

Clinical Practicum-INTERNSHIPS

Th 7-8:30PM Room 125 TLRB

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Schedule: M-F 8AM-5PM

**BRIGHAM YOUNG UNIVERSITY INSTITUTIONAL OBJECTIVES**

The institutional objectives of Brigham Young University are to educate the minds and spirits of students, advance truth and knowledge, extend the blessings of learning to all members of the church, and develop friendships for the University and the Church. Within this university framework the David O. McKay College of Education has developed a conceptual framework (CF) that (1) embraces and applies the moral dimensions of teaching, (2) demonstrates academic excellence, (3) models collaboration and (4) teaches students to act with social competence. Additionally, the Department of Audiology and Speech-Language Pathology (ASLP) addresses the American Speech-Language Hearing Association (ASHA) accreditation requirements by providing course work and clinical practicum that meet the Council on Academic Accreditation (CAA) standards.

**LEARNING OBJECTIVES**

Goal #1: Students will demonstrate ability to plan and implement an assessment of clients presenting with various communication disorders (as identified in ASHA’s “Big 9”) and with various severity levels while under the direction of a certified SLP.

Specific Objectives	Method of Evaluation	Feedback Mechanisms	CAA Standard
Students will learn to: <ul style="list-style-type: none"> <li>◆ Plan and implement an assessment using procedures appropriate to their specific internship site.</li> <li>◆ Present the plan to the supervisor and incorporate supervisor feedback into the plan</li> <li>◆ Conduct an interview</li> <li>◆ Read test manuals and practice test administration</li> <li>◆ Administer both formal and informal measures</li> <li>◆ Score and interpret assessment results accurately</li> <li>◆ Make appropriate diagnosis, recommendations</li> <li>◆ Consult with parent/caregiver and give appropriate feedback</li> <li>◆ Write appropriate reports</li> </ul>	<ul style="list-style-type: none"> <li>◆ Supervisor rating on the BYUComD Clinical Knowledge and Skills Outcomes Checklist (S)</li> <li>◆ Written and/or verbal feedback for each session supervised (F)</li> <li>◆ Final Evaluation (S)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Supervisor ratings</li> <li>◆ Written feedback</li> <li>◆ Verbal feedback</li> </ul>	IV-C IV-D IV-E IV-G Intervention d, f Evaluation a-g Interaction a-d CF1, 2,3,4

**Goal #2: Students will demonstrate the ability to plan and implement treatment of clients who present with various communication disorders (as identified in ASHA's "Big 9) and with various severity levels while under the direction of a certified SLP.**

Specific Objectives	Method of Evaluation	Feedback Mechanisms	CAA Standard
Students will learn to: <ul style="list-style-type: none"> <li>◆ Treat specific disorders and severity levels</li> <li>◆ Treat people from culturally and linguistically diverse populations</li> <li>◆ Collect baseline and follow-up data</li> <li>◆ Collect on-line data</li> <li>◆ Interpret session data and make clinical decisions based on the data</li> <li>◆ Adjust to the client's severity level (mild, moderate, sever)</li> <li>◆ Adjust to the client's needs during therapy session (make adjustments in therapy materials, goals, criterion, reinforcement, etc. as needed)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Midterm and Final Evaluation on the BYUComD Clinical Knowledge and Skills Outcomes Checklist (F, S)</li> <li>◆ Written and verbal feedback for each session supervised (F)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Supervisor ratings</li> <li>◆ Written feedback</li> <li>◆ Verbal feedback</li> </ul>	IV-C IV-D IV-E IV-G Intervention d, f CF 2,3,4

**Goal #3: Students will demonstrate appropriate case management skills including appropriate social behavior, oral and written communication, prevention activities, and sensitivity to multicultural populations while working under the direction of a certified SLP.**

