Syllabus ComD; 610 Assessment

Fall 2010

Dr. Brinton

Bonnie_Brinton@byu.edu

Office phone: 801-422-4319

Office hours: Tues. Thurs. 1:00--1:45 or by appointment

Aims of a BYU Graduate Education

“Building on the foundation of a strong bachelor’s degree, graduate education at BYU asks for even greater competency. Graduate studies may be either academic or professional and at either the master’s or doctoral level. In all cases, BYU graduate programs, like undergraduate programs, should be spiritually strengthening as well as intellectually enlarging.

Graduate programs should help students achieve excellence in the discipline by engaging its primary sources; mastering its literature, techniques, and methodologies; and undertaking advanced systematic study—all at a depth that clearly exceeds the undergraduate level. In addition, graduate programs should prepare students to contribute to their disciplines through their own original insights, designs, applications, expressions, and discoveries. Graduate study should thereby enable a variety of contributions—such as teaching complex knowledge and skills, conducting original research, producing creative work that applies advanced learning in the everyday world, and extending professional service to the discipline and to society.”

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.

Expected Learning Outcomes:

1. Students will demonstrate knowledge of the BYU Speech-Language-Pathology Clinic diagnostic policies and procedures including, intake, establishing contacts with stakeholders, parent orientation, primary referral/release/legalities/ethics, and follow-up reports.
   Evidence of competence: Performance on quizzes/exams, assessment project

2. Students will demonstrate competency performing and interpreting a variety of Dx 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 (KASA Standard III-D)
Evidence of competence: Performance on quizzes, exams, assignments, assessment project, in-class case presentation

3. 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. (KASA Standard III-D)
Evidence of competence: Performance on quizzes/exams, assignments, assessment project, case presentation.

4. 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. (KASA standard III-C, III-D)
Evidence of competence: Performance on assessment project, case presentation.

5. Students will demonstrate the ability to design intervention based on Dx conclusions. Students will demonstrate ability to select general Tx targets, suggest appropriate Tx methods, employ ongoing assessment, and justify Tx decisions based on best practice and evidence gained from ongoing assessment. (KASA Standard III-C, III-DD)
Evidence of competence: Performance on exams and quizzes, assessment project, case presentation.

Course requirements
Assigned readings, class attendance and participation, quizzes/exams, assessment project and class case presentation of that project

Grades: Grades will be based on accumulated points. Points will be based on the following:

Quizzes, assignments, and exams: up to 80 points
Class participation: 70 points
Diagnostic project and report: 250 points (Students must earn 200 points in order to earn a B- or above in the class). Points will be assigned as follows:
  a) Evaluation plan: 20 points
  b) Clinical performance in evaluation: 80 points
  c) Evaluation draft: 50 points
  d) Final report of evaluation: 25 points
  e) Treatment plan: 25 points
  f) Case presentation of evaluation: 50 points
In order successfully to complete this class for the MS program of study, students must earn a grade of B- or better. Students must earn at least 200 points (80%) on the assessment project and report 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.

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. Students must coordinate their schedules with Ms. Robinson and Dr. Brinton. The clinical staff will supervise the diagnostics according to BYU SLP Clinic procedures. The supervisors will read and comment on the diagnostic plan and all drafts of reports. Dr. Brinton will grade these assignments in consultation with your supervisor. Supervisors must approve your work before Dr. Brinton assigns a grade. Students will be responsible for planning the evaluation, 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.).

Case report: Each student will present a case to the class. Students should detail the Dx process and the results. Students should be prepared with videotaped segments that illustrate important behaviors and Dx conclusions. Presenters should be prepared to discuss their case with the class and respond to the instructor’s questions and comments. 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.

For the purposes of this course, you will supplement the diagnostic report with a suggested treatment plan. On the basis of your evaluation, you will suggest treatment targets as well as methods and activities to address those targets using best practices. You will want to present a clear rationale for your conclusions and suggestions.

A word of advice: We have EXCELLENT supervisors. 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.

Quizzes, assignments, and exams: These requirements may include written or class reports, test administration, observations, exams, etc.

Class participation: Students are expected to attend all classes and to be prepared to participate in class discussions. 10 participation points will be subtracted for missing any (and each) class case presentation. 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.

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 (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, COMD 610, students must notify the instructor 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
Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 801-422-5895 or 1-888-238-1062 (24-hours), or http://www.ethicspoint.com; or contact the Honor Code Office at 801-422-2847.

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 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.