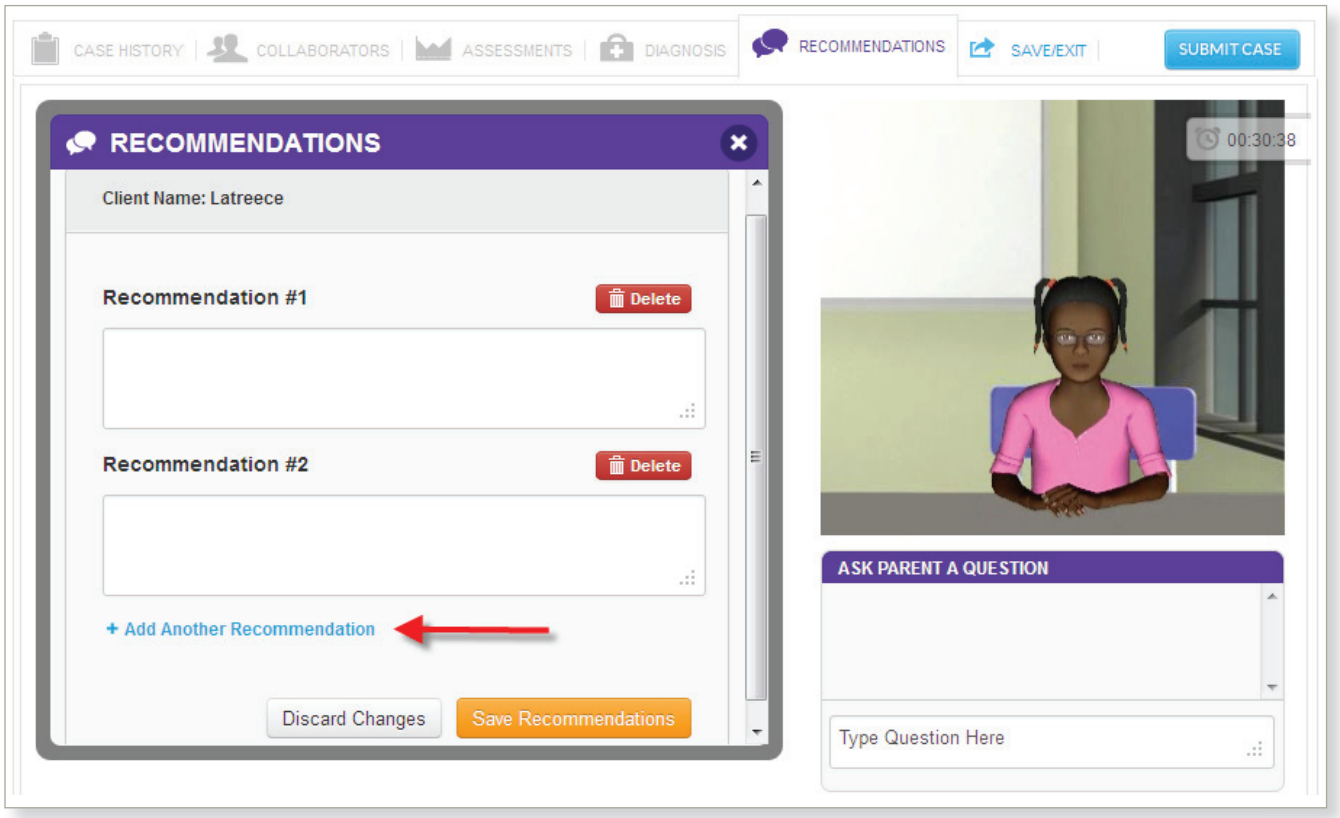
Diagnosis

The **Diagnosis** tool allows the user to indicate a diagnosis. Categories and subcategories of diagnoses are provided for choosing. Cases may have multiple diagnoses so users need to be thorough in their choices. Cases may also have no area of concern. Once choosing the categories/subcategories of diagnoses or indicating no concern, the user clicks **Select**.



