M-W 8:30-9:45 Room 125 TLRB

Ms. Lee Robinson, MS, CCC-SLP, Clinic Director/Associate Clinical Professor
Office Phone: 801-422-7650
Cell Phone and Voice mail: 801-376-3804
Email: lee_robinson@byu.edu
Office Hours: Friday 10-12 Noon or by appointment
Schedule: M-Th 8AM-5PM, Friday as needed, Wednesday I have to leave the building no later than 2:30PM

Ann Dorais, MA, CCC-SLP, Clinical Educator/Supervisor
Office Phone: 801-422-5993
Home Phone: 801-796-7518
Cell: 801-372-4383
Email: adorais1959@gmail.com
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Schedule: T, Th 9-5, Wednesday afternoons as needed

Helen Flom, MS, CCC-SLP, Clinical Educator/Supervisor
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Cell phone: 801-358-0683
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helen_flom@byu.edu
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Schedule: Monday 8-5, Wednesday 3:15-5:15PM

Nancy Blair, Audiology Clinic Director
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Cell Phone: 801-592-5700
Email: Nancy_Blair@byu.edu
Office Hours: by appointment
Schedule: M-F 8AM-5PM

Nicole Weber, Clinic TA
Office Phone: 801-422-2870
Cell: 513-238-9970
Email: dancingchickita@gmail.com

Mission Statement
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 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.

<table>
<thead>
<tr>
<th>Specific Objectives</th>
<th>Method of Evaluation</th>
<th>Feedback Mechanisms</th>
<th>CAA Standard</th>
</tr>
</thead>
</table>
| Students will learn to:  
- Schedule clients  
- Prepare and meet with clinical educators to discuss client need, treatment plans, etc.  
- Collect 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) | Midterm Evaluation (F)  
- Written and verbal feedback for each session supervised (F)  
- Final Evaluation (S) | 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 appropriate social skills for case management in the field of speech-language pathology.

<table>
<thead>
<tr>
<th>Specific Objectives</th>
<th>Method of Evaluation</th>
<th>Feedback Mechanisms</th>
<th>CAA Standard</th>
</tr>
</thead>
</table>
| Students will learn to:  
- 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 | Midterm Evaluation (F)  
- Written and verbal feedback for each session supervised (F)  
- Final Evaluation (S) | Supervisor ratings  
- Written feedback  
- Verbal feedback | III-G  
IV-B  
IV-G Interaction a-d CF 1, 2,3,4 |

Goal #3 Students will demonstrate appropriate clinical writing skills through progress note addendum 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>
</table>
| Students will learn to:  
- Turn all paperwork in on time  
- Incorporate supervisor feedback into SOAP notes and progress note addendum  
- Include all appropriate information in progress note addendum  
- Record data on SOAP notes that reflect client performance | Rough draft grade sheet (F)  
- SOAP notes turned in (24 hrs.) (F)  
- Final draft grade sheet (S) | Supervisor ratings  
- Written feedback on reports  
- Grade sheets | IV-B  
IV-G Evaluation a-g Intervention a-d CF 1,2 |
COURSE TOPICS

<table>
<thead>
<tr>
<th>Getting Started</th>
<th>Mentors:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working with supervisors</td>
<td>Tour of the Building</td>
</tr>
<tr>
<td>Lesson Plans</td>
<td>Video equipment</td>
</tr>
<tr>
<td>SOAP notes</td>
<td>Lesson Plans</td>
</tr>
<tr>
<td>Reports</td>
<td>SOAP notes</td>
</tr>
<tr>
<td>S and L Handbook</td>
<td>Co-treat if asked to do so</td>
</tr>
<tr>
<td>Therapy Ideas</td>
<td></td>
</tr>
<tr>
<td>Resources</td>
<td></td>
</tr>
<tr>
<td>Clinical Hours</td>
<td></td>
</tr>
<tr>
<td>Universal Precautions</td>
<td></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 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

The spring clinic experience is a pass/fail grade only. In order to pass the class you will be expected to do the following:

1. Attend class and participate in discussions
2. Schedule and meet with your client twice a week
3. Schedule and meet with supervisors regularly
4. Follow supervisor instructions
5. Meet with mentors regularly, you are responsible to contact your mentor and set up a time to meet with them
6. Complete all paperwork on time
7. Read the clinic handbook
8. Have a midterm evaluation with your supervisor. You make the appointment to meet with your supervisor. The purpose of the meeting is to acquaint you with the grading paperwork.

