COMD 610 - Assessment + Diagnosis

Fall 2015

Section 001: 125 TLRB on T Th from 8:00 am - 9:15 am

Instructor/TA Info

Instructor Information

Name: Bonnie Brinton  
Office Location: 127 TLRB  
Office Phone: 801-422-4319  
Office Hours: Tue, Thu 12:00pm-1:00pm  
Or By Appointment  
Email: bonnie_brinton@byu.edu

TA Information

Name: Lee Robinson  
Office Location: 163 TLRB  
Office Phone: (801) 422-7650  
Email: lee_robinson@byu.edu

Name: Kerstine Hart  
Office Phone: 801-422-6462  
Email: kerstine_hart@byu.edu

Name: Lori Johnson  
Office Location: 159 TLRB  
Office Phone: 801-422-9132  
Email: lab_johnson@hotmail.com

Name: Ann Dorais  
Office Location: 159 TLRB
Description

The Purpose of this Course: The purpose of this course is to prepare graduate students to evaluate clients referred for communication disorders and to employ information gained from assessment to inform clinical decision-making and intervention. Students enrolled in this class should have completed all the undergraduate major requirements for the BS, including the clinical courses.

Learning Outcomes

Clinic Policies

Students will demonstrate knowledge of the BYU Speech and Language Clinic diagnostic policies and procedures including, intake, establishing contacts with stakeholders, parent orientation, primary referral/release/legalities/ethics, and follow-up reports.

Diagnostics

Students will demonstrate competency performing and interpreting a variety of diagnostic procedures. Students will explain what measures are designed to do, in what circumstances they should be used, how they are administered, and how they apply to a specific case. Procedures will include interviewing, standardized tests, structured and informal observation, and other tasks and probes.

Assessment Hypotheses

Students will demonstrate the ability to form, test, and revise clinical hypotheses in the assessment process including, formulating an assessment plan, selecting
assessment methods, and adjusting assessment procedures as needed in the course of the evaluation.

**Conclusions Based on Assessment**

Students will demonstrate the ability to form and express appropriate conclusions based on information gathered in the assessment process. The process will include interpreting test measures, synthesizing information, examining data with regard to hypotheses, predicting the trajectory of development based on history and current functioning, and expressing and sharing information professionally in writing and in conferencing.

**Treatment Intervention**

Students will demonstrate the ability to design intervention based on diagnostic conclusions. Students will demonstrate ability to select general treatment targets, suggest appropriate treatment methods, employ ongoing assessment, and justify treatment decisions based on best practice and evidence gained from ongoing assessment.

**Prerequisites**

Students enrolled in this class should have completed all the undergraduate major requirements for the BS, including the clinical courses.

**Materials**

**Participation Policy**

Class participation: Students are expected to attend all classes and to be prepared to participate in class discussions. ("Participate" means contributing to discussions, responding to questions, asking insightful questions, and other evidence of active learning.) 10 participation points will be subtracted for missing any (and each) class. Any excused absence must be cleared with the instruction prior to the class period except in cases of medical emergencies. Please plan to be “in class” when you’re in class. Please avoid using your cell phones or computers for activities not directly related to class discussions. If you find yourselves drifting into somnolence (Totally understandable at this time in the morning), please feel free to stand up and/or walk to the back of the class. Please avoid sleeping in class as it injures the instructor’s fragile ego and might possibly decrease your comprehension of material presented in class.
### Grading Scale

<table>
<thead>
<tr>
<th>Grades</th>
<th>Percent</th>
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<tbody>
<tr>
<td>A</td>
<td>94%</td>
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<tr>
<td>A-</td>
<td>90%</td>
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<td>B+</td>
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<td>B</td>
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<td>B-</td>
<td>80%</td>
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<td>C+</td>
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<td>D-</td>
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</table>

### Grading Policy

In order to complete this class for the MS program of study successfully, students must earn a grade of B- or better. Students must earn at least 185 points on the assessment project to earn a B- and to demonstrate competency. Students who do not perform at this minimum level will be required to complete clinical remediation through retaking the class.