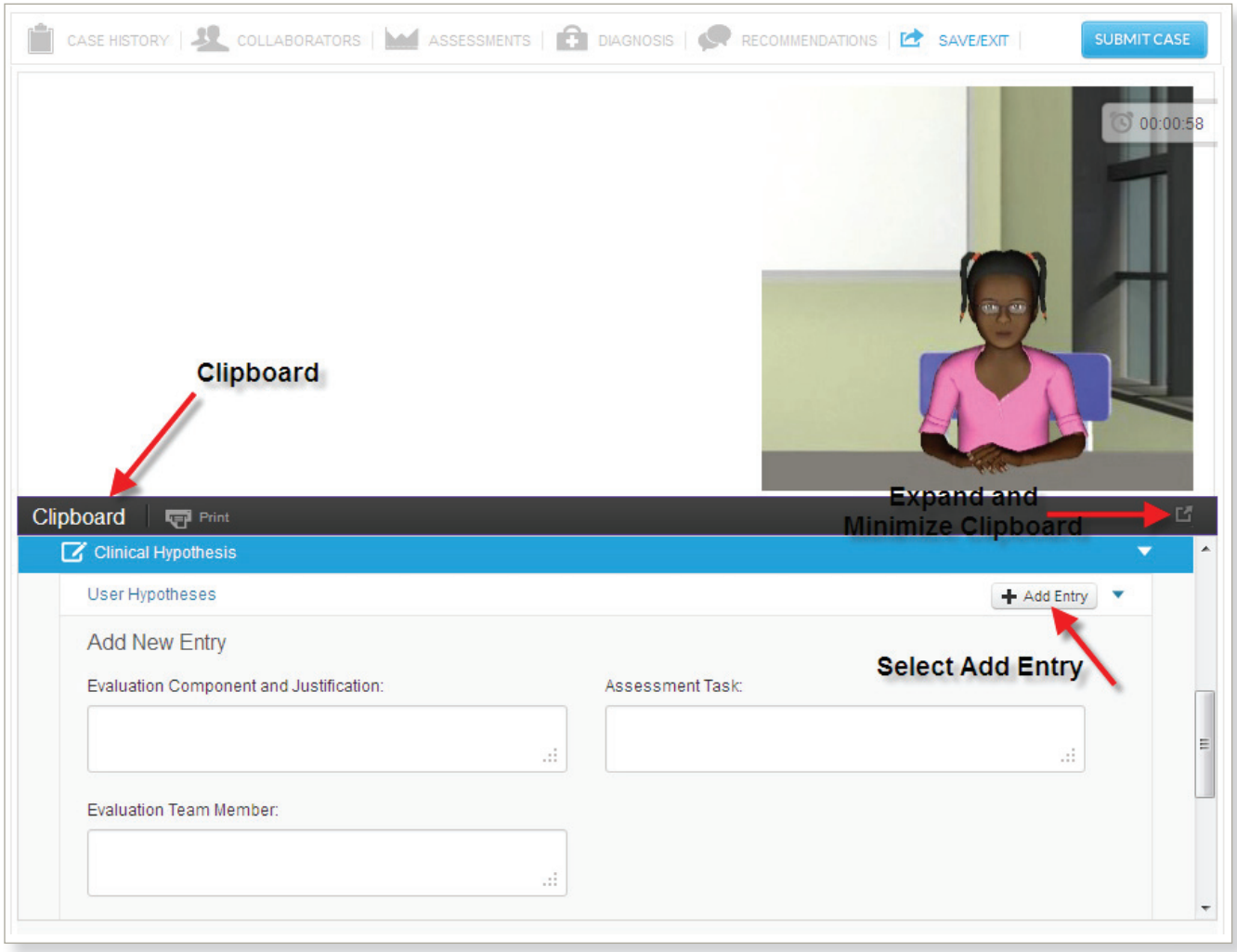
Recommendations

In addition to making a diagnosis, the **Recommendations** tool allows the user to write specific recommendations for the client. If intervention is required, that recommendation must be made as well as specific recommendations for remediation. Select **Add Another Recommendation** to add more than one recommendation per case. Once keying in all recommendations, the user clicks **Save Recommendations**. Recommendations can be added or deleted at any time until the case is submitted.



