

Clinical Practicum

M-W 8:30-9:45 Room 279 TLRB

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Schedule: M-F 8AM-5PM

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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 Communication Disorders (COMD) addresses the American Speech-Language Hearing

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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 the ability to plan and implement treatment of clients 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"> ◆ Treat specific disorders ◆ Schedule clients ◆ Prepare and meet with clinical educators to discuss client need, treatment plans, etc. ◆ Collect baseline and follow-up data ◆ Collect on-line data ◆ Interpret session data and make clinical decisions based on the data ◆ Adjust to the client's needs during therapy session (make adjustments in therapy materials, goals, criterion, reinforcement, etc. as needed) 	<ul style="list-style-type: none"> ◆ Midterm Evaluation (F) ◆ Written and verbal feedback for each session supervised (F) ◆ Final Evaluation (S) 	<ul style="list-style-type: none"> ◆ Supervisor ratings ◆ Written feedback ◆ Verbal feedback 	IV-C IV-D IV-E IV-G Intervention d, f CF 2,3,4

Goal #2: Students will demonstrate understanding of all internship policies and procedures.

Specific Objectives	Method of Evaluation	Feedback Mechanisms	CAA Standard
Students will learn to : <ul style="list-style-type: none"> ◆ Read and understand all the policies and procedures associated with internships ◆ Apply to internships ◆ Meet with Ms. Robinson to develop a Clinical Training Plan 	<ul style="list-style-type: none"> ◆ Quiz (F) ◆ Participation in the practical part of the orientation (interview, fashion show) (F) ◆ Final Evaluation (S) 	<ul style="list-style-type: none"> ◆ Supervisor ratings ◆ Written feedback ◆ Verbal feedback 	III-G IV-B IV-G Interaction a-d CF 1, 2,3,4

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Goal #3: Students will demonstrate appropriate social skills for case management in the field of speech-language pathology.

Specific Objectives	Method of Evaluation	Feedback Mechanisms	CAA Standard
Students will learn to : <ul style="list-style-type: none"> ◆ Prepare and present a case presentation using multi media ◆ Attend and actively participate in colloquium meetings ◆ Set appointments and meet with supervisors regarding client performance ◆ Interact appropriately with supervisors, faculty, staff, and other students ◆ Interact appropriately with clients and caregivers 	<ul style="list-style-type: none"> ◆ Midterm Evaluation (F) ◆ Written and verbal feedback for each session supervised (F) ◆ Final Evaluation (S) 	<ul style="list-style-type: none"> ◆ Supervisor ratings ◆ Written feedback ◆ Verbal feedback 	III-G IV-B IV-G Interaction a-d CF 1, 2,3,4

Goal #4 Students will demonstrate appropriate clinical writing skills through treatment plan/progress notes, assessment reports and SOAP notes.

Specific Objectives	Method of Evaluation	Feedback Mechanism	CAA Standard
Students will learn to: <ul style="list-style-type: none"> ◆ Turn all paperwork in on time ◆ Incorporate supervisor feedback into SOAP notes, treatment plans/progress notes and diagnostic reports ◆ Write appropriate treatment goals for both treatment plans and lesson plans ◆ Include all appropriate information in treatment plans (additional testing, baseline, semester goals, intervention plan and home program) ◆ Include all appropriate information in the progress note (follow-up data, intervention section, recommendations) ◆ Include all appropriate information in the diagnostic report (see outline) ◆ Adjust to client need as reflected on SOAP notes ◆ Record data on SOAP notes that reflect client performance 	<ul style="list-style-type: none"> ◆ Rough draft grade sheet (F) ◆ SOAP notes turned in (24 hrs.) (F) ◆ Final draft grade sheet (S) 	<ul style="list-style-type: none"> ◆ Supervisor ratings ◆ Written feedback on reports ◆ Grade sheets 	IV-B IV-G Evaluation a-g Intervention a-d CF 1,2

COURSE TOPICS

Code of Ethics Testing and Measures	Internship Policies
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SCHEDULE

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.

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The Taylor Building is open the following hours during Spring Term:

Tuesday through Thursday 8AM-9PM

Monday and 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 after 5 PM	Clinic is closed
Saturdays and Sundays	Clinic is closed
During classes	

GRADING

Students will be assessed at midterm and final using the Student Self-Evaluation and the Evaluation of Clinical Performance Forms. Before meeting with the clinical educator for either the midterm or the final evaluation students should rate their overall clinical performance using the Student Self-Evaluation. Students should take the checklist with them to the midterm and final evaluation where together with the clinical educator they can review the checklist and 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. In addition to midterm and final assessment the clinical educators will want to review client files. They will check to see that students are filing the SOAP notes and other important information appropriately. Please bring files to midterm and final evaluations.

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

1. Final rating for each client (approximately 80% of your grade per client)
2. Portfolios, presentations and other clinical assignments, participation in class (approximately 20% of the grade)

Please note that some clients are more difficult to work with than others. I reserve the right to adjust the percentage a case is counted towards the final grade according to degree of difficulty. For example, a Lee Silverman Voice Treatment client is a less difficult case due to the nature of LSVT. Hence, such a case would be worth 20% of the final grade and the other two cases might be adjusted to 27% or 28 % of the final 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.

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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.