Assignments, points, and who assigns grades
Clinical Assignment # 1, 25, TA
Evaluation plan, P/F, Clinical Educator
Using the technology, P/F, TA
Clinical performance in evaluation 80 points, Clinical Educator
Evaluation Draft, 50, Clinical Educator
Final written report, 25 Clinical Educator
Treatment plan 25, Dr. Brinton
Case presentation, 50, Dr. Brinton
Class Participation, 70, Dr. Brinton

Total Points 325

### Attendance Policy

See "Class Participation"

### Classroom Procedures
Description of Assignments:

**Clinical assignment # 1: Learning to administer tests and measures:** You will want to have a number of skills in your repertoire as you complete this class. You will want to practice various tasks and skills on typical individuals (friends, family members, etc.) before you try them out in the clinic. You will need to perform the following on someone other than your client. You must complete the required practice of any test or measure that you will administer to your client BEFORE you see your client.

Ideally, you would complete practice on all measures before the presentations in class begin, but sometimes this is not possible due to test availability, scheduling, etc. Therefore, if the tasks below are not all completed before the class presentations, you may need additional time. Hand in what you DO have done by the date of the first presentations. Hand in a complete version by the last day of class. List the measures you have practiced, the context in which you practiced, the date, and whether you were supervised. Also, describe your level of comfort with these skills and any plans you have to improve your skill.

1. Oral peripheral exam: practice on 3 individuals
2. Practice ethnographic interviewing on 3 individuals
3. Administer CELF-5 (or latest version) on 3 individuals
4. Administer the PLS-5 practice on 3 individuals
5. Administer a receptive vocabulary test to 3 people
6. Administer an articulation (phonological) test to 3 people
7. Administer a play scale to 2 preschool children
8. Collect and plan analysis of a language sample
9. Other? Whatever else you will need for your client—practice!!!!!!

**For this assignment, please list:**
Tasks you have performed, including those required tasks listed above. Please provide dates.
Context in which you performed tasks (Whom did you test and in what context? client, typicals, friends, etc.)
Those tasks that were observed or supervised (get supervisor’s or TA’s initials)
Your level of comfort with each skill (rate from 1—paralyzed with fear—to 5—totally comfortable)

Your plan to improve your skill from this point

Please hand in two versions of this assignment:
1. Your practice with the measures listed above that you have completed by the date that class presentations being. (You may need to continue to practice tests after presentations have begun depending on test availability, etc.)
2. A final version describing your practice and experience with all the measures listed above as well as other tests/measures/probes that you performed. Please use the task list below as a framework and list any measures you performed under each of these headings. Don't worry if you don't have lots of things under each heading. This list is designed to help you evaluate your experience and skills in each of these areas. (Due the last day of class).

TASKS

I. Interviewing
   a. Traditional
   b. Ethnographic
II. Oral peripheral exam
   a. Structures
   b. Functions
III. Developmental level/ nonverbal IQ
   a. Formal measures (specify those interpreted/administered by others or yourself)
   b. Informal measures (specify and describe)
IV. Social Communication
   a. Interaction (joint attention, intersubjectivity, other?)
   b. Social Cognition (TOM, emotion understanding, social inferences, others?)
   c. Language processing; Expressive Language (formal tests, informal measures, language sample elicitation, transcription, analysis, others?)
   d. Language processing: Receptive Language (Formal tests, informal measures, others?)
e. Language processing skills that may be probed in various measures (memory, word retrieval, word recognition, other?)

f. Language processing: articulation/phonology (formal measures, connected speech, intelligibility, others?)

g. Pragmatics (turntaking, topic, repair, cooperation, responding to questions, asking questions, etc.)

V. Behavior (regulation, compliance, other?)

VI. Report writing
a. History
b. Testing & results
c. Conclusions
d. Recommendations

VII. Planning for Tx
a. Using assessment results to plan targets
b. Formulating Tx goals or objectives
c. Using assessment results and conclusions to suggest activities to facilitate target behaviors.

VIII. Do you have the following in your repertoire?

a. Ethnographic interviewing
b. Oral peripheral evaluation
c. Formal language tests for infants, preschoolers, school age, adults
d. Play Scale
e. Language sampling technique and analysis
f. Tests/measures of phonology
g. Other ways to organize your observations?