Clipboard

The **Clipboard** allows recording of data throughout a simulation. This is an optional feature meant to help organize user data; use of the clipboard is not scored. Decisions made throughout the case are added automatically from each of the tools. Additional notes can be entered by clicking **Add Entry**. Users can also delete notes in the Clipboard. The Clipboard can be enlarged while working in it by clicking the box in the upper-right corner.



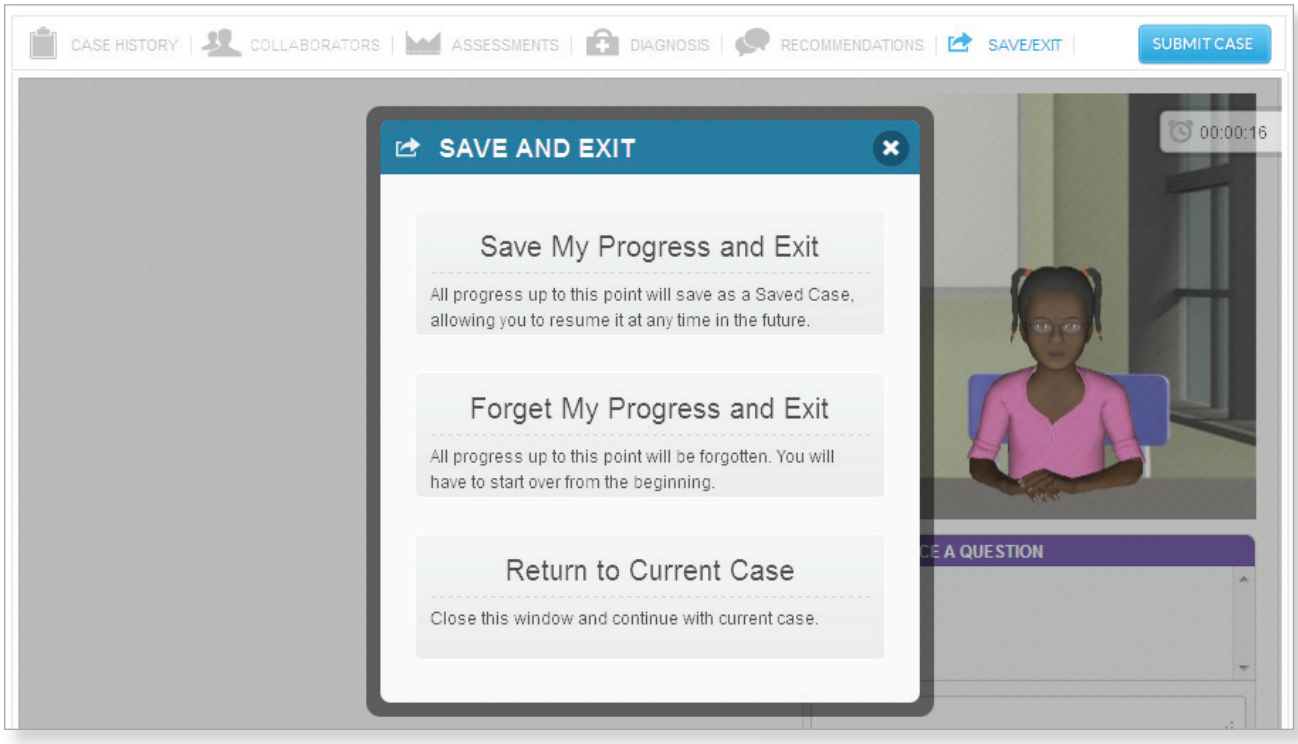
The clipboard offers the option for users to enter a clinical hypothesis and to construct an overall assessment plan. This is an optional feature that can help organize and focus the assessment process. Users enter the evaluation component they wish to

examine and the justification for including it. Users also can plan the type of assessment task (e.g., play observation, standardized test of phonology) and indicate the evaluation team member (e.g., a classroom teacher, the school psychologist, a learning disabilities teacher). The user can add, edit, or delete text in the clinical hypothesis at any time prior to submitting the case. All notes in the Clipboard are included in the final report so decisions made during the case can be reviewed once the case is submitted. As a reminder, use of the Clipboard is not scored.

