Communication Disorders 688R
Fall Semester 2011
Section 1: 125 TLRB on T Th at 09:30 am - 10:45 am

Instructor: Lee Robinson, Professor
Office: 158 TLRB
Office Hours: F 10-12 (noon)
Office Phone: 801-422-7650
Email: lee_robinson@byu.edu
Mobile Phone Number: 801-376-3804

Helen Flom Schedule and Contact Information: Monday 8-4, Tuesday 8-5 Oversees the BYU Preschool Caseload
Contact information: Cell 801-358-0683, email: helenflom@gmail.com

Ann Dorais Schedule and Contact Information: Tuesday/Thursday 8-5 Contact information:
Cell 801-372-4383, Home 801-796-7518, email: adorais159@gmail.com

Carol Moody Schedule and Contact Information: Wednesday and Friday 8-5, Also oversees the Brain Injury Support Group
Cell 801-367-8228, Email: Carol_Moody@byu.edu

Texts & Materials

<table>
<thead>
<tr>
<th>Required</th>
<th>Vendor</th>
<th>Price (new)</th>
<th>Price (used)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PACKET CLINIC RESOURCES FOR ASSESSMENT AND TREATMENT</td>
<td>BYU</td>
<td>$34.00</td>
<td>$25.50</td>
</tr>
<tr>
<td>By FLOM, H</td>
<td>ISBN: 9780700373444</td>
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Description
This is a practicum course that includes clinical work and class meetings. You are required to attend all clinical assignments and class meetings.

Assignment | Schedule | Preparation                                                                 |
------------|----------|-----------------------------------------------------------------------------|
Colloquium (class) | T, Th 9:30-10:45 | Bring powerpoints for note taking. Attendance is mandatory and we will keep track of late arrivals. |
2 TX clients | 2 tx sessions a week scheduled regularly. One session per week must be scheduled when your supervisor is available to observe. | 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. |

Prerequisites
Acceptance to the graduate program in COMD. Students must complete undergraduate courses with a B- or better grade. Students must complete the IRAMS internship application. Approval from Ms. Robinson, Speech and Language Clinic Director.
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 devices 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.

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.

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 ASLP 680R or ASLP 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.

Participation Policy

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.

Grading Policies

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 35% of your grade per client)
2. Diagnostic rating for each client (approximately 20% 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 either a pass or fail, not a letter grade. The six required credits for COMD 688R 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.

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

Study Habits
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.

Learning Outcomes

- Plan and Implement Assessments
  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.

- Plan and Implement Treatments
  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.

- **Case Management Skills**
  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.

- **Internship Policies**
  Students will demonstrate understanding of all internship policies and procedures.

- **Clinical Writing**
  Students will demonstrate appropriate clinical writing skills through treatment plan/progress notes, assessment reports and SOAP notes.

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. Specific Objectives Method of Evaluation Feedback Mechanisms CAA Standard Students will learn to:

- Call and schedule the diagnostic sessions
- Update case history information
- Plan the diagnostic based on the information presented in the case history, parent interview and home visit (as applicable)
- Present the plan to the supervisor and incorporate supervisor feedback into the plan
- Conduct a parent interview
- Read test manuals and practice test administration
- Administer both formal and informal measures
- Score and interpret assessment results accurately
- Make appropriate diagnosis, recommendations
- Consult with parent and give appropriate feedback
- Create a new file and file all testing and report information pertinent to the case
- Supervisor rating (S)
- Written and verbal feedback for each session supervised (F)
- Final Evaluation (S)

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. Specific Objectives Method of Evaluation Feedback Mechanisms CAA Standard Students will learn to:

- Treat specific disorders
- Schedule clients
- Prepare and meet with clinical educators to discuss client need, treatment plans, etc.
- Demonstrate independence by planning sessions, then asking for supervisor input
- 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)
- Midterm Evaluation (F)
- Written and verbal feedback for each session supervised (F)
- Final Evaluation (S)

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. Specific Objectives Method of Evaluation Feedback Mechanisms CAA Standard Students will learn to:

- Prepare and present a case presentation using multi media
- 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
- Plan and implement appropriate prevention activities
- Demonstrate appropriate sensitivity to multicultural populations when planning and implementing assessment and treatment procedures
- Attend all clinic assignments and appointments
- Midterm Evaluation (F)
- Written and verbal feedback for each session supervised (F)
- Final Evaluation (S)

Goal #4
Students will demonstrate understanding of all internship policies and procedures. Specific Objectives Method of Evaluation Feedback Mechanisms CAA Standard Students will learn to:

- Read and understand all the policies and procedures associated with internships
- Apply to internships
- Meet with Ms. Robinson to develop a Clinical Training Plan
- Quiz (F)
- Participation in the practical part of the orientation (interview, fashion show) (F)
- Final Evaluation (S)

- Supervisor ratings
- Written feedback
- Verbal feedback
- Final Evaluation (S)
Goal #5
Students will demonstrate appropriate clinical writing skills through treatment plan/progress notes, assessment reports and SOAP notes. Specific Objectives Method of Evaluation Feedback Mechanism CAA Standard Students will learn to:

- Turn all paperwork in on time
- Incorporate supervisor feedback into SOAP notes, treatment plans/progress notes and diagnostic reports
- Write appropriate treatment goals for both treatment plans and lesson plans
- Include all appropriate information in treatment plans (additional testing, baseline, semester goals, intervention plan and home program)
- Include all appropriate information in the progress note (follow-up data, intervention section, recommendations)
- Include all appropriate information in the diagnostic report (see outline)
- Adjust to client need as reflected on SOAP notes
- 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

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
</tr>
<tr>
<td>E</td>
<td>59 and lower</td>
</tr>
</tbody>
</table>

Assignment Descriptions

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 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.

Treatment Plan/Progress Note templates are available in Blackboard as Word documents that you can download and use as a guide to writing your treatment plan document. Please be aware that the treatment plan outline may change depending on the type of client you see. For example, it is appropriate to have a section in your report on birth and developmental history for a 5 year old who has speech and language problems. However, a long and extensive section on birth history may not be appropriate for a 57 year old male, married with four children, who had a stroke six months ago.

For clients who have not previously been seen in our clinic for a diagnostic, are new to the clinic and are receiving services regularly during the semester you will need to include a section in the treatment plan called "current testing" or "current assessment" or something to that effect.

Lesson Plans/SOAP Notes:
Lesson plan and SOAP note templates can be found in Blackboard and should be downloaded and used with the copy and paste functions.

Lesson plans should be submitted to the clinical educator either via email or printed and given to the clinical educator prior to the session. When submitting via email use the client's initials to protect confidentiality. When printing the SOAP note replace the initials with the client's name. 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.

Lesson plans and SOAP notes must be typed. Sign SOAP notes using black or blue ink. Sign the SOAP note before turning it into the supervisor's box. 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 it is after 5pm and the secretaries' office is closed you can turn your SOAP
notes into the overnight box located next to the graduate student boxes. If the clinical educator edits a
SOAP note do not re-write the note. Incorporate the edit into future SOAP notes.

**Internship Portfolio:**

<table>
<thead>
<tr>
<th>Required</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Resume</strong></td>
<td>The purpose of this resume is to include it in an internship application packet. Thus this resume should highlight the following: completed disorder course work and grades, clinical experience to date, relevant work experience in the field of SLP, any other information that will set you apart as an intern.</td>
</tr>
<tr>
<td><strong>Cover letter</strong></td>
<td>You are writing this cover letter because you are asking for an interview to be considered for an internship placement at a specific site (usually hospital, school, private practice, specialty hospital, rehabilitation facility, etc.) The cover letter must include:</td>
</tr>
<tr>
<td></td>
<td>1. Why you want to apply to this specific site, what you hope to learn, why they should take you, etc.</td>
</tr>
<tr>
<td></td>
<td>2. Your academic and clinical preparation up to this point in your graduate work</td>
</tr>
<tr>
<td></td>
<td>3. When are you applying (give a first and second choice at least, do not say Fall semester because they don't know when that is, give specific dates and let them know if you want part time or full time, etc.)</td>
</tr>
<tr>
<td></td>
<td>4. Your contact information so that they can invite you to interview</td>
</tr>
<tr>
<td><strong>List of who wrote letters of recommendation</strong></td>
<td>Supervisors and faculty can and will write letters of recommendation for you to include in your application packet. You will need three letters total. List the three people who actually wrote for you.</td>
</tr>
<tr>
<td><strong>Internship orientation</strong></td>
<td>Include notes or a summary of notes showing that you did pay attention to the Internship Orientation.</td>
</tr>
</tbody>
</table>

**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: Provided a collection of storybooks and a wagon, White boards, Oral Peripheral Exam kits in each therapy room, Art supply kits in each room, updated materials in the materials room. I am willing to provide class time and a budget to help you with the project.

**Evidenc Based Practice Therapy Activity:**

Submit to me electronically a therapy activity, something you tried with one of your clients. Show the evidence to support how you knew the therapy activity is legitimate. The therapy activity does not have to be something you made up. It does have to be supported with evidence from either an article, a book, or some other type of evidence (we will talk more about this in class).