Assessment project: The assessment project will be the main focus of this course. Students will complete an evaluation of a client in the BYU SLP clinic. Ms Robinson will assign a case to each student, and students must then coordinate
their schedules with their supervisors. The clinical educators will supervise the
diagnostics according to BYU SLP Clinic procedures. A description of the
components of the project follows:
1. Using the technology: Students may work with the clinic TA to become
familiar with the technology used in the clinic rooms. Students need to learn to use
the cameras and recording equipment so that they can 1) record their own
sessions, and 2) avoid interfering with the recordings of others. In addition,
students need to learn to make videoclips from the recordings of their
sessions. Students will need these clips for the class presentation. Supervisors
will not be able to make these clips for you. The clinic TA or clinical educator must
pass students off on using the technology before the evaluation begins.
2. Evaluation Plan: Each student will propose a plan to evaluate the client. The
plan needs to show how you plan to address the areas described by the evaluation
framework presented in class. The clinical educator must pass the plan off before
the evaluation begins. Remember to build in some flexibility and options in case
you need additional information or things don’t go as planned.
3. Clinical performance in evaluation: This component includes the ability to
interact with the client and family to gather data and share information. Procedures
will include ethnographic interviewing, oral peripheral exam, formal and informal
test administration, synthesis and interpretation of measures, and interacting with
stakeholders.
4. Evaluation draft: This is the draft of your written report. It should be as
complete and as polished as possible.
5. Final written report: This is the final version after you have had feedback from
your clinical educator.
6. Case presentation of evaluation: You will have about 30 minutes to present
your case in class. You will want to present a PowerPoint with videoclips to
illustrate your points. It will be helpful to organize your report according to the
evaluation framework. Be prepared to discuss your findings and conclusions and
to respond to questions from the instructor and your peers.
7. Treatment plan: This plan may be part of your evaluation report, but it is more likely that your report will contain only a brief version of this plan. Your treatment plan should include and prioritize the areas you think should be addressed and your rationale for choosing these areas. Suggest some ways in which you think these areas might be addressed in treatment. What would you try, and how would you assess progress? Keep the evaluation framework in mind. The treatment plan is due no later than one week after your presentation in class. You are encouraged to meet with the instructor soon after your presentation. If you do so, she will be happy to provide some input on your treatment plan before you hand it in.

Students will be responsible for planning, intake, obtaining history and other reports or information, seeing that assessment measures are performed, analyzing testing results, synthesizing information, forming clinical conclusions, making recommendations, writing a report, and counseling with clients/parents, and any recommended follow-up (sending out reports, etc.). Grades on clinical work will be assigned according to your performance on the various tasks, the amount of support or supervision that you require at each stage (you will probably want more support in the initial stages), and the quality of the final products. Some clinical cases may be more difficult than others. We will take this into account.

A word of advice: We have EXCELLENT clinical educators. Learn all you can from them in the context of this course. Don’t be afraid to ask questions and share your ideas and concerns. Also, it is important to recognize that there may be many ways to consider a single case, and clinical educators and your instructor bring different kinds of considerations to the table.