Save/Exit

SimuCase has an auto-save function so the user does not need to worry about saving data while working within a case. To exit the program, select **Save/Exit**, then choose from the following options:

- Save My Progress and Exit – this feature allows the user to save all work with the case and to exit the program. Saved cases are listed in a user's pended course page.
- Forget My Progress and Exit – this feature allows the user to exit and restart a case.
- Return to Current Case – this feature allows the user to go back into the current case.

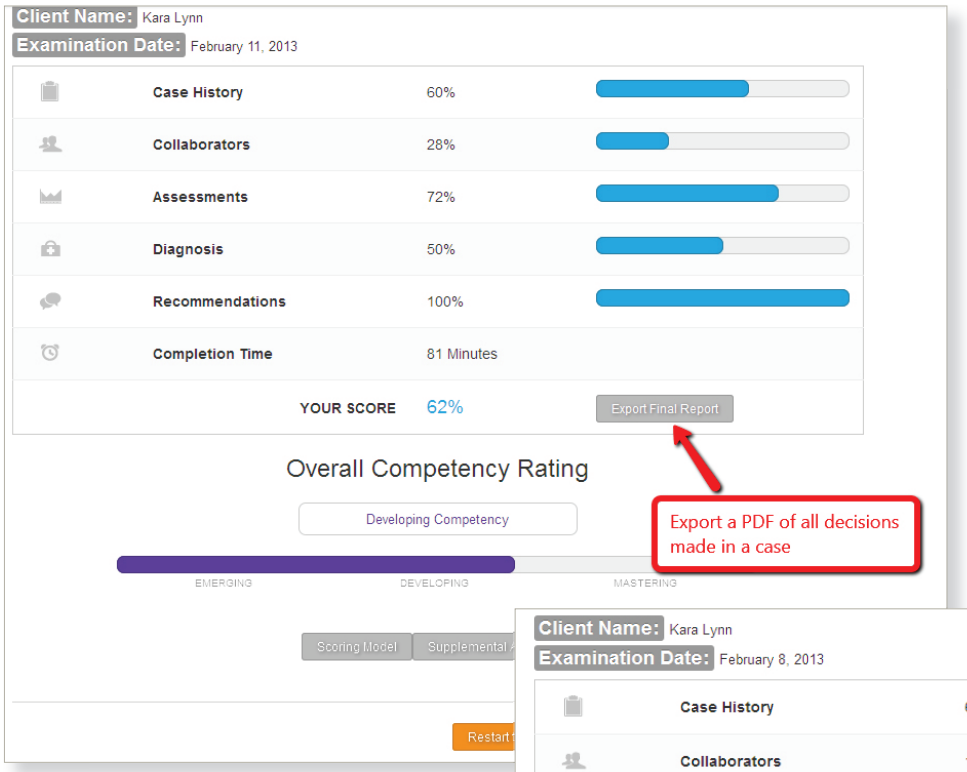


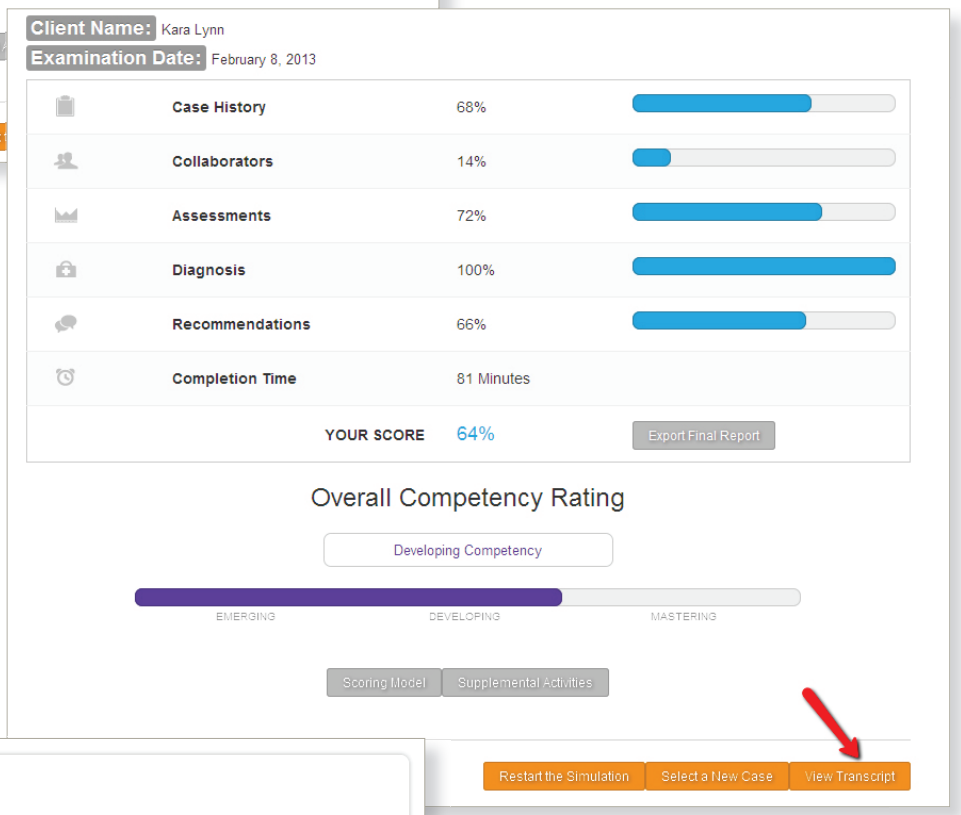
Submitting the Case

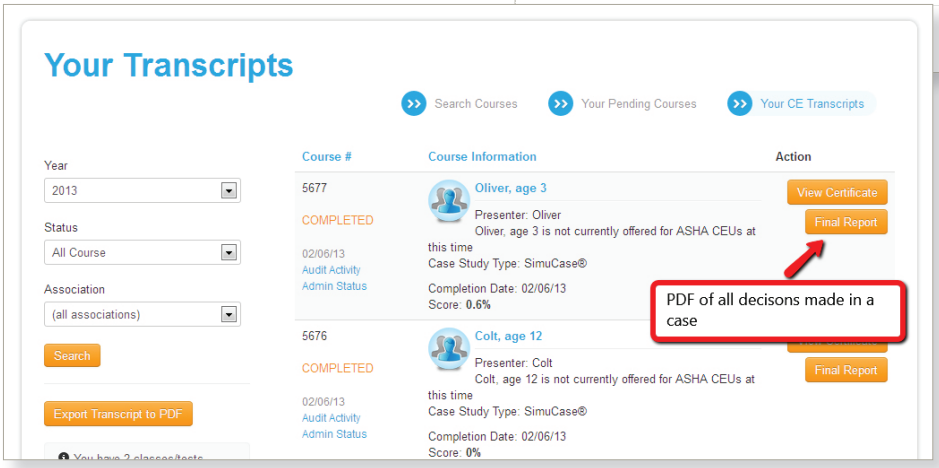
A simulation is not complete until the user chooses **Submit Case** – the final step in the simulation process. When clicking Submit Case, results regarding the user's competencies in each of the areas of decision making – Case History, Collaborators, Assessments, Diagnosis, and Recommendations– are given.

