BASIC INFORMATION: COMD 685R (1 Credit) T, Th 9:30-10:45 125 TLRB

INSTRUCTOR INFORMATION: Ms. Lee Robinson, MS, CCC-SLP, Associate Clinical Professor, Speech and Language Clinic Director, Graduate Internship Coordinator. Office: 158 TLRB, Office Phone: 801-422-7650, Cell Phone: 801-376-3804, Home Phone: 801-434-7406, Office Hours: Friday 10-Noon or by appointment or just knock. Email: lee_robinson@byu.edu

PREREQUISITES: Acceptance to the graduate program in COMD. Students must complete undergraduate courses with a B- or better grade. Approval from Ms. Robinson.

REQUIRED TEXTS AND MATERIALS: There is no text for this class. You will need a three-ring binder to complete the Portfolio assignment. Notice there is no fee associate with this class. All clinic materials are purchased using funds generated from graduate students working with clients. If you need specific materials for a client you may submit a request via email to Ms. Robinson. Please include price and website information, etc. Submitting a request does not necessarily imply approval.

COURSE DESCRIPTION: This is a practicum course that includes clinical work and class meetings. You are required to attend all clinical assignments and class meetings.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Schedule</th>
<th>Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colloquium (class)</td>
<td>T, Th 9:30-10:45</td>
<td>Bring powerpoints for note taking. Attendance is mandatory and we will keep track of late arrivals.</td>
</tr>
<tr>
<td>3 TX clients</td>
<td>2 tx sessions a week scheduled regularly. One session per week must be scheduled when your supervisor is available to observe.</td>
<td>Students are expected to: 1. Initiate contact with the supervisor. 2. Plan and prepare for each session. 3. Write a lesson plan for each tx session and submit it to their supervisor prior to the session. 4. Write a SOAP note and submit within 24 hrs. of session completion. 5. Write a TX plan/progress note for each client.</td>
</tr>
<tr>
<td>1 DX client</td>
<td>Schedule with your supervisor</td>
<td>Students are expected to: 1. Plan the dx and submit to supervisor for approval 2. Consult with supervisor throughout the dx process. 3. Write a DX report.</td>
</tr>
</tbody>
</table>

COURSE PURPOSE: This practicum is required each semester or term you are enrolled in the graduate program (see 400 clinic hours policy in the SL Clinic Handbook for exceptions). Students are expected to learn the practical aspects of speech-language pathology by preparing for and working with clients under the direction of certified speech-language pathologists. During the first year of the graduate program typically students take COMD 685R Fall, Winter, Spring (or Spring, Fall, Winter) and work in the BYU Speech and Language Clinic (SL clinic).
COURSE LEARNING OUTCOMES:

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 Communication Disorders (COMD) 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.

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

<table>
<thead>
<tr>
<th>Specific Objectives</th>
<th>Method of Evaluation</th>
<th>Feedback Mechanisms</th>
<th>CAA Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will learn to:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✷ Call and schedule the diagnostic sessions</td>
<td>Supervisor rating</td>
<td>Supervisor ratings</td>
<td>IV-C</td>
</tr>
<tr>
<td>✷ Update case history information</td>
<td>(S)</td>
<td></td>
<td>IV-D</td>
</tr>
<tr>
<td>✷ Plan the diagnostic based on the information presented in the case history, parent interview and home visit (as applicable)</td>
<td>Written and verbal feedback for each session supervised (F)</td>
<td>Written feedback</td>
<td>IV-E</td>
</tr>
<tr>
<td>✷ Present the plan to the supervisor and incorporate supervisor feedback into the plan</td>
<td>Final Evaluation (S)</td>
<td>Verbal feedback</td>
<td>IV-G</td>
</tr>
<tr>
<td>✷ Conduct a parent interview</td>
<td></td>
<td></td>
<td>Intervention d, f</td>
</tr>
<tr>
<td>✷ Read test manuals and practice test administration</td>
<td></td>
<td></td>
<td>Evaluation a-g</td>
</tr>
<tr>
<td>✷ Administer both formal and informal measures</td>
<td></td>
<td></td>
<td>Interaction a-d</td>
</tr>
<tr>
<td>✷ Score and interpret assessment results accurately</td>
<td></td>
<td></td>
<td>CF1, 2,3,4</td>
</tr>
<tr>
<td>✷ Make appropriate diagnosis, recommendations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✷ Consult with parent and give appropriate feedback</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✷ Create a new file and file all testing and report information pertinent to the case</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 nine disorder areas) and with various severity levels while under the direction of a certified SLP.