HBLL Course Reserve Readings

HBLL Course Reserve Readings
password is bri610

Schedule
<table>
<thead>
<tr>
<th>Date</th>
<th>Column 1</th>
<th>Column 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>T Sep 01 Tuesday</td>
<td>Introduction; The purpose of evaluation: pieces of the puzzle</td>
<td>Please note that schedule is tentative and subject to CHANGE.</td>
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<tr>
<td>Th Sep 03 Thursday</td>
<td>On becoming a clinician</td>
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<tr>
<td>T Sep 08 Tuesday</td>
<td>Principles of assessment</td>
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<tr>
<td>Th Sep 10 Thursday</td>
<td>Principles</td>
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<tr>
<td>T Sep 15 Tuesday</td>
<td>Getting started: What do we want from an eval?</td>
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<tr>
<td>Th Sep 17 Thursday</td>
<td>Planning the assessment</td>
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<tr>
<td>T Sep 22 Tuesday</td>
<td>Oral peripheral exam</td>
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<tr>
<td>Th Sep 24 Thursday</td>
<td>Ethnographic interviewing</td>
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<tr>
<td>T Sep 29 Tuesday</td>
<td>Ethnographic interviewing</td>
<td></td>
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<tr>
<td>Th Oct 01 Thursday</td>
<td>The nature of testing</td>
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<tr>
<td>T Oct 06 Tuesday</td>
<td>The nature of testing measures;</td>
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<td>Date</td>
<td>Activity</td>
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<tr>
<td>Tuesday</td>
<td>behavioral observations; play scale</td>
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<tr>
<td>Th Oct 08</td>
<td>testing and behavioral observations</td>
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<tr>
<td>Thursday</td>
<td><strong>Testing and Behavioral observations</strong></td>
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<tr>
<td>T Oct 13</td>
<td>Students are required to attend Hanen Presentation on Oct. 15 4:00 to 7:00 pm</td>
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<td>Hannen Center Presentation--required</td>
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<tr>
<td>Th Oct 15</td>
<td>Counseling with parents, sharing information</td>
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<tr>
<td>Thursday</td>
<td><strong>Students are required to attend Dr. Kathy Chapman's seminar, Cleft Palate: Impact on speech and language management strategies for the speech-language pathologist on Oct. 23.</strong></td>
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<tr>
<td>T Oct 20</td>
<td>Behavioral observations</td>
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<td><strong>NOTE:</strong> Students are required to attend</td>
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<tr>
<td>Th Oct 22</td>
<td>putting it together</td>
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<td></td>
<td><strong>NOTE:</strong> Students are required to attend</td>
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<td><strong>Cleft Palate: Impact on speech and language management strategies for the speech-language pathologist on Oct. 23.</strong></td>
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<tr>
<td>T Oct 27</td>
<td>Class Presentations</td>
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<td>Th Oct 29</td>
<td>Class Presentations</td>
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<td>T Nov 03</td>
<td>class presentations</td>
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<td>Th Nov 05</td>
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<td>T Nov 10</td>
<td>Presentations</td>
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<td>Th Nov 12</td>
<td>ASHA class will not meet</td>
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<td>T Nov 17</td>
<td>Presentations</td>
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<tr>
<td>Th Nov 19</td>
<td>Presentations</td>
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<td>T Nov 24</td>
<td>Friday class instruction</td>
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<tr>
<td>Th Nov 26</td>
<td>Thanksgiving!</td>
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<tr>
<td>T Dec 01</td>
<td>Presentations</td>
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<tr>
<td>T Dec 03</td>
<td>Presentations</td>
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<tr>
<td>T Dec 08</td>
<td>Presentations and synthesis</td>
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<tr>
<td>Tuesday</td>
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<tr>
<td>Th Dec 10</td>
<td>All assignments are due to your clinical educators and to Dr. Brinton</td>
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<tr>
<td>Thursday</td>
<td>Hanen Presentation--This will be completed on Oct. 15.</td>
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<tr>
<td></td>
<td>Dr. Chapman's presentation--This will be completed on Oct. 23.</td>
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<table>
<thead>
<tr>
<th>T Dec 15</th>
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<tbody>
<tr>
<td>Tuesday</td>
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<td>Th Dec 17</td>
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<tr>
<td>125 TLRB</td>
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**Assignments**

**Assignment Description**

**Additional assignments and quizzes**

Due: Tuesday, Sep 01 at 6:00 pm

There may be additional assignments and quizzes. Quizzes may be unannounced, so it is best to be prepared for class.

**Clinical Assignment #1**

Due: Thursday, Sep 24 at 12:00 am

As described in syllabus:

**Clinical assignment # 1: Learning to administer tests and measures:** You will want to have a number of skills in your repertoire as you complete this class. You will want to practice various tasks and skills on typical individuals (friends, family members, etc.) before you try them out in the clinic. You will need to perform the
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Your level of comfort with each skill (rate from 1—paralyzed with fear—to 5—totally comfortable)
Your plan to improve your skill from this point

Please hand in two versions of this assignment:
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g. Pragmatics (turntaking, topic, repair, cooperation, responding to questions, asking questions, etc.)

V. Behavior (regulation, compliance, other?)

VI. Report writing
   a. History
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   d. Play Scale
   e. Language sampling technique and analysis
   f. Tests/measures of phonology
   g. Other ways to organize your observations?