In addition, the amount of time spent in the case is indicated though is not a part of competency scoring. The time indicated is an estimate and includes the time it might have taken to administer an assessment. For example, if the HAPP-3 were chosen as an evaluation tool, it might take up to 1 hour to assess and score the test so one hour would be added to the overall time. Although time spent on a case is not considered in the competency scoring, the issue of time spent on a case is a good point of discussion for any of the cases included in SimuCase.

The user can view a printed report of his or her competencies and all clinical decisions he or she made throughout a case by **Exporting Final Report**. This final report is a PDF summarizing all actions taken within the simulation including diagnosis and recommendations. The user's competency scores are also listed. Completed cases are saved on a user's Completed Case Transcript.


Client Name: Kara Lynn
Examination Date: February 11, 2013
Case History 60%
Collaborators 28%
Assessments 72%
Diagnosis 50%
Recommendations 100%
Completion Time 81 Minutes
YOUR SCORE 62%
Export Final Report
Overall Competency Rating
Developing Competency
EMERGING
DEVELOPING
MASTERING
Scoring Model
Export a PDF of all decisions made in a case


Client Name: Kara Lynn
Examination Date: February 8, 2013
Case History 68%
Collaborators 14%
Assessments 72%
Diagnosis 100%
Recommendations 66%
Completion Time 81 Minutes
YOUR SCORE 64%
Export Final Report
Overall Competency Rating
Developing Competency
EMERGING
DEVELOPING
MASTERING
Scoring Model
Supplemental Activities
Restart the Simulation
Select a New Case
View Transcript


Your Transcripts
Search Courses
Your Pending Courses
Your CE Transcripts
Year
2013
Status
All Course
Association
(all associations)
Search
Export Transcript to PDF
Course #
Course Information
Action
5677
COMPLETED
02/06/13
Audit Activity
Admin Status
Oliver, age 3
Presenter: Oliver
Oliver, age 3 is not currently offered for ASHA CEUs at this time
Case Study Type: SimuCase®
Completion Date: 02/06/13
Score: 0.6%
View Certificate
Final Report
PDF of all decisons made in a case
5676
COMPLETED
02/06/13
Audit Activity
Admin Status
Colt, age 12
Presenter: Colt
Colt, age 12 is not currently offered for ASHA CEUs at this time
Case Study Type: SimuCase®
Completion Date: 02/06/13
Score: 0%
Final Report

How Does SimuCase Scoring Work?

Understanding that SimuCase is a simulated learning experience, users are encouraged to complete the simulation as many times as needed. The most powerful form of learning is through repeated practice. Therefore, users are encouraged to practice and learn from their mistakes and to spend as much time as needed working through a case. They should not be afraid to start over when mistakes are noted and they should not fear starting over often.

SimuCase scoring varies based on the competency area. The following describes how decisions within each competency are scored.

Case History

Points are awarded for selecting appropriate case history questions. Users must be selective in the questions chosen. If questions are repeated or are redundant when a question was already asked, points may be deducted (redundancy is not the best use of the user's, client's, or caregiver's time). Some questions may be irrelevant and score 0 points; other questions may be inappropriate for the case and will score negative points. Follow-up questions that gain additional information may be awarded additional points. Scoring for follow-up questions is based key words in the question. Each case has additional follow-up questions that will gain points toward the competency score and the key words will trigger a response from the interviewee.

Collaborators

Points are awarded for identifying appropriate collaborators for a case and for asking relevant questions. Points are deducted for selecting inappropriate team collaborators. Once a collaborator is chosen, the user can ask the collaborator questions to obtain additional information about the case. Scoring is based on key words so users can keep their questions concise. Users are not deducted points for asking too many questions or the wrong questions of an appropriate collaborator.

Assessments

Points are awarded for administering appropriate standardized or nonstandardized assessments. Each case has numerous possibilities for assessments but it is the combination of assessments that is scored.