<table>
<thead>
<tr>
<th>Specific Objectives</th>
<th>Method of Evaluation</th>
<th>Feedback Mechanisms</th>
<th>CAA Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will learn to:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✷ Treat specific disorders</td>
<td>Midterm Evaluation (F)</td>
<td>Supervisor ratings</td>
<td>IV-C</td>
</tr>
<tr>
<td>✷ Schedule clients</td>
<td></td>
<td>Written</td>
<td>IV-D</td>
</tr>
<tr>
<td>✷ Prepare and meet with clinical educators to discuss client need, treatment plans, etc.</td>
<td>Written and verbal feedback for each session supervised (F)</td>
<td>Written feedback</td>
<td>IV-E</td>
</tr>
<tr>
<td>✷ Demonstrate independence by planning sessions, then asking for supervisor input</td>
<td>Final Evaluation</td>
<td>Verbal feedback</td>
<td>IV-G</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Intervention d, f</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>CF 2,3,4</td>
</tr>
</tbody>
</table>
Clinical Practicum BYU Speech and Language Clinic

- 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 severity level (mild, moderate, severe)
- Adjust to the client’s needs during therapy session (make adjustments in therapy materials, goals, criterion, reinforcement, etc. as needed)

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.

<table>
<thead>
<tr>
<th>Specific Objectives</th>
<th>Method of Evaluation</th>
<th>Feedback Mechanisms</th>
<th>CAA Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will learn to:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Prepare and present a case presentation using multi media</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Attend and actively participate in colloquium meetings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Set appointments and meet with supervisors regarding client performance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Interact appropriately with supervisors, faculty, staff, and other students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Interact appropriately with clients and caregivers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Plan and implement appropriate prevention activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Demonstrate appropriate sensitivity to multicultural populations when planning and implementing assessment and treatment procedures</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Attend all clinic assignments and appointments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Midterm Evaluation (F)</td>
<td></td>
<td>Supervisor ratings</td>
<td>III-G</td>
</tr>
<tr>
<td>- Written and verbal feedback for each session supervised (F)</td>
<td></td>
<td>Written feedback</td>
<td>IV-B</td>
</tr>
<tr>
<td>- Final Evaluation (S)</td>
<td></td>
<td>Verbal feedback</td>
<td>IV-G</td>
</tr>
<tr>
<td>- Supervisor ratings</td>
<td></td>
<td>Interaction a-d</td>
<td></td>
</tr>
<tr>
<td>- Written feedback</td>
<td></td>
<td>CF 1, 2, 3, 4</td>
<td></td>
</tr>
<tr>
<td>- Verbal feedback</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Goal #4: Students will demonstrate understanding of all internship policies and procedures.

<table>
<thead>
<tr>
<th>Specific Objectives</th>
<th>Method of Evaluation</th>
<th>Feedback Mechanisms</th>
<th>CAA Standard</th>
</tr>
</thead>
</table>
Goal #5 Students will demonstrate appropriate clinical writing skills through treatment plan/progress notes, assessment reports and SOAP notes.

<table>
<thead>
<tr>
<th>Specific Objectives</th>
<th>Method of Evaluation</th>
<th>Feedback Mechanism</th>
<th>CAA Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will learn to:</td>
<td>❆ Rough draft grade sheet (F)</td>
<td>❆ Supervisor ratings</td>
<td>IV-B</td>
</tr>
<tr>
<td>❆ Turn all paperwork in on time</td>
<td>❆ SOAP notes turned in (24 hrs.) (F)</td>
<td>❆ Written feedback on reports</td>
<td>IV-G Evaluation a-g</td>
</tr>
<tr>
<td>❆ Incorporate supervisor feedback into SOAP notes, treatment plans/progress notes and diagnostic reports</td>
<td>❆ Final draft grade sheet (S)</td>
<td>❆ Grade sheets</td>
<td>CF 1, 2, 3, 4</td>
</tr>
<tr>
<td>❆ Write appropriate treatment goals for both treatment plans and lesson plans</td>
<td>❆ Adjust to client need as reflected on SOAP notes</td>
<td>❆ Intervention a-d</td>
<td></td>
</tr>
<tr>
<td>❆ Include all appropriate information in treatment plans (additional testing, baseline, semester goals, intervention plan and home program)</td>
<td>❆ Record data on SOAP notes that reflect client performance</td>
<td>❆ CF 1, 2</td>
<td></td>
</tr>
<tr>
<td>❆ Include all appropriate information in the progress note (follow-up data, intervention section, recommendations)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>❆ Include all appropriate information in the diagnostic report (see outline)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>❆ Adjust to client need as reflected on SOAP notes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>❆ Record data on SOAP notes that reflect client performance</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