Case Presentation

Due: Thursday, Dec 03 at 1:59 am

Case presentation of evaluation: You will have about 30 minutes to present your case in class. You will want to present a PowerPoint with videoclips to illustrate your points. It will be helpful to organize your report according to the evaluation framework. Be prepared to discuss your findings and conclusions and to respond to questions from the instructor and your peers.
Assessment Project

Due: Thursday, Dec 03 at 1:59 am

Assessment project: The assessment project will be the main focus of this course. Students will complete an evaluation of a client in the BYU SLP clinic. Ms Robinson will assign a case to each student, and students must then coordinate their schedules with their supervisors. The clinical staff will supervise the diagnostics according to BYU SLP Clinic procedures. A description of the components of the project follows:

1. Using the technology: Students may work with the clinic TA to become familiar with the technology used in the clinic rooms. Students need to learn to use the cameras and recording equipment so that they can 1) record their own sessions, and 2) avoid interfering with the recordings of others. In addition, students need to learn to make videoclips from the recordings of their sessions. Students will need these clips for the class presentation. Clinical Educators will not be able to make these clips for you. The clinic TA or supervisor must pass students off on using the technology before the evaluation begins.

2. Evaluation Plan: Each student will propose a plan to evaluate the client. The plan needs to show how you plan to address the areas described by the evaluation framework presented in class. The clinical educator must pass the plan off before the evaluation begins. Remember to build in some flexibility and options in case you need additional information or things don’t go as planned.

3. Clinical performance in evaluation: This component includes the ability to interact with the client and family to gather data and share information. Procedures will include ethnographic interviewing, oral peripheral exam, formal and informal test administration, synthesis and interpretation of measures, and interacting with stakeholders.

4. Evaluation draft: This is the draft of your written report. It should be as complete and as polished as possible.

5. Final written report: This is the final version after you have had feedback from your supervisor.
Students will be responsible for planning, intake, obtaining history and other reports or information, seeing that assessment measures are performed, analyzing testing results, synthesizing information, forming clinical conclusions, making recommendations, writing a report, and counseling with clients/parents, and any recommended follow-up (sending out reports, etc.). Grades on clinical work will be assigned according to your performance on the various tasks, the amount of support or supervision that you require at each stage (you will probably want more support in the initial stages), and the quality of the final products. Some clinical cases may be more difficult than others. We will take this into account.

A word of advice: We have EXCELLENT clinical educators. Learn all you can from them in the context of this course. Don’t be afraid to ask questions and share your ideas and concerns. Also, it is important to recognize that there may be many ways to consider a single case, and clinical educators and your instructor bring different kinds of considerations to the table.

**Class Participation**

Due: Thursday, Dec 03 at 1:59 am

Class participation: Students are expected to attend all classes and to be prepared to participate in class discussions. ("Participate" means contributing to discussions, responding to questions, asking insightful questions, and other evidence of active learning.) 10 participation points will be subtracted for missing any (and each) class. Any excused absence must be cleared with the instruction prior to the class period except in cases of medical emergencies. Please plan to be “in class” when you’re in class. Please avoid using your cell phones or computers for activities not directly related to class discussions. If you find yourselves drifting into somnolence (Totally understandable at this time in the morning), please feel free to stand up and/or walk to the back of the class. Please avoid sleeping in class as it injures the instructor’s fragile ego and might possibly decrease your comprehension of material presented in class.

**treatment plan**

Due: Thursday, Dec 03 at 11:59 pm
Treatment plan: This plan may be part of your evaluation report, but it is more likely that your report will contain only a brief version of this plan. Your treatment plan should include and prioritize the areas you think should be addressed and your rationale for choosing these areas. Suggest some ways in which you think these areas might be addressed in treatment. What would you try, and how would you assess progress? Keep the evaluation framework in mind. You are encouraged to meet with the instructor soon after your presentation. If you do so, she will be happy to provide some input on your treatment plan before you hand it in. The treatment plan is due no later than one week after your presentation in class.

University Policies

Honor Code

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 every instructor's 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.

Sexual Misconduct

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment—including sexual violence—committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic
violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter sexual misconduct, please contact the Title IX Coordinator at t9coordinator@byu.edu or 801-422-2130 or Ethics Point at https://titleix.byu.edu/report-concern or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at http://titleix.byu.edu.

**Student Disability**

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 Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. 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 by contacting the Equal Employment Office at 422-5895, D-285 ASB.

**Respectful Environment**

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at
BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010

"Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010