**Written Self-Evaluation:**

At the end of each semester you will electronically submit a one-page typed self-evaluation. Submit the evaluation via email to me and cc the email to any other supervisor who supervised you on a TREATMENT CASE (not diagnostic). I do not provide a writing prompt. I want you to tell us how you think you are doing using your own words and your own format. Please see the calendar for the due date.

**Case presentation:**

During the semester students will be assigned to give a case presentation in colloquium. Students will have 30 minutes to present. Requirements are as follows:

<table>
<thead>
<tr>
<th>Required</th>
<th>Description</th>
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<tbody>
<tr>
<td>30 minutes</td>
<td>Student chooses the case to highlight, look for cases that not everyone has had exposure to. TBI/Stroke, voice, palatometer, fluency, BYU preschool/Kinder, group treatment, etc.</td>
</tr>
<tr>
<td>Content</td>
<td>Client’s history, assessment, current goals, activities, evidence based practice supporting the activities, level of progress, behavior management if needed, what worked, what didn’t, what you learned, any additional information you think is important for us to know, a reference slide for materials used, web pages, etc.</td>
</tr>
<tr>
<td>Format</td>
<td>Powerpoint, minimum of 3 video clips (most students use more), other media as necessary</td>
</tr>
<tr>
<td>Handout</td>
<td>The handout is a version of your ppt. It usually does not contain the pictures and other media as that is confidential information. YOU MUST SUBMIT A HANDOUT TO THE CLASS PRIOR TO PRESENTING. ALSO YOU MUST SUBMIT A COMPLETE (WITH VIDEO) VERSION OF THE PRESENTATION TO MS. ROBINSON PRIOR TO PRESENTING. FAILURE TO DO SO WILL RESULT IN LOWERING YOUR CLASS GRADE ONE LETTER GRADE.</td>
</tr>
<tr>
<td>Grading</td>
<td>Presentations are peer reviewed. If a student fails to complete this assignment or does not take the assignment seriously then their class grade will be dropped one letter grade.</td>
</tr>
</tbody>
</table>

**Point Breakdown**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>What type of learner am I</td>
<td>10</td>
</tr>
<tr>
<td>Treatment Plan</td>
<td>70</td>
</tr>
<tr>
<td>Progress Report</td>
<td>50</td>
</tr>
<tr>
<td>Lesson Plan/SOAP notes turn in on time</td>
<td>50</td>
</tr>
<tr>
<td>Therapy Idea with EBP</td>
<td>20</td>
</tr>
<tr>
<td>Internship Portfolio</td>
<td>30</td>
</tr>
<tr>
<td>Client #1</td>
<td>100</td>
</tr>
<tr>
<td>Client # 2</td>
<td>100</td>
</tr>
<tr>
<td>Written Self-Evaluation</td>
<td>20</td>
</tr>
</tbody>
</table>

**Total Points** 450

**Course Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>T - Aug 30</td>
<td>First day of class</td>
<td>-</td>
</tr>
<tr>
<td>Th - Sep 1</td>
<td>Syllabus review</td>
<td>&quot;What type of learner am I?&quot; writing assignment due in class</td>
</tr>
<tr>
<td></td>
<td>Tour the building</td>
<td></td>
</tr>
<tr>
<td>T - Sep 6</td>
<td>Clinic assignments given to student clinicians</td>
<td>Student clinicians should call and schedule clients twice a week for 50 min sessions. Sessions start on the hour. Check with supervisors to make sure the supervisor can watch at least one session a week. Confirm appointments with clients. Schedule your therapy rooms with the student secretaries in room 140 TLRB.</td>
</tr>
</tbody>
</table>
Once you have your clients scheduled: read the latest progress note from the file and 4-6 of the most recent lesson plans/SOAP notes. Take notes and prepare to meet with your supervisor re planning your first session.

