BASIC INFORMATION: COMD 688R Section 001 (1 Credit) T, Th 9:30-10:45 125 TLRB

INSTRUCTOR INFORMATION: Ms. Lee Robinson, MS, CCC-SLP, Associate Clinical Professor, Speech and Language Clinic Director, Graduate Internship Coordinator. Office: 158 TLRB, Office Phone: 801-422-7650, Cell Phone: 801-376-3804, Home Phone: 801-434-7406, Office Hours: Friday 10-Noon or by appointment or just knock. Email: lee_robinson@byu.edu

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

REQUIRED TEXTS AND MATERIALS: There is no text for this class. Notice there is no fee associate with this class. All clinic materials are purchased using funds generated from graduate students working with clients. If you need specific materials for a client you may submit a request via email to Ms. Robinson. Please include price and website information, etc. Submitting a request does not necessarily imply approval.

COURSE 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>
</tr>
</thead>
<tbody>
<tr>
<td>Colloquium (class)</td>
<td>T, Th 9:30-10:45</td>
<td>Bring powerpoints for note taking. Attendance is mandatory and we will keep track of late arrivals.</td>
</tr>
<tr>
<td>3 TX clients</td>
<td>2 tx sessions a week scheduled regularly. One session per week must be scheduled when your supervisor is available to observe.</td>
<td>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.</td>
</tr>
<tr>
<td>1 DX client</td>
<td>Schedule with your supervisor  WE MAY OR MAY NOT ASSIGN DX CASES. I WILL LET YOU KNOW.</td>
<td>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.</td>
</tr>
</tbody>
</table>

COURSE PURPOSE: This practicum is required each semester or term you are enrolled in the graduate program (see 400 clinic hours policy in the SL Clinic Handbook for exceptions). Students are expected to learn the practical aspects of speech-language pathology by preparing for and working with clients under the direction of certified speech-language pathologists. During the first year of the graduate program typically
students take COMD 688R Fall, Winter, Spring (or Spring, Fall, Winter) and work in the BYU Speech and Language Clinic (SL clinic).

COURSE LEARNING OUTCOMES:

BRIGHAM YOUNG UNIVERSITY INSTITUTIONAL OBJECTIVES

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 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.

**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.

<table>
<thead>
<tr>
<th>Specific Objectives</th>
<th>Method of Evaluation</th>
<th>Feedback Mechanisms</th>
<th>CAA Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will learn to:</td>
<td>Supervisor rating (S)</td>
<td>Supervisor ratings</td>
<td>IV-C, IV-D</td>
</tr>
<tr>
<td>Call and schedule the diagnostic sessions</td>
<td>Written and verbal feedback</td>
<td>Written feedback</td>
<td>IV-E, IV-G</td>
</tr>
<tr>
<td>Update case history information</td>
<td>for each session supervised (F)</td>
<td>Verbal feedback</td>
<td></td>
</tr>
<tr>
<td>Plan the diagnostic based on the information presented in the case history, parent interview and home visit (as applicable)</td>
<td>Final Evaluation (S)</td>
<td></td>
<td>CF1, 2,3,4</td>
</tr>
<tr>
<td>Present the plan to the supervisor and incorporate supervisor feedback into the plan</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Conduct a parent interview</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read test manuals and practice test administration</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administer both formal and informal measures</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Score and interpret assessment results accurately</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make appropriate diagnosis, recommendations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consult with parent and give appropriate feedback</td>
<td></td>
<td></td>
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<tr>
<td>Create a new file and file all testing and report information pertinent to the case</td>
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</tbody>
</table>

**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.

<table>
<thead>
<tr>
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<th>Method of Evaluation</th>
<th>Feedback Mechanisms</th>
<th>CAA Standard</th>
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<tbody>
<tr>
<td>Students will learn to:</td>
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<tr>
<td>Call and schedule the diagnostic sessions</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Update case history information</td>
<td></td>
<td></td>
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<tr>
<td>Plan the diagnostic based on the information presented in the case history, parent interview and home visit (as applicable)</td>
<td></td>
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<tr>
<td>Present the plan to the supervisor and incorporate supervisor feedback into the plan</td>
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<tr>
<td>Conduct a parent interview</td>
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<tr>
<td>Read test manuals and practice test administration</td>
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<tr>
<td>Administer both formal and informal measures</td>
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<tr>
<td>Score and interpret assessment results accurately</td>
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<tr>
<td>Make appropriate diagnosis, recommendations</td>
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<td></td>
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<tr>
<td>Consult with parent and give appropriate feedback</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Create a new file and file all testing and report information pertinent to the case</td>
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</tbody>
</table>
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)
- 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 #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.

Students will learn to:
- Prepare and present a case presentation using multimedia
- 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
- 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)

Supervisor ratings
Written feedback
Verbal feedback

III-G
IV-B
IV-G
Interaction a-d
CF 1, 2,3,4

Goal #4: Students will demonstrate understanding of all internship policies and procedures.