Specific Objectives	Method of Evaluation	Feedback Mechanisms	CAA Standard
Students will learn to : <ul style="list-style-type: none"> <li>◆ Prepare and present a case presentation using multi media</li> <li>◆ Attend and actively participate in colloquium meetings</li> <li>◆ Set appointments and meet with supervisors regarding client performance</li> <li>◆ Interact appropriately with supervisors, faculty, staff, and other students</li> <li>◆ Interact appropriately with clients and caregivers</li> <li>◆ Plan and implement appropriate prevention activities</li> <li>◆ Demonstrate appropriate sensitivity to multicultural populations when planning and implementing assessment and treatment procedures</li> </ul>	<ul style="list-style-type: none"> <li>◆ Midterm and Final Evaluation on the BYUComD Clinical Knowledge and Skills Outcomes Checklist (F, S)</li> <li>◆ Written and verbal feedback for each session supervised (F)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Supervisor ratings</li> <li>◆ Written feedback</li> <li>◆ Verbal feedback</li> </ul>	III-G IV-B IV-G Interaction a-d CF 1, 2,3,4

**Goal #4: Students will continue to demonstrate all the clinical skills outlined in goal 1-3, abide by all internship policies and procedures as outlined in the internship handbook, and abide by all policies and procedures outlined by each internship site.**

Specific Objectives	Method of Evaluation	Feedback Mechanisms	CAA Standard
Students will learn to: <ul style="list-style-type: none"> <li>◆ Attend the clinical practicum assignment as agreed upon by the student, the site supervisor and the clinic director</li> <li>◆ Diagnose and treat specific disorders within the context of specific internship sites</li> <li>◆ Prepare and meet with site clinical educators to discuss client need, treatment plans, etc.</li> <li>◆ Complete all paperwork assigned by the site supervisor</li> <li>◆ Prepare a handout and give a 20-30 minute presentation on a topic of choice (approved by Ms. Robinson)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Midterm Evaluation (F)</li> <li>◆ Written and verbal feedback for each session supervised (F)</li> <li>◆ Final Evaluation (S)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Supervisor ratings</li> <li>◆ Written feedback</li> <li>◆ Verbal feedback</li> </ul>	III-G IV-B IV-C IV-D IV-E IV-F IV-G Intervention d, f CF 2,3,4

**SCHEDULE: All class times are 7PM in room 125 TLRB**

Date of Presentation	Student name

**GRADING**

Students will be assessed at midterm and final using the BYU COMD Knowledge and Skills Competency Checklist and the Evaluation of Clinical Performance Forms. The internship supervisor will fill both these form out. Students will work with the clinical educator to identify strengths and areas needing improvement. The student and clinical educator will then set one to three goals for the student to work on between the midterm and final evaluation.

Clinical educators will also assign a midterm and final rating based on the numbers located on the back of the Evaluation of Clinical Performance form. After meeting with the clinical educator she will put a copy of the completed forms in students' boxes. Clinical educators will submit the originals to Ms. Robinson who will keep them in student clinical files.

Student's final grades are based on the following pieces of information:

1. Final rating (approximately 90 % of the grade)
2. Portfolios, presentations and other clinical assignments, participation in class (approximately 10% of the grade)

A letter grade is assigned based on the following percentages: 95-100% A, 90-94% A-, 87-89% B+, 83-86% B, 80-82% B-, 77-79% C+, 73-76% C, 70-72% C-, 67-69% D+, 63-66% D, 60-62% D-, and below 60% , an E.

Please note that if a student earns lower than a B- in clinic then they must re-take the same clinical experience (e.g. C grade during a semester means the student must retake the course during another semester, a spring term would not count). Also, the clinical hours for the semester or term in which a student earns a C+ or lower are invalid and can not count towards ASHA hours.

### **REMEDIATION PLAN**

Occasionally students struggle to master clinical skills and need additional tutoring, practice, readings, demonstrations, etc. in order to achieve competence in certain clinical areas. If the student is judged by the clinical educator to be at risk for failing a clinical placement a remediation plan will be developed by the student and the clinical educator.

If a Remediation plan is considered,

- the clinical educator will meet with the student to discuss the concern and plan how to resolve it.
- If necessary, other faculty members will observe the clinician in a session (live or on video) and provide feedback focusing on the stated concern.
- The clinical educator then will meet with the student (and with the observers if desired) to go over the feedback and design a plan of action. Specific performance criteria may be set as needed.
- When these criteria are set, the student will be informed as to the current grade and what consequences will result if the student fails to meet the performance criteria.
- The student and the clinical educator then sign the Remediation Plan to indicate their agreement with the plan of action.