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Th - Sep 8</td>
<td>-</td>
<td>If you have not done so, schedule a meeting with your supervisors to discuss your client</td>
</tr>
<tr>
<td>T - Sep 13</td>
<td>Clinic begins today!</td>
<td>-</td>
</tr>
<tr>
<td>T - Oct 4</td>
<td>-</td>
<td>Treatment plans due today by 5pm or ask your supervisor for an extension if you have not met with your client 4 times</td>
</tr>
<tr>
<td>Th - Oct 13</td>
<td>-</td>
<td>Written Self-Evaluation due to Ms. Robinson electronically today by 5pm.</td>
</tr>
<tr>
<td>M - Oct 17</td>
<td>-</td>
<td>Midterm evaluations this week. Schedule with each supervisor individually.</td>
</tr>
<tr>
<td>T - Oct 18</td>
<td>-</td>
<td>Midterm evaluations this week. Schedule with each supervisor individually.</td>
</tr>
<tr>
<td>W - Oct 19</td>
<td>-</td>
<td>Midterm evaluations this week. Schedule with each supervisor individually.</td>
</tr>
<tr>
<td>Th - Oct 20</td>
<td>-</td>
<td>Midterm evaluations this week. Schedule with each supervisor individually.</td>
</tr>
<tr>
<td>F - Oct 21</td>
<td>-</td>
<td>Midterm evaluations this week. Schedule with each supervisor individually.</td>
</tr>
<tr>
<td>T - Nov 1</td>
<td>-</td>
<td>Therapy activity with EBP submitted electronically to Ms. Robinson by 5pm today.</td>
</tr>
<tr>
<td>T - Nov 8</td>
<td>-</td>
<td>Internship Portfolio due to Ms. Robinson electronically today by 5pm.</td>
</tr>
<tr>
<td>Th - Nov 17</td>
<td>Class cancelled due to ASHA. Clinic as usual</td>
<td>-</td>
</tr>
<tr>
<td>Th - Nov 24</td>
<td>Thanksgiving Break</td>
<td>No class</td>
</tr>
<tr>
<td>Th - Dec 1</td>
<td>Last day of clinic!!! You made it!!!</td>
<td>Well written draft of your progress notes due today.</td>
</tr>
<tr>
<td>Th - Dec 8</td>
<td>-</td>
<td>All reports finalized and filed today. All SOAP notes signed and filed today. Working files cleaned out today unless you are keeping the client next semester.</td>
</tr>
</tbody>
</table>
M - Dec 12  
-  
Final evaluation with each supervisor. Schedule individually.

T - Dec 13  
-  
Final evaluation with each supervisor. Schedule individually.

W - Dec 14  
-  
Final evaluation with each supervisor. Schedule individually.

Th - Dec 15  
-  
Final evaluation with each supervisor. Schedule individually.

F - Dec 16  
-  
Final evaluation with each supervisor. Schedule individually.

<table>
<thead>
<tr>
<th>Date</th>
<th>Speaker</th>
<th>Type</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>T - Sep 6</td>
<td>President and Sister Samuelson</td>
<td>Devotional</td>
<td></td>
</tr>
<tr>
<td>T - Sep 13</td>
<td>Elder Neil L. Andersen</td>
<td>Devotional</td>
<td></td>
</tr>
<tr>
<td>T - Sep 20</td>
<td>Gregg Easterbrook</td>
<td>Forum</td>
<td></td>
</tr>
<tr>
<td>T - Sep 27</td>
<td>Mona Hopkins</td>
<td>Devotional</td>
<td>Psychology</td>
</tr>
<tr>
<td>T - Oct 18</td>
<td>Greg Burton</td>
<td>Devotional</td>
<td>Chemistry/Bio Chemistry</td>
</tr>
<tr>
<td>T - Oct 25</td>
<td>Senator Joseph Lieberman</td>
<td>Forum</td>
<td></td>
</tr>
<tr>
<td>T - Nov 1</td>
<td>TBA</td>
<td>Devotional</td>
<td></td>
</tr>
<tr>
<td>T - Nov 8</td>
<td>Bill Eggington</td>
<td>Devotional</td>
<td>Linguistics and English Language</td>
</tr>
<tr>
<td>T - Nov 15</td>
<td>James McPherson</td>
<td>Forum</td>
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<td>T - Nov 29</td>
<td>Damon Bahr</td>
<td>Devotional</td>
<td>Teacher Education</td>
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<td>T - Dec 6</td>
<td>Elder Tad R. Callister</td>
<td>Devotional</td>
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**Devotionals and Forums**

**TA Information**

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**BYU 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.
Preventing Sexual Discrimination and 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. 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.

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. 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.

Academic Honesty Policy

The first injunction of the BYU Honor Code is the call to be honest. Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. President David O. McKay taught that 'character is the highest aim of education' (The Aims of a BYU Education, p. 6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Plagiarism Policy

Writing submitted for credit at BYU must consist of the student's own ideas presented in sentences and paragraphs of his or her own construction. The work of other writers or speakers may be included when appropriate (as in a research paper or book review), but such material must support the student's own work (not substitute for it) and must be clearly identified by appropriate introduction and punctuation and by footnoting or other standard referencing.

Respectful Environment Policy

"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

Remidiation Plan

REIMIDIATION 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.