STUDENT LEARNING GOALS: Take a moment to write a 1-3 goals you have for yourself as you take this class.

1.

2.

3.

CLASSROOM PROCEDURES: I like to start class right at 9:30 and I expect students to quiet down and pay attention when I call the class to order. I expect cell phones and other PDAs to be turned off before class starts. This class is so small that it is impossible to ignore side conversations so please don’t engage in them. I don’t mind if you bring your laptops to class and use them. In fact the room is set up for it but please be socially mature enough to use technology responsibly (e.g. no checking email, surfing the net, facebooking or whatever). I usually start class by asking students if they have any questions for me before we get started on the topic of
the day. The word colloquium means “a gathering of professionals to discuss topics of interest.” Hence, I run this class as informally as possible and hope to create an atmosphere where students feel comfortable asking questions, sharing triumphs as well as learning about skills, policies and procedures.

**PARTICIPATION:** I expect each of you to participate in class discussions. I do not keep track of student participation. You cannot hide in this class so be aware that you are responsible to be alert and ready to discuss.

**RECOMMENDED STUDY HABITS AND OTHER TIPS:** Students who do well in this class are typically excited about the clinical process. They are usually nervous but they don’t let that stop them from trying new skills. Students talk to their supervisors early and often about their clients. They are always prepared with some sort of a plan when they meet with their supervisors and they take notes during the meeting. Successful students are not afraid to call their supervisors at home or in the evening if they have a question and they don’t use the fact that our supervisors are part-time as an excuse for not meeting with them. The successful student prepares in advance for their client and writes their SOAP notes as soon as the session is over. They are on time and behave and dress professionally.

**GRADING PROCEDURES:** Students will be assessed at midterm and final using the Competency Checklist and the Evaluation of Clinical Performance Forms (see forms at the end of this syllabus). The student and clinical educator will 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. Students are required to 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 25% of your grade per client)
2. Diagnostic rating for each client (approximately 15% of the grade)
3. Portfolios, presentations and other clinical assignments, participation in class (approximately 10% of the grade)

PLEASE be aware that if you fail (receive lower than an 80 on the final evaluation) one client and pass another client then you will fail the course. I cannot allow a student clinician to advance in their clinical preparation if they fail a specific clinical assignment.

ALSO be aware that if a student requests a lighter caseload for the semester due to illness or some other issue I will be happy to accommodate the request. However, the semester grade issued will be a pass or fail, not a letter grade. Requesting a lighter caseload may add a semester to your clinical preparation.
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 30% of the final grade and the other case might be adjusted to 40% 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.

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 own self rating on the Competency Checklist

COURSE TOPICS

<table>
<thead>
<tr>
<th>Scheduling and getting started</th>
<th>Therapy Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internship Handbook</td>
<td>Diagnostic Report writing</td>
</tr>
<tr>
<td>Internship Orientation</td>
<td>Behavior Management</td>
</tr>
<tr>
<td>Assessments/Diagnostics/how to</td>
<td>Resume/Cover Letter/Portfolios</td>
</tr>
<tr>
<td>STUDENT CASE PRESENTATIONS</td>
<td>Interview skills</td>
</tr>
</tbody>
</table>

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. 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
- Friday after 5 PM Clinic is closed
- Saturdays and Sundays Clinic is closed
- T/Th 9:30-10:45 AM Colloquium

RE-SCHEDULING AND CANCELLING CLIENTS

If you need to re-schedule a client or cancel a client it is YOUR responsibility to let your supervisor know as well as the supervisor who is staying late that the schedule has changed. Please post all changes in the
supervisor’s office on the cabinet to the right of the black video tower. There are magnets on the cabinet to easy the posting process.

**COUNTING HOURS**  
The “Big Nine” defined:  
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.  

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.)