The student and the clinical educator should discuss periodically the student's progress toward meeting the goals of the Remediation Plan so that modifications can be made as appropriate. When specific performance criteria are achieved, the clinical educator and one of the observers should initial their agreement. At the end of the semester/term, the clinical educator should complete the Evaluation of Plan section to indicate the effectiveness of the plan and if any further action will be necessary.

### **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 (378-2767). 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. Students are required to notify the instructor of the disability prior to deadlines, test dates or any other class requirement where accommodations need to be arranged. For the purposes of this class, ASLP 685R, students must notify Ms. Robinson in writing during the first week of class if they are registered with SSD or if they have a disability that will require accommodations. 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 378-5895. D-382 ASB

#### **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

#### **HONOR CODE STANDARDS**

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.

#### **STATEMENT OF NONDISCRIMINATION**

Admission to Brigham Young University and the Department of Communication Disorders graduate program is nondiscriminatory. The university admits persons who meet university and department academic requirements and agree to abide by the university's standards of conduct and behavior regardless of race, color, national origin, religion, age, gender, veteran status, or disability.

#### **STUDENT RIGHTS**

Students are entitled to study in an environment free from unlawful discrimination. Any student, staff employee, faculty member or site supervisor who unlawfully discriminates against a student on the basis of race, color, national origin, religion, age, gender, veteran status, or disability may be subject to sanction.

#### **CLIENT RIGHTS**

Clients seen either in the BYU Speech and Language Clinic or in an affiliated internship site are entitled to speech and language services in an environment free from unlawful discrimination. Any student, staff employee, or faculty member who unlawfully discriminates against a client on the basis of race, color, national origin, religion, age, gender, veteran status, or disability may be subject to sanction.

Brigham Young University  
Comprehensive Clinic  
Speech-Language Clinic

**Evaluation of Clinical Performance**

Student Name \_\_\_\_\_ Semester/Year \_\_\_\_\_  
Supervisor \_\_\_\_\_ Site \_\_\_\_\_  
Student Level: \_\_\_\_\_ Beginning (0-50 clinical hours) Case Type(s) \_\_\_\_\_  
                  \_\_\_\_\_ Intermediate (51-200 clinical hours)  
                  \_\_\_\_\_ Advanced (200+ clinical hours)

**INITIAL EVALUATION**

Instructions: Please describe student's strengths and weaknesses. Then write 3 to 4 specific goals/objectives for the student to focus on during the remainder of the experience.

Date \_\_\_\_\_ Midterm Rating \_\_\_\_\_

**FINAL EVALUATION**

Instructions: Summarize progress and give rationale for rating. If applicable, please give recommendations for next clinical experience.

Signature \_\_\_\_\_ Date \_\_\_\_\_ Final Rating \_\_\_\_\_

### Rating Levels

The rating is based on the following: [**Note:** These are the midrange; you may assign numbers between these.]

- 98     Outstanding; displays independent and superior competencies in all areas
- 93     Outstanding in almost all descriptors; needs minimal guidance to improve performance on remaining descriptors
- 88     Above average performance on most descriptors; requires average amount of guidance to improve
- 84     Expected ability at experience level seen on most descriptors; amount of guidance needed is commensurate with current level
- 81     Expected ability at experience level on about half of the descriptors, while others are fair; requires a significant amount of guidance in some areas  
Competencies are adequate but gives minimum effort
- 78     Fair ability on most descriptors; may have differing competence levels with some skills being good, but others requiring supervisory intervention to achieve an adequate level of performance
- 74     Fair ability on about half of the descriptors, while others are adequate only with continued supervisory intervention; generalization/consistency is adequate
- 71     Marginal; skills on some descriptors are fair; some descriptors are adequate only with considerable direction and/or demonstration from supervisor; generalization and/or consistency is adequate
- 68     Unacceptable performance; demonstrates considerable difficulty on most descriptors; has shown improvement in some areas with extensive direction and/or demonstration from supervisor; generalization/consistency is fair  
**One area is causing significant (ie, out of proportion) clinical difficulty that is impeding client progress**
- 64     Unacceptable performance; demonstrates considerable difficulty on most descriptors; has shown only slight improvement in some areas with extensive direction and/or demonstration from supervisor; generalization/consistency is slight
- 61     Unacceptable performance; demonstrates considerable difficulty on most descriptors; can master small skill with extensive direction and/or demonstration from supervisor; shows little or no generalization on similar tasks
- 58     Unacceptable performance; demonstrates considerable difficulty on most descriptors; does not consistently perform skill even with extensive direction and/or demonstration from supervisor