Students will learn to:

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
Clinical Practicum BYU Speech and Language Clinic

### Goal #5
Students will demonstrate appropriate clinical writing skills through treatment plan/progress notes, assessment reports 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>
<tbody>
<tr>
<td>Students will learn to:</td>
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</tr>
<tr>
<td>☐ Read and understand all the policies and procedures associated with internships</td>
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<tr>
<td>☐ Apply to internships</td>
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<tr>
<td>☐ Meet with Ms. Robinson to develop a Clinical Training Plan</td>
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<tr>
<td>☐ Turn all paperwork in on time</td>
<td>Rough draft grade sheet (F)</td>
<td>Supervisor ratings</td>
<td>IV-B</td>
</tr>
<tr>
<td>☐ Incorporate supervisor feedback into SOAP notes, treatment plans/progress notes</td>
<td>SOAP notes turned in (24 hrs.) (F)</td>
<td>Written feedback</td>
<td>IV-G</td>
</tr>
<tr>
<td>☐ Write appropriate treatment goals for both treatment plans and lesson plans</td>
<td>Final draft grade sheet (S)</td>
<td>Verbal feedback</td>
<td>Interaction a-d CF 1, 2, 3, 4</td>
</tr>
<tr>
<td>☐ Include all appropriate information in treatment plans (additional testing, baseline, semester goals, intervention plan and home program)</td>
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<tr>
<td>☐ Include all appropriate information in the progress note (follow-up data, intervention section, recommendations)</td>
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<tr>
<td>☐ Include all appropriate information in the diagnostic report (see outline)</td>
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<tr>
<td>☐ Adjust to client need as reflected on SOAP notes</td>
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<td></td>
</tr>
<tr>
<td>☐ Record data on SOAP notes that reflect client performance</td>
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</tbody>
</table>

STUDENT LEARNING GOALS: Take a moment to write a 1-3 goals you have for yourself as you take this class.

1. 

2. 

3. 

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 PDAs 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.

**PARTICIPATION:** 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.

**RECOMMENDED STUDY HABITS AND OTHER TIPS:** 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.

**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 each client (approximately 25% of your grade per client)
2. Diagnostic rating for each client (approximately 15% 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 five 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.

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 cannot 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

COURSE TOPICS

| Treatment approaches/therapy ideas | Intern presentations |
| Assessment                          | Case presentations   |
| Behavior Management                | Assessment tests/protocols, etc. |
| ICF classifications/WHO/HIPAA training | CFY year |
| Diversity issues                   |                      |
| Resume/Cover Letter/Portfolios     |                      |

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 Fall Semester:

Monday through Thursday 8AM-10PM
Friday 8AM-5PM

DO NOT SCHEDULE CLIENTS
AFTER 6PM WEEK DAYS.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday 11:00-11:50</td>
<td>Devotional</td>
</tr>
<tr>
<td>Thursday 11:00-12:00</td>
<td>Faculty Meetings</td>
</tr>
<tr>
<td>Friday after 5 PM</td>
<td>Clinic is closed</td>
</tr>
</tbody>
</table>
Clinical Practicum BYU Speech and Language Clinic

Saturdays and Sundays Clinic is closed
T/Th 9:30-10:45 AM Colloquium

RE-SCHEDULING AND CANCELLING CLIENTS
If you need to re-schedule a client or cancel a client due to illness or family emergency it is YOUR responsibility to let your supervisor know as well as the supervisor who is staying late that the schedule has changed. Please post all changes in the supervisor’s office on the cabinet to the right of the black video tower. There are magnets on the cabinet to easy the posting process. Student clinicians cannot re-schedule or cancel a clinical session because they are not prepared, don’t feel like seeing clients that day, want to leave town early, go to dinner with their parents, ETC.

COUNTING 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 inservices, 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.)

DIAGONOSTICS: Each student will be assigned a diagnostic case. Students will plan and carry out the diagnostic individually. Students will be graded on the diagnostic. Clinical educators will assign a final rating using the same scale on the Evaluation of Clinical Performance form. Supervisors will judge students based on their ability to demonstrate knowledge and skills as outlined in goals 1, 3, and 5 of this syllabus.

WRITING ASSIGNMENTS:
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.

LESSON PLANS/SOAP NOTES
Lesson plans should be typed. SOAP notes may be typed or handwritten. Use black or blue ink. Sign SOAP notes using black or blue ink. 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 the clinical educator edits a SOAP note do not re-write the note. Incorporate the edit into future SOAP notes.

Lesson plans should be submitted to the clinical educator either via email or printed and given to the clinical educator prior to the session. 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.

PORTFOLIOS: DO NOT REPLACE LAST SEMESTER’S WORK!! LET’S GO ELECTRONIC!!! Portfolios are a representation of your clinical progress from day one to the last internship. Submit this information to me in a WORD document. Use page breaks to separate out each section.

Resume: rough draft
Cover letter: rough draft
Copies of letters of recommendation: Winter semester only, final only
Copies of lesson plans/SOAP: 1 sample from each client, not every SOAP note for each client (no identifying information)
Written self-evaluation: no more than one page, for both midterm and final
PDF of clinical hours: for backup information
Feedback from your case presentations: Final only
One therapy activity with EBP to share: emailed to Ms. Robinson, Midterm only, name the file so that people will know what the therapy activities address
Progress Note: Final only, no identifying information, only one report is needed
Internship Orientation: your notes documenting that you paid attention to the information as it was presented to you.