**DIAGNOSTICS:** Each student will be assigned a diagnostic case. Students will plan and carry out the diagnostic individually. Students will be graded on the diagnostic. Clinical educators will assign a final rating using the same scale on the Evaluation of Clinical Performance form. Supervisors will judge students based on their ability to demonstrate knowledge and skills as outlined in goals 1, 3, and 5 of this syllabus.

**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
Clinical Practicum BYU Speech and Language Clinic

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 submitted to the clinical educator either via email or printed and given to the clinical educator prior to the session. Clinicians are required to give a copy of the lesson plan to parents or caregivers who wish to observe the session. Parents/caregivers 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 work in clear plastic sheets):

**Resume:** rough draft plus revisions (best latest copy)
**Cover letter:** rough draft plus revisions (best latest copy)
**Copies of letters of recommendation:** Winter semester only, final only
**Copies of lesson plans/SOAP:** 1 sample from each client, NOT every SOAP note for each client (delete or black out identifying information)
**Written self-evaluation:** no more than one page
**Photocopies of clinical hours:** for backup information
**Feedback from your case presentations:** Final only
**One therapy activity to share:** on flash drive or email to Ms. Robinson, Midterm only, name the file so that people will know what the therapy activities address. Also include your name in the file. For example: leerobinsonCONVERSATIONGAME.doc
**Progress Note:** Final only, no identifying information, only one report is needed
**Internship Orientation:** Put a copy of the Internship Handbook in this section. You will need a hard copy of the handbook for note taking purposes.

CASE PRESENTATIONS: During the semester students will be assigned to give a case presentation in colloquium. Students will have 30 minutes to present. Students should use video and or audio recordings of sessions to show the class the client. Case presentation should outline the client’s history, assessment, current goals, activities addressing his/her goals, level of progress and any additional information. Start planning for the case presentation now by collecting video clips, etc. Use power point to present the case. Students are welcome to use any media available in room 125 TLRB. This semester case presentations will be peer reviewed. Attendance is required. See the rating scale for details. **Students are required to send an electronic copy of their presentation to Ms. Robinson. Failure to do so will result in lowering of the class grade. Students are also required to have a handout of the case**
presentation for their fellow students, which should be submitted to the class electronically prior to the presentation.

CLASS PROJECTS: 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 storybooks. I am willing to provide class time and a budget to help you with the project.

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.

REMITIATION 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.

IMPORTANT DATES

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday January 5</td>
<td>Class begins</td>
</tr>
<tr>
<td>Monday January 12</td>
<td>Clinic begins</td>
</tr>
<tr>
<td>Monday January 19</td>
<td>Holiday Martin Luther King Day</td>
</tr>
<tr>
<td>Thursday January 22</td>
<td>Class cancelled due to Fieldtrip with Ms. Dorais</td>
</tr>
<tr>
<td>Monday January 26</td>
<td>Treatment plans due</td>
</tr>
<tr>
<td>Monday February 16</td>
<td>Holiday Presidents Day</td>
</tr>
</tbody>
</table>
Clinical Practicum BYU Speech and Language Clinic

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday February 17</td>
<td>Class cancelled, Monday instruction, clinic as usual</td>
</tr>
<tr>
<td>Monday February 23-Friday February 27 all week</td>
<td>Midterm evaluations, schedule with your supervisors</td>
</tr>
<tr>
<td>Monday February 23</td>
<td>Portfolios due to Ms. Robinson by 5pm</td>
</tr>
<tr>
<td>Friday April 3</td>
<td>Last day of clinic, all reports due today</td>
</tr>
<tr>
<td>Monday April 6-Friday April 10</td>
<td>Final evaluations</td>
</tr>
</tbody>
</table>
| Tuesday April 14**          | Last day of class, all reports finalized today!!! Class cancelled today due to Ms. Robinson at a conference. ** if you are working with Ms. Robinson, reports need to be finalized by Friday April 10th

**STUDENT PRESENTATIONS:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Student Name</th>
<th>Student Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday March 26</td>
<td>Heather</td>
<td>Maria</td>
</tr>
<tr>
<td>Tuesday March 31</td>
<td>Skylee</td>
<td>Kristi</td>
</tr>
<tr>
<td>Thursday April 2</td>
<td>Emma</td>
<td>Nicole</td>
</tr>
<tr>
<td>Tuesday April 7</td>
<td>Patti</td>
<td>Jen</td>
</tr>
<tr>
<td>Thursday April 9</td>
<td>Anita</td>
<td>Rachel</td>
</tr>
</tbody>
</table>

