

T-Th 9:30-10:45 Room 125 TLRB

Ms. Lee Robinson, MS, CCC-SLP, Clinic Director/Clinical Professor

Office Phone: 422-7650

Home Phone: 434-7406

Email: lee_robinson@byu.edu

Office Hours: Friday 10-12Noon or by appointment

Schedule: M-F 8AM-5PM

Ann Dorais, MA, CCC-SLP, Clinical Educator/Supervisor

Office Phone: 422-5993

Home Phone: 796-7518

Email: adora156@yahoo.com

Office Hours: by appointment

Schedule: MF 8-5

Marilyn Jensen, MS, CCC-SLP, Clinical Educator/Supervisor

Office Phone: 422-6462

Home Phone: 801-295-9017

Email: mjensen602@aol.com

Office Hours: by appointment

Schedule: Tuesdays and Wednesdays 9AM-6PM

*If Sister Jensen supervises you give her your email address so she can tell her computer at home to recognize your emails.

Helen Flom, MS, CCC-SLP, Clinical Educator/Supervisor

Office Phone: 422-6462

Home Phone: 763-7852

Email: flom144@alpine.k12.ut.us

Office Hours: by appointment

Schedule: Monday 4-6PM, Tuesday-Thursday 4-8PM

Nancy Blair, Audiology Clinic Director

Office Phone: 422-7747

Cell Phone: 592-5700

Email: Nancy_Blair@byu.edu

Office Hours: by appointment

Schedule: M-F 8AM-5PM

Tori Illig, Clinic TA

Office Phone: 422-2870

Home Phone:

Cell Phone:

Email: tji@email.byu.edu

Class Objectives:

Congratulations! You have successfully completed your first semester of clinic. Now that you have some clinical experience and an understanding of how the BYU Speech and Language Clinic operates; our expectations for you will be higher this semester. You will be expected to do the following:

1. Work with each client twice a week for 50 minutes
2. Write lesson plans and SOAP notes
3. Write a treatment plan for each client
4. Write a progress note at the end of the semester for each client
5. Turn all paperwork in on time
6. Collect and record on-line data for baseline and follow-up treatment
7. Attend every colloquium meeting
8. Initiate contact with your clinical educator regarding your cases. Your clinical educator will guide you in your planning, assessment and treatment of each client. However, this semester you should come to meetings with supervisors prepared to tell them what you plan to do and then seek input from them.
9. Plan and participate in two assessments which will be assigned to you during the second week of the semester. Please refer to section 7 of the clinic handbook for detailed guidelines and other resources.
10. Write assessment reports
11. Prepare and present a case review/presentation
12. Work as a team
13. Develop clinical skills as outlined on the Global Competencies Check List (Beginner/Intermediate level) as found in section 8 of the BYU Speech and Language Clinic Handbook.
14. File a Clinical Training Plan with Ms. Robinson

Each student clinician is responsible to schedule their client, room and supervisor. All scheduling is tentative until the Clinic Director (Lee Robinson) gives final approval.

The Taylor Building is open the following hours during Winter Semester:

Monday through Thursday 8AM-10PM

Friday 8AM-5PM

DO NOT SCHEDULE CLIENTS DURING:

Tuesday 11:00-11:50	Devotional
Thursday 11:00-12:00	Faculty Meetings
Monday after 6PM	FHE
Friday 12:00-1:00	No faculty in the building
Friday after 5 PM	Clinic is closed
Saturdays or Sundays	Clinic is closed
T/Th 9:30-10:45	Colloquium
Tuesday after 5 PM	Students may not use rooms 147 or 120, all other clinic rooms are available

Semester Schedule:

January 5	Classes begin
01/06-03/31	All students must meet with Ms. Robinson during Winter semester to file a Clinical Training Plan
January 13	Clinic begins
February 17	Portfolio due with two therapy ideas in electronic format, your midterm self-evaluation
February 17-20	Midterm evaluations with each supervisor
April 2	All diagnostic evaluation reports must be finalized by this date
April 6	Portfolio due with your final self-evaluation
April 6-9	Final evaluations with supervisors
April 6	Last day of Clinic, turn in first draft of Progress Notes to supervisors
April 13	Last day of class, all Progress Notes finalized and filed, all files turned into the materials room

Grades:

You will be assessed at midterm and final using the Global Competencies Checklist and the Evaluation of Clinical Performance sheet. Before meeting with your clinical educator for either the midterm or the final evaluation you should rate yourself on the Global Competencies Checklist (beginning/intermediate level). When you meet with your clinical educator she will go over the competency checklist with you and together you will identify your strengths and areas that need improvement. You and your supervisor will then set one to three goals for you to work on between the midterm and final evaluation. Your clinical educator will also give you a midterm and final rating based on the numbers located on the back of the Evaluation of Clinical Performance form. After you have met with your clinical educator she will put a copy of the completed forms in your box for your records. Your clinical educators will keep the originals in your file. Unless directed otherwise by your clinical educators, you should fill out one Global Competency Checklist per client. An exception to this might be if you have one supervisor for two different clients. In that case your clinical educator may have you fill out just one Global Competency Checklist. See section 8 of the BYU Speech and Language Clinic Handbook regarding additional grading information. In addition to your midterm and final assessment the clinical educators will want to see your files. They will check to see that you are filing the SOAP notes and other important information appropriately. Please bring files to midterm and final evaluations.

