COMD 688R - Section 002

Fall 2012

Section 002: 125 TLRB on Th from 7:00 pm - 8:15 pm

Instructor/TA Info

Instructor Information

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

Course Information

Prerequisites

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

Grading Scale

Grades Percent
A  93%
A- 90%
B+ 87%
B  83%
B- 80%
C+ 77%
C  73%
C- 70%
D+ 67%
D  63%
D- 60%
E  0%

Grading Policy
**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 the site (approximately 90% of your grade per client)
2. 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 either a pass or fail, not a letter grade. The six required credits for COMD 685R must be letter grades, not pass/fail. 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.

**Attendance Policy**

**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 688R 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.

Remediation Plan

REMI迪ATION 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.

Class Project

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: storybooks and a wagon, whiteboards for the clinic rooms, art kits and oral motor mech kits for each therapy room. I am willing to provide class time and a budget to help you with the project. Write a proposal as a class including a budget and a rational for needing the requested material. Submit the proposal to the clinic director for approval.

Presentation

Each student will give a 10-15 minute presentation on a topic of their choosing. Please approve topics with Ms. Robinson prior to the presentation. Please submit a ppt to be shared with the class 24 hours prior to the date of the presentation.

Evaluation of Clinical Performance

EvaluationofClinicalPerformance.doc  Download

Green Sheet

Green Sheets.doc  Download

Competency Checklist

CompetencyChecklistRevised JAN07.doc  Download

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 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.

Sexual Harassment
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 or contact one of the following: the Title IX Coordinator at 801-422-2130; the Honor Code Office at 801-422-2847; the Equal Employment Office at 801-422-5895; or Ethics Point at http://www.ethicspoint.com, or 1-888-238-1062 (24-hours).

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

ASHA Code of Ethics

ASHA Code of Ethics 2010.pdf Download

Counting ASHA 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.)

## Schedule

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Class meeting tonight. Student presentations will be given by:

Th Sep 20   Liz Perry, Haley Cole, Kelsey Boyce and  
Thursday    Michelle Nelson

125 TLRB 7pm. Feel free to bring treats to share but it is not a requirement.

Week 5

Th Sep 27   If this is an 8-10 week internship then you  
Thursday    should do a midterm evalation on or near this
Week 6

Class meeting tonight. Student presentations will be given by:

**Th Oct 04**  Kristina Pickett, Erika Elerht, Dallin Bailey,
**Thursday**  Holly Nelson, Serena Mickelson

125 TLRB 7pm. Feel free to bring treats to share but it is not a requirement.

Week 7

**Th Oct 11**
**Thursday**

Week 8

Class meeting tonight. Student presentations will be given by:

**Th Oct 18**  Janelle Barrett, Karen Caswell, Meghan Grange, Brittany Brown, Christine Scoville
**Thursday**

125 TLRB 7pm. Feel free to bring treats to share but it is not a requirement.

Week 9

If you have not already done so you should have had a midterm evaluation by now with your on-site clinical educators if this is a 16 week internship.

Week 10

**Th Nov 01**
**Thursday**

Week 11

**Th Nov 08**
**Thursday**

Week 12

**Th Nov 15**
**Thursday**

Week 13

**Th Nov 22**  **Thanksgiving Holiday**
**Thursday**

Week 14
Th Nov 29
Thursday
If this is an 8-10 week internship then you should do a midterm evaluation on or near this date.

Week 15

Class meeting tonight. Student presentations will be given by:

Th Dec 06 Shareen Ririe, Sharee Holmes, Hillary Benton, Thursday
Audra Hales

125 TLRB 7pm. Feel free to bring treats to share but it is not a requirement.

F Dec 07
Friday
Exam Preparation Day
Week 16

Final Exam:

T Dec 11 125 TLRB
Tuesday
8:00pm - 10:00pm

Th Dec 13
Thursday