PORTFOLIOS

Prepare a three ring binder with the following sections:
- Resume
- Cover letter
- Copies of letters of recommendation
- Copies of lesson plans/SOAP
- Written self-evaluation, Dates must be included
Photocopies of clinical hours  
Feedback from your case presentations  
Progress Note/Treatment addendum  
Internship Orientation  

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

IMPORTANT DATES  

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 28</td>
<td>Class begins</td>
</tr>
<tr>
<td>May 11 (Monday)</td>
<td>Clinic begins</td>
</tr>
<tr>
<td>May 20</td>
<td>Portfolios due</td>
</tr>
<tr>
<td>May 25 (Monday)</td>
<td>Memorial Day, No class or clinic</td>
</tr>
<tr>
<td>May 26-29</td>
<td>Schedule a midterm evaluation with your supervisors. Note: If I am your supervisor you will need to schedule either the week before or the week after as I am out of town that week for my niece’s graduation.</td>
</tr>
<tr>
<td>May 27</td>
<td>Class cancelled</td>
</tr>
<tr>
<td>June 10 (Wednesday)</td>
<td>Last day of clinic, all reports due today</td>
</tr>
<tr>
<td>Week of June 8-12</td>
<td>Final evaluations-schedule with your supervisors</td>
</tr>
<tr>
<td>June 15 (Monday)</td>
<td>Last day of class, all reports finalized today</td>
</tr>
</tbody>
</table>

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, COMD 685R, students must notify Ms. Robinson in writing during the first week of class if they are registered with SSD or if they have a disability that will require accommodations. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 378-5895. D-382 ASB

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

HONOR CODE STANDARDS  
In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university’s expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.
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 COMD 680R or COMD 685R ALL clinical practicum hours earned during the semester or term become invalid and cannot 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.

Students may not make direct requests for time off from an internship to an internship supervisor without prior approval from the Director of Clinical Services in the Department of Communication Disorders at Brigham Young University. Generally, requests for time off will not be granted for thesis related activities, personal activities, or other non-related internship activities.
## Evaluation of Clinical Performance

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Semester/Year</th>
<th>Supervisor</th>
<th>Site</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Student Level:</th>
<th>Case Type(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning (0-50 clinical hours)</td>
<td></td>
</tr>
<tr>
<td>Intermediate (51-200 clinical hours)</td>
<td></td>
</tr>
<tr>
<td>Advanced (200+ clinical hours)</td>
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</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>Date</th>
<th>Midterm Rating</th>
</tr>
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</table>

### FINAL EVALUATION

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

<table>
<thead>
<tr>
<th>Signature</th>
<th>Date</th>
<th>Final Rating</th>
</tr>
</thead>
</table>
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 (i.e., 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:
<table>
<thead>
<tr>
<th>Competency Rating</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>conducts screening and prevention procedures</td>
</tr>
<tr>
<td></td>
<td>collects case history information and integrates information from client/caregiver and all other relevant sources</td>
</tr>
<tr>
<td></td>
<td>selects and administers appropriate evaluation procedures</td>
</tr>
<tr>
<td></td>
<td>adapts evaluation procedures to meet client needs</td>
</tr>
<tr>
<td></td>
<td>interpret, integrate, and synthesize all information to develop diagnosis</td>
</tr>
<tr>
<td></td>
<td>make appropriate recommendations for intervention</td>
</tr>
<tr>
<td></td>
<td>completes administrative and reporting functions necessary to support evaluations</td>
</tr>
<tr>
<td></td>
<td>refers clients for appropriate services</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Midterm</th>
<th>Final</th>
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<tbody>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>Interim</th>
<th>Final</th>
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<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Midterm</th>
<th>Final</th>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Interaction and Personal Qualities</th>
</tr>
</thead>
<tbody>
<tr>
<td>communicate effectively: recognize needs, values, preferred modes of communication, cultural and linguistic background of clients and relevant others</td>
</tr>
<tr>
<td>collaborate with other professionals in case management</td>
</tr>
<tr>
<td>provide counseling regarding communication and swallowing disorders to clients and relevant others</td>
</tr>
<tr>
<td>adhere to the ASHA Code of Ethics</td>
</tr>
<tr>
<td>behaves professionally</td>
</tr>
</tbody>
</table>

**Competency Rating Scale:**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>not applicable to the site or no opportunity to observe</td>
</tr>
<tr>
<td>1</td>
<td>fail (unable to either verbally explain or demonstrate the skill, can not implement supervisor suggestions)</td>
</tr>
<tr>
<td>2</td>
<td>beginner (verbally explain the skill, unable to demonstrate in therapy sessions, needs detailed instruction from supervisor)</td>
</tr>
<tr>
<td>3</td>
<td>improving (verbally explain the skill, able to demonstrate in therapy situations with support from the supervisor)</td>
</tr>
<tr>
<td>4</td>
<td>emerging competency (verbally explains skill and rationale, needs practice to improve demonstration of the skill, implements supervisor suggestions)</td>
</tr>
<tr>
<td>5</td>
<td>competent (verbally explain skill and rationale, able to apply the skill in a variety of setting, makes appropriate adjustments without consulting supervisor)</td>
</tr>
</tbody>
</table>
Instructions to the Site Supervisor: Please answer the following questions.

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

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

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

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

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

Additional comments (optional): __________________________________________________________

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

Supervisor Signature: ___________________________ ASHA #: ___________________________ Date: __________

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

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

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