**Other comments:**

Brigham Young University  
Comprehensive Clinic  
Speech-Language Clinic

Student Remediation Plan

Student \_\_\_\_\_ Clinical Educator \_\_\_\_\_ Term \_\_\_\_\_

Description of Concern:

\_\_\_\_\_  
\_\_\_\_\_

Observer 1: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Observer 2: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Suggested Plan of Action:

\_\_\_\_\_  
\_\_\_\_\_

Problem Resolution:

<u>Performance Objective</u>	<u>Target Date</u>	<u>Achieved</u>
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_____ (Init. Sup.)	_____	_____
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_____ (Init. Obs.)		_____
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<u>Performance Objective</u>	<u>Target Date</u>	<u>Achieved</u>
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_____ (Init. Sup.)	_____	_____
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_____ (Init. Obs.)		_____
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<u>Performance Objective</u>	<u>Target Date</u>	<u>Achieved</u>
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_____ (Init. Sup.)	_____	_____
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_____ (Init. Obs.)		_____
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Consequence if not resolved: \_\_\_\_\_ Current Grade: \_\_\_\_\_

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Supervisor Signature

\_\_\_\_\_  
Date

Evaluation of Plan:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Supervisor Signature      Date

**Clinic Attendance Policy:**

Failure to attend a clinical assignment (BYU clinic/internship/screenings) without notifying the clinic director (Audiology or Speech/Language) AND the site clinical educator may result in a failing grade. Student will also be subject to an immediate dismissal from the site and will not be allowed to return to that site in the future.

NOTE: If a student receives a failing grade in either ASLP 680R or ASLP 685R ALL clinical practicum hours earned during the semester or term become invalid and can not be submitted as ASHA hours.

**Illness/Family Emergencies:**

Student must notify BOTH the site clinical educator and the clinic director (Audiology or Speech/Language) the morning that he or she is unable to attend due to illness. If the student misses more than one day due to illness the student is expected to contact both the site clinical educator and the clinic director the morning of each subsequent day missed.

If a student is unable to attend a clinical assignment due to a family emergency the student must contact the site clinical educator AND the clinic director to make arrangements immediately.

**Severe Weather/Freeway Closures:**

Occasionally in the winter months, weather in and around the Wasatch front is too severe for travel on the freeways. Also, the freeways are occasionally closed due to accidents. If a student is commuting to a clinical assignment and is unable to attend due to severe weather conditions or a freeway closure then the student is expected to contact both the site clinical educator AND the clinic director immediately.

**Time Off Policy:**

If a student wishes to take time off during a clinical assignment for any reason other than illness, family emergency, severe weather or freeway closures, the following procedure must be followed:

The student must submit a written request stating the reason for the time off and dates of the absence to the clinic director. The request must be submitted prior to placement at a site. If the request is approved then the student must arrange the time off with the internship clinical educator during the first week of the semester or term. Failure to obtain clinic director approval before discussing time off with a site clinical educator will result in a failing grade. Written requests for time off do not guarantee approval.