MITERM AND FINAL EVALUATIONS

What to bring to the interview:

1. file to show that you are filing lesson plan/SOAP notes
2. Your self evaluation from the portfolio
3. Your self evaluation rating

WRITING ASSIGNMENTS**TREATMENT PLAN/PROGRESS NOTE/DIAGNOSTIC REPORT**

Students will be required to write one treatment plan/progress note or diagnostic report for each client. Writing assignments have specific due dates. The due dates can be extended IF students negotiate with clinical educators BEFORE the due date printed on this syllabus. The most common and most appropriate reasons for an extension would be if students 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 clinical educators will read, edit and grade the report. They will then turn the report back to students to make changes. Clinical educator may have students rewrite parts of the treatment plan/progress note or diagnostic report several times before finalizing the report. Please do not ask clinical educators to pre-read and pre-edit reports. Do not print reports on letterhead until you receive the okay from your clinical educators.

LESSON PLANS/SOAP NOTES

Lesson plans should be typed. SOAP notes may be typed or handwritten. Use black or blue ink. Sign SOAP notes using 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 the respective clinical educator's box. If the clinical educator edits a 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 lesson plans after each session. Parents are welcome to take copies of lesson plans home if they choose.

PORTFOLIOS

DO NOT REPLACE LAST SEMESTER'S WORK!! Portfolios are a representation of your clinical progress from day one to the last internship.

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 draft printed on letterhead

Cover letter: final draft printed on letterhead

Copies of letters of recommendation:

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

Written self-evaluation, Dates must be included: no more than one page, for both midterm and final

Photocopies of clinical hours: for backup information

Feedback from your case presentations:

Progress Note/Treatment addendum: Final only, no identifying information, only one report is needed

ADD ONE SECTION TITLED: Internship Orientation

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.

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

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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.

IMPORTANT DATES

May 2	Class begins
May 9 (Tuesday)	Clinic begins
May 25	Treatment plans due
Week of May 25	Midterm evaluations
Week of June 12	Final evaluations
June 12 (Monday)	Last day of clinic, all reports due today
June 19	Last day of class, all reports finalized today!!!

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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_____	_____	_____
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(Init. Sup.)		
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_____	_____	_____
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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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_____	_____	_____
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(Init. Sup.)		
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_____	_____	_____
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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

Student Self-Evaluation

Rate yourself according to the following scale:

0= **not applicable** to the site or no opportunity to observe

1= **fail** (unable to either verbally explain or demonstrate the skill, cannot implement supervisor suggestions)

2= **beginner** (verbally explain the skill, unable to demonstrate in therapy sessions, needs detailed instruction from supervisor)

3= **improving** (verbally explain the skill, able to demonstrate in therapy situations with support from supervisor)

4= **emerging competency** (verbally explains skill and rationale, needs practice to improve demonstration of the skill, implements supervisor suggestions)

5= **competent** (verbally explains skill and rationale, able to apply the skill in a variety of settings, makes appropriate adjustments without consulting supervisor)

Clinical Aspect	Midterm	Final
Lesson Plan		
Behavioral objectives clearly stated, with appropriate condition, target behavior, & criterion		
Behavioral objectives appropriate for goals		
Behavioral objectives clearly reflect progression		
Activities appropriate to elicit targets		
Baseline/follow-up measures appropriate		
Variety/original techniques & materials used		
Home assignments appropriate		
Rationale for Plan supports plan		
Professionalism		
Demonstrated clinical growth		
Demonstrated professional manner		
Interaction with parent/client appropriate		
Used clinical resources appropriately/effectively		
Implemented suggestions in a timely/effective manner		
Punctual/prepared		
Treatment Session		
Baseline/follow-up measures effectively elicited		
Sensitive/responsive to client behavior/performance		
Activities effectively executed		
Stimuli appropriate		
Behavior managed appropriately/effectively		
Reinforcement/feedback appropriate		
Interaction/language style appropriate		
Others incorporated appropriately/effectively		
Home assignments clearly stated to client/parent		
Pacing appropriate		
Followed lesson plan		
Made modifications as appropriate		
Demonstrated clinical assertiveness as needed		
Clearly understood rationales for procedures		
Data collection appropriate		
Other:		

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:

Treatment Plan Grade Form

Clinician _____ Client _____ Semester _____
Clinical Educator Lee Robinson

Treatment Plan
Form

Comments

Punctuality 5 4 3 2 1

Language Style 10 9 8 7 6 5 4 3 2 1

Organization 5 4 3 2 1

Demographic Information 5 4 3 2 1

Grammar/Technical Merit 5 4 3 2 1

Content

Description of Problem/Reason for Referral 5 4 3 2 1

History 10 9 8 7 6 5 4 3 2 1

Current Assessment 5 4 3 2 1

Treatment Goals 10 9 8 7 6 5 4 3 2 1

Intervention Program 10 9 8 7 6 5 4 3 2 1

Total _____ /70=

Progress Report
Form

Comments

Punctuality 5 4 3 2 1

Language Style 5 4 3 2 1

Grammar/Technical Merit 5 4 3 2 1

Content

Summary of Treatment 10 9 8 7 6 5 4 3 2 1

Treatment Goals 10 9 8 7 6 5 4 3 2 1

Intervention Program 10 9 8 7 6 5 4 3 2 1

Recommendations 5 4 3 2 1

Total _____ /50=