Writing Assignments:

Treatment Plan/Progress Note:

You will be required to write one treatment plan/progress note for each client. Your writing assignments have specific due dates. The due dates can be extended IF you negotiate with your clinical educator before the due date printed on this syllabus. The most common and most appropriate reasons for an extension would be if you had a difficult time scheduling a client, hence you have only met with the client once or twice before the due date. Once a report is turned in your clinical educator will read, edit and grade the report. They will then turn the report back to you to make changes. Your clinical educator may have you rewrite parts of your treatment plan several times before finalizing the report. Please do not ask your clinical educators to pre-read and pre-edit your reports.

Lesson plans/SOAP Notes:

Lesson plans should be typed. SOAP notes may be typed or handwritten. If you write a SOAP note by hand use black or blue ink only. Sign SOAP notes using only black or blue ink. SOAP notes must be completed within 24 hours of completing a therapy session (weekends are no exception!). Turn all SOAP notes into your respective clinical educator's box. If your clinical educator edits your SOAP note do not re-write the note. Incorporate the edit into future SOAP notes.

Lesson plans should be posted outside the therapy room window facing the wall before each session. Please remember to pick up your lesson plans after each session. Parents are welcome to take copies of lesson plans home if they choose.

Case Presentations:

During the semester each of you will be assigned to give a case presentation in colloquium. You will have 30 minutes to present. You may choose between your clients which case you want to present. You should use video and or audio recordings of your sessions to show the class your client. Your case presentation should outline your client's history, assessment, current goals, activities addressing his/her goals, level of progress and any additional information you think the class will be interested in hearing. Start planning for the case presentation now by collecting video clips, etc. Many students use power point to present their cases. You are welcome to use any media available to you in room 125 TLRB. This semester case presentations will be graded by Ms. Robinson and peer reviewed. Attendance is required. See the rating scale on the last page of this syllabus for details.

Diagnostic teams will also be required to give a case presentation on one of their assessments.

Class Project:

Give a gift to the clinic. As a class decide what the BYU Speech and Language Clinic needs and figure out a way to provide it for the clinic. Decide as a class. The class will have fall and winter semester to work on this but don't put this assignment off. Example of a class project: Last year's clinicians collected story books. I am willing to provide class time and a budget to help you with the project.

Portfolios:

Keep the information you have already assembled in the portfolios.

In a three ring binder with dividers please have the following (I will need to edit your work so please do not put your paper in clear plastic sheets):

Resume (final format, ready to be distributed to internship sites)

Cover letter (final format, ready to be distributed to internship sites)

Copies of letters of recommendation (Winter semester)

Copies of lesson plans/SOAP (1 sample from each client, not every SOAP note) for each client (without any identifying information)

Written self-evaluation (no more than one page, you may use Global Competencies Intermediate level as a guide if you wish but it is not required)

Photocopies of clinical hours (your backup information)

Grade sheet from you case presentation (Final only)

Feedback from your case presentations (Final only)

Two therapy activities to share (on disk, and a hard copy, Midterm only)
Progress Note (Final only, no identifying information, only one example)

Other Assignments:

As the semester progresses additional readings, tasks, presentations, etc. will be assigned to students as needed. Students are expected to follow-through on all assignments given by any and all clinical educators.

Fingerprinting Information:

Where: B-66 ASB

When: M-F 10-11:45 am (I am assuming that it closes at 10:45 on Tuesdays for Devotional)

What to bring: Valid Driver's License and BYU ID card

Who to talk to for more information: Campus Police 422-4051

Reference Books:

The following books are recommended for this class but are not required reading. See copies on reserve in the supervisor's office room.

Meyer, Susan M. (1998). Survival Guide for the Beginning Speech-Language Clinician, Aspen.

Hedge, M. N. (1996). Pocket Guide to Assessment in Speech-Language Pathology, Singular Publishing Group, Inc., San Diego.

Hedge, M. N. (1996). Pocket Guide to Treatment in Speech-Language Pathology, Singular Publishing Group, Inc., San Diego.

Preventing Sexual Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity receiving federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

Students With Disabilities

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 Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the SSD Office. 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. You should contact the Equal Employment Office at 422-5895. D-382 ASB.

Case Presentation Grade Form

Grader: Ms. Robinson, Clinic Director

Presenter: _____

Case Type: _____

Rate each category on a scale from 1-10, 1 being the lowest score, 10 being the highest.

Comments

1. Personal Appearance _____
 - a. Dressed appropriately
 - b. Appears calm, confident

2. Speaking/Diction/Gestures _____
 - a. Answers questions appropriately
 - b. Uses appropriate vocabulary
 - c. Avoids filler words such as um, like, ya know
 - d. Avoids using distracting gestures

3. Presentation Organization _____
 - a. Content presented clearly
 - b. Covers history, baseline, goals, treatment, rational, follow-up, examples

4. Media _____
 - a. Appropriate video/audio tape
 - b. Knows how to use the computer/t.v./vcr/etc.

5. Presentation Style _____
 - a. Appropriate choice of presentation method (power point, overheads, etc.)
 - b. Appropriate use of handouts, if applicable