COMD 688R - Section 001

Winter 2015
Section 001: 125 TLRB on T Th from 9:30 am - 10:45 am

Instructor/TA Info

Instructor Information
Name: Lee Robinson
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TA Information
Name: Andrea Hughes
Email: andreanielson2@gmail.com

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

Obtaining 25 observation hours
Guided observation hours generally precede direct contact with clients/patients. The observation and direct client/patient contact hours must be within the ASHA Scope of Practice of Speech-Language Pathology and must be under the supervision of a qualified professional who holds current ASHA certification in the appropriate practice area. Such supervision may occur simultaneously with the student's observation or afterwards through review and approval of written reports or summaries submitted by the student. Students may use video recordings of client services for observation.
If you have not yet completed your observation hours, do so during the first week of the semester or term in which you begin your clinical education at BYU.

**Description**
This is a practicum course that includes clinical work and class meetings. You are required to attend all clinical assignments and class meetings.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Schedule</th>
<th>Preparation</th>
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<tbody>
<tr>
<td>Colloquium (class, Section 1)</td>
<td>Section 1 TTH 9:30-10:45</td>
<td>Bring powerpoints for note taking. Attendance is mandatory and we will keep track of late arrivals.</td>
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| 3 Tx client                 | 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. |
| Fall Semester Only 1 Dx client | Schedule with your clinical educator | Students are expected to:
   1. Plan the dx and submit to supervisor for approval
   2. Consult with supervisor throughout the dx process.
   3. Write a Dx report.
   4. Complete all requirements associated with the diagnostics course. |

**Learning Outcomes**

**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 at an approved clinical rotation site such as a hospital, a public school, a skilled nursing care facility or a private practice, etc.
Students will learn to:

- Manage paperwork specific to the site
- Apply diagnostic clinical skills to each case as appropriate
- Conduct caregiver interviews
- Read assessment manuals and practice assessment administration
- Select and administer both formal and informal measures
- Score and interpret assessment results accurately
- Make appropriate diagnosis, recommendations
- Consult with caregivers and give appropriate feedback
- Any new clinical skills specific to the site that the clinical educator deems necessary for success at that site

Clinical Educator ratings on the Evaluation of Clinical Performance form (S)

- Written feedback
- Verbal feedback

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 at a clinical rotation such as a hospital, public school, skilled nursing care facility, private practice, etc.

<table>
<thead>
<tr>
<th>Specific Objectives</th>
<th>Method of Evaluation</th>
<th>Feedback Mechanisms</th>
<th>CAA Standard</th>
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- IV-C
- IV-D
- IV-E
- IV-G
- Intervention d, f
- Evaluation a-g
- Interaction a-d
- CF1, 2, 3, 4
Students will learn to:

- Treat specific disorders using evidence based practice, current methods that are appropriate for the age and severity level of the patient or client.
- Meet with clinical educators to discuss client need, treatment plans, etc.
- Demonstrate independence by planning sessions, then asking for clinical educator input.
- Collect and establish 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).
- Adjust to the client's needs during therapy session (make adjustments in therapy materials, goals, criterion, reinforcement, etc. as needed).
- Any clinical knowledge and or skill necessary to be successful at the clinical rotation site and as considered necessary by the supervising clinical educator.

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 in a clinical rotation such as a hospital, public school placement, skilled nursing care facility, private practice, etc.

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<th>CAA Standard</th>
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<tbody>
<tr>
<td>Rating on the Clinical Evaluation of Performance at Midterm (F)</td>
<td>Clinical educator ratings</td>
<td>Written feedback</td>
<td>IV-C</td>
</tr>
<tr>
<td>Written and verbal feedback for each session supervised (F)</td>
<td>IV-D</td>
<td></td>
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<tr>
<td>Final Evaluation as rated by the supervising clinical educator (S)</td>
<td>IV-E</td>
<td></td>
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<tr>
<td>Intervention d, f</td>
<td>IV-G</td>
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<td>CF 2,3,4</td>
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Students will learn to:

- Prepare and present a case presentation
- Attend and actively participate in colloquium meetings
- Set appointments and meet with supervising clinical educators regarding client performance
- Interact appropriately with clinical educators, faculty, staff, and other students
- Interact appropriately with clients and caregivers
- If applicable to the site, plan and implement appropriate prevention activities
- As appropriate to the site and caseload, demonstrate appropriate sensitivity to multicultural populations when planning and implementing assessment and treatment procedures
- Attend all clinic assignments and appointments

**Goal #4**

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

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<tr>
<td>Students will learn to:</td>
<td>Quiz (F)</td>
<td>Acceptance to internship rotations</td>
<td>III-G</td>
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<tr>
<td>Read and understand all the policies and procedures associated with internships</td>
<td>Participation in the practical part of the orientation (interview, fashion show) (F)</td>
<td></td>
<td>IV-B</td>
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<tr>
<td>Apply to internships</td>
<td>Final Evaluation (S)</td>
<td></td>
<td>IV-G</td>
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<tr>
<td>Meet with Ms. Robinson to develop a Clinical Training Plan</td>
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<td></td>
<td>Interaction a-d</td>
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<td>CF 1, 2,3,4</td>
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**Goal #5**

**Students will demonstrate appropriate clinical writing skills as they learn the paperwork system specific to their internship site.**

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Teaching Philosophy

I approach teaching much the way I approach a clinical case. I look for the strengths and areas of concern in the class as a group and I try to meet the class needs according to what the class is ready to learn. I have set topics that I cover in this class but I also take time to ask the class what questions they have and will sometimes spend several minutes answering just one or two questions. If I choose to spend more time on one topic that is not listed in the syllabus it is because I deem the topic to be relevant to the class and something the class is ready to learn at that time.

We do not have formal exams in this class. I have a list of curriculum topics that I cover. During winter semester each student will give a 30 minute case presentation.

Classroom Procedures

I like to start class on time 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/procedures, etc.

I do not allow students to bring small children, family members or babies to class. This is a professional class meeting. In a work place setting we would not anticipate that an employee would bring children or babies to a staffing meeting. If a student has a child care issue (e.g. babysitter is ill and can’t take care of the child) and will have to miss class please make arrangements with class members to get notes, see me or my TA for additional help, etc.