In assessments, users are deducted points for:

- Selecting inappropriate assessments based on the information and topic area (e.g., a stuttering assessment for a language case)
- Selecting an unnecessary assessment
- Selecting an age-inappropriate assessment (e.g., selecting the Clinical Evaluation of Language Functions-Preschool for an adolescent student)
- Selecting two or more assessments that measure the same outcome (CAAP and the HAPP-3)

Diagnosis

Points are awarded for identifying areas of concern for a given case. Each case study can contain one or several areas of concern or diagnoses. Each of these areas needs to be selected based on assessment results in order to show competency. Points are deducted for each inappropriate diagnosis identified. Note that the outcome of a case can also have no area of concern.

Recommendations

Points are awarded for providing general recommendations for each case. Scoring is based on key word matching so users can keep their recommendations concise and phrase-like (e.g., qualify for services, hearing re- evaluation, monitor speech development, phonological awareness).

Not Scored

Use of the Clipboard is **not** scored. This is an optional feature that assists users with the assessment process. The time it takes to complete a case is measured but is also not scored. The timer indicates the time spent in the simulation and helps users monitor their efficiency in making case decisions. Note that the estimated time it takes to administer specific tests and procedures is included in the time spent in the simulation.

The SimuCase Competency Rating

A user's overall competency in assessing a particular case is rated and indicated on the Results screen. The Results screen displays a user's overall performance in each of these areas:

- Case History
- Collaborators
- Assessments
- Diagnosis
- Recommendations

If a user earns a 90% or higher overall score, the Mastering competency rating is earned.
If a user earns an overall score of 70-89% a Developing competency rating is earned.
If a user fails to earn at least 70% an Emerging competency rating is earned.

Scoring Model

On the Results page, click **Scoring Model** to review an example of the breakdown of the skills for each case. Competencies are based on the American Speech-Language-Hearing Association's (2009) Knowledge and Skills Acquisition (KASA) standards. Each case has customized KASA competencies to track user performance.

Supplemental Activities

SimuCase also includes Supplemental Activities for use. These activities give you the option to:

- Create a Comprehensive Diagnostic Report – to develop your writing and reporting skills
- Create an Individualized Educational Program (IEP) – based on forms provided by the Ohio Department of Education
- Create an Evaluation Team Report (ETR – based on forms provided by the Ohio Department of Education
- Create a Lesson Plan
- Create an Intervention Plan based on the assessment results, areas of concerns, and recommendations of the case

Click **Supplemental Activities** on the Results page to access these activities. All forms are provided in PDF format and can be downloaded to a local drive for printing and use.

SimuCase Frequently Asked Questions

Where Does the Case Content Come From?

SimuCase content has been provided by families from a variety of hospitals, schools, and clinics across the United States, including Cincinnati Children's Hospital Medical Center (CCHMC), the Cleveland Hearing and Speech Center, and numerous universities clinics. Each case was created from an actual case submitted by a practicing speech-language pathologist.

Once a case is created, at least two reviewers with expertise in the disorder area review the case content for best practices. Each reviewer reviews scoring information and provides approval prior to release of a case.

How Long Should It Take a User to Complete a Case?

Understanding that SimuCase is a simulated case study experience for the speech-language assessment process, it should take users several hours to successfully complete a case. Since this experience is similar to the diagnostic process, users should expect to spend approximately 1-3 hours working through the diagnostic process.

SimuCase™ Technical Requirements

- Supported Browsers: Safari version 5.0 or higher, Firefox version 6.0 or higher, Internet Explorer 9.0 or higher, Chrome version 14.0 or higher
- Users can select the Browser Test found on the SimuCase drop down menu to test browser settings

- Supported devices: iPad, Motorola Xoom 3.0
- JavaScript must be enabled
- Adobe Acrobat Reader
- High-Speed Internet Connection
- Headphones are optional but highly recommended

If additional technical support is needed, please contact SpeechPathology.com at

- 1-800-242-5183 or complete the technical support form at http://www.speechpathology.com/pages/contact-us

SimuCase™