BYU Department of Communication Disorders Clinical Knowledge and Skills Outcomes Checklist

**Instructions to the Site Supervisor: Please answer the following questions.**

In which of the 9 disorder areas listed below did the student demonstrate competence in Evaluation? (list by numbers) \_\_\_\_\_

In which of the 9 disorder areas listed below did the student demonstrate competence in Intervention? (list by numbers) \_\_\_\_\_

In which of the 9 disorder areas listed below did the student demonstrate competence in Interaction and Personal Qualities? (list by numbers) \_\_\_\_\_

Did the student demonstrate competence while engaged in prevention activities? (circle one) Yes No

Did the student demonstrate competence while working with culturally or linguistically diverse populations? (circle one) Yes No

Additional comments (optional):

I judge this student (student name): \_\_\_\_\_ to be competent in the areas of Evaluation, Intervention, and Interaction and Personal Qualities in the disorders listed (list by numbers): \_\_\_\_\_

**Supervisor Signature:** \_\_\_\_\_ **ASHA #:** \_\_\_\_\_ **Date:** \_\_\_\_\_

The 9 disorder areas defined by ASHA:

1. **Articulation**
2. **Fluency**
3. **Voice and resonance**, including respiration and phonation
4. **Receptive and expressive language** (phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities
5. **Hearing**, including the impact on speech and language
6. **Swallowing** (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction)
7. **Cognitive aspects of communication** (attention, memory, sequencing, problem-solving, executive functioning)
8. **Social aspects of communication** (challenging behavior, ineffective social skills, lack of communication opportunities)
9. **Communication modalities** (including oral, manual, augmentative and alternative communication techniques, and assistive technologies)

**Prevention defined:** clinical activities that inform the public how to prevent disorder or limit the severity of the disorder. Examples include screening procedures, educational in-services, preparing and distributing client and parent education materials that are printed.

**Culturally and linguistically diverse populations defined:** any client that requires an interpreter, speaks English as a second language, or is multi-cultural.



## BYU Department of Communication Disorders Clinical Knowledge and Skills Outcomes Checklist

- At least 375 hours must be in direct client/patient contact
- The “Big Nine” defined:
  - **Articulation**
  - **Fluency**
  - **Voice and resonance**, including respiration and phonation
  - **Receptive and expressive language** (phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities
  - **Hearing**, including the impact on speech and language
  - **Swallowing** (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction)
  - **Cognitive aspects of communication** (attention, memory, sequencing, problem-solving, executive functioning)
  - **Social aspects of communication** (challenging behavior, ineffective social skills, lack of communication opportunities)
  - **Communication modalities** (including oral, manual, augmentative and alternative communication techniques, and assistive technologies)
- **Prevention defined:** clinical activities that inform the public how to prevent disorder or limit the severity of the disorder. Examples include screening procedures, educational in-services, preparing and distributing client and parent education materials that are printed.
- **Culturally and linguistically diverse populations defined:** any client that requires an interpreter, speaks English as a second language, or is multi-cultural.
- **DX or Assessment defined:** Assessing a client using a variety of tools or procedures (ex. Standardized tests, language/speech samples, bedside swallow evaluations, screening procedures, collecting baseline data, etc.)
- **TX or Intervention defined:** Providing a prescribed, evidence based treatment to any client who qualifies for services (ex. LSVT, language therapy, articulation therapy, phonological process therapy, stuttering intervention, swallowing therapy, etc.)
- ASHA certification standards require a total of 400 clock hours of supervised clinical practicum.
- You must complete a minimum of 25 clock hours of observation prior to beginning the initial clinical practicum (only 25 observation hours can contribute towards the 400 hour total hours).
- Your first 50 clinical practicum hours must be obtained at Brigham Young University.
- Under the ASHA Big 9 we **highly recommend** you earn a minimum of 5 clinical hours for each of the Big 9.
- A minimum of 325 hours of clinical practicum must be completed at the graduate level. The remaining required hours may have been completed at the undergraduate level, at the discretion of the graduate program.
- Direct supervision must be in real time and must never be less than 25% of the student’s total contact with each client/patient and must take place periodically throughout the practicum. These are minimum requirements that should be adjusted upward if the student’s level of knowledge, experience, and competence warrants.
- A supervisor must be available to consult as appropriate for the clients/patients disorder with a student providing clinical services as part of the student’s clinical education. Supervision of clinical practicum must include direct observation, guidance, and feedback to permit the student to monitor, evaluate, and improve performance and to develop clinical competence.
- Only direct contact with the client or the client’s family in assessment, management, and/or counseling can be counted toward practicum. Typically, only one student should be working with a given client.