**WHAT GOES INTO AN INTERNSHIP APPLICATION PACKET?**

- Cover letter
- Resume
- 3 letters of recommendation
- Most recent ABC report (grades)
- Site application (if applicable)
- Picture (if applicable)

**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 University Accessibilities Center (UAC) located at 1520 WSC, 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. 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 422-5895. 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.
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 ______
   i. Dressed appropriately
   ii. Appears calm, confident

2. Speaking/Diction/Gestures ______
   i. Answers questions appropriately
   ii. Uses appropriate vocabulary
   iii. Avoids filler words such as um, like, ya know
   iv. Avoids using distracting gestures

3. Presentation Organization ______
   i. Content presented clearly
   ii. Covers history, baseline, goals, treatment, rationale, follow-up, examples

4. Media ______
   i. Appropriate video/audio tape
   ii. Knows how to use the computer/t.v./vcr/etc.

5. Presentation Style ______
   i. Appropriate choice of presentation method (power point, overheads, etc.)
   ii. Appropriate use of handouts, if applicable

Comments:
Student Remediation Plan

Student ______________________________________   Clinical Educator _____________________________  Term __________

Description of Concern:

____________________________________________________________________________________________________

Observer 1: _____________________________

____________________________________________________________________________________________________

Observer 2: _____________________________

____________________________________________________________________________________________________

Suggested Plan of Action:

____________________________________________________________________________________________________

Problem Resolution:

<table>
<thead>
<tr>
<th>Performance Objective</th>
<th>Target Date</th>
<th>Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>______________________</td>
<td>_______</td>
<td>_______ (Init. Sup.)</td>
</tr>
<tr>
<td>______________________</td>
<td>_______</td>
<td>_______ (Init. Obs.)</td>
</tr>
<tr>
<td>Performance Objective</td>
<td>Target Date</td>
<td>Achieved</td>
</tr>
<tr>
<td>______________________</td>
<td>_______</td>
<td>_______ (Init. Sup.)</td>
</tr>
<tr>
<td>______________________</td>
<td>_______</td>
<td>_______ (Init. Obs.)</td>
</tr>
<tr>
<td>Performance Objective</td>
<td>Target Date</td>
<td>Achieved</td>
</tr>
<tr>
<td>______________________</td>
<td>_______</td>
<td>_______ (Init. Sup.)</td>
</tr>
<tr>
<td>______________________</td>
<td>_______</td>
<td>_______ (Init. Obs.)</td>
</tr>
</tbody>
</table>

Consequence if not resolved: __________________________________ Current Grade: ___

Student Signature __________________________________ Supervisor Signature __________ Date __________

Evaluation of Plan:

____________________________________________________________________________________________________

____________________________________________________________________________________________________

Supervisor Signature __________ Date __________

Brigham Young University
Comprehensive Clinic
Speech-Language Clinic

Evaluation of Clinical Performance

Student Name _____________________________ Semester/Year ______________________
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 Comments

**Form**
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 Comments

**Form**
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=____
Diagnostic Report Grade Form

Student: ________________  Semester: ______  Clinical Educator: Lee Robinson
Student: ________________
Student: ________________

<table>
<thead>
<tr>
<th>Format and overall performance</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Punctuality</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>Major headings included as appropriate</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>Signatures</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>Organization</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>Demographic information</td>
<td>5 4 3 2 1</td>
</tr>
</tbody>
</table>

Content

History
Comprehensive and complete  5 4 3 2 1
Covers all important areas  5 4 3 2 1
Language style concise and clear  5 4 3 2 1

General Observations  5 4 3 2 1

Clinical Findings
Objective (just the facts)  5 4 3 2 1
Reports all test findings  5 4 3 2 1
Tables clearly labeled and explained  5 4 3 2 1

Discussion
Organized clearly  5 4 3 2 1
Appropriate interpretation of assessment results  5 4 3 2 1
Complete discussion of results  5 4 3 2 1
Concluding paragraph as a summary statement  5 4 3 2 1

Recommendations
Appropriate  5 4 3 2 1
Written clearly  5 4 3 2 1
Specific  5 4 3 2 1

Total  _______  /95=_______
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.