CASE PRESENTATIONS: During the semester students will be assigned to give a case presentation in colloquium. Students will have 30 minutes to present. Students should use video and or audio recordings of sessions to show the class the client. Case
presentation should outline the client’s history, assessment, current goals, activities
addressing his/her goals, level of progress and any additional information. Start planning
for the case presentation now by collecting video clips, etc. Use power point to present
their cases. Students are welcome to use any media available in room 125 TLRB. This
semester case presentations will be peer reviewed. Attendance is required. See the rating
scale for details. **Students are required to send an electronic copy of their presentation to Ms. Robinson. Failure to do so will result in lowering of the class grade. Students are also required to have a handout of the case presentation for their fellow students, which should be submitted to the class electronically prior to the presentation. The handout can simply be the copy of the ppt. sent to each classmate. The handout does not have to be a separate document.**

**CLASS PROJECTS:** 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: Last year’s clinicians collected storybooks. I am willing to provide class time and a budget to help you with the project.

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

**REMEDIATION 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.

**IMPORTANT DATES**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday Jan. 4</td>
<td>Class begins</td>
</tr>
<tr>
<td>Monday Jan. 11</td>
<td>Clinic begins</td>
</tr>
<tr>
<td>Monday Jan. 18</td>
<td>Clinic closed MLK day</td>
</tr>
<tr>
<td>Monday Jan. 25</td>
<td>Treatment plans due</td>
</tr>
<tr>
<td>Monday Feb. 15</td>
<td>Clinic closed Presidents day</td>
</tr>
<tr>
<td>Monday Feb. 22-26</td>
<td>Midterm evaluations, schedule with your supervisors</td>
</tr>
<tr>
<td>Monday March 1</td>
<td>Portfolios due to Ms. Robinson by 5pm. Submit your portfolios electronically</td>
</tr>
<tr>
<td>Monday April 5</td>
<td>Last day of clinic, all reports due today</td>
</tr>
<tr>
<td>Monday April 5-9</td>
<td>Final evaluations, schedule with your supervisors</td>
</tr>
<tr>
<td>Tuesday April 13</td>
<td>Last day of class, all reports finalized today!!!</td>
</tr>
</tbody>
</table>

**WHAT GOES INTO AN INTERNSHIP APPLICATION PACKET?**

- Cover letter
- Resume
- 3 letters of recommendation
- Most recent ABC report (grades)
- Site application (if applicable)
- Picture (if applicable)

**ACADEMIC HONESTY:** 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.

**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.

**PLAGIARISM:** 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.

The substitution of another person's work for the student's own or the inclusion of another person's work without adequate acknowledgment (whether done intentionally or not) is known as plagiarism. It is a violation of academic, ethical, and legal standards and can result in a failing grade not only for the paper but also for the course in which the paper is written. In extreme cases, it can justify expulsion from the University. Because of the seriousness of the possible consequences, students who wonder if their papers are within these guidelines should visit the Writing Lab or consult a faculty member who specializes in the teaching of writing or who specializes in the subject discussed in the paper. Useful books to consult on the topic include the current Harcourt Brace College Handbook, the MLA Handbook, and James D. Lester's Writing Research Papers.

**PREVENTING SEXUAL HARRASSMENT:** 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.
Case Presentation Grade Form
Grader: Ms. Robinson, Clinic Director

Presenter: ___________________________ Case Type: ___________________________

Rate each category on a scale from 1-10, 1 being the lowest score, 10 being the highest.

Comments

1. Personal Appearance ______
   i. Dressed appropriately
   ii. Appears calm, confident

2. Speaking/Diction/Gestures ______
   i. Answers questions appropriately
   ii. Uses appropriate vocabulary
   iii. Avoids filler words such as um, like, ya know
   iv. Avoids using distracting gestures

3. Presentation Organization ______
   i. Content presented clearly
   ii. Covers history, baseline, goals, treatment, rationale, follow-up, examples

4. Media ______
   i. Appropriate video/audio tape
   ii. Knows how to use the computer/t.v./vcr/etc.

5. Presentation Style ______
   i. Appropriate choice of presentation method (power point, overheads, etc.)
   ii. Appropriate use of handouts, if applicable

Comments:
Student Remediation Plan

Student ________________________________________   Clinical Educator _____________________________  Term __________

Description of Concern:

________________________________________________________________________________________________________

Observer 1: __________________________________________

________________________________________________________________________________________________________

Observer 2: __________________________________________

________________________________________________________________________________________________________

Suggested Plan of Action:

________________________________________________________________________________________________________

Problem Resolution:

<table>
<thead>
<tr>
<th>Performance Objective</th>
<th>Target Date</th>
<th>Achieved</th>
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<tr>
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</tbody>
</table>

Consequence if not resolved: ____________________________________ Current Grade: ____

______________________________________________________________________________

Student Signature Superviser Signature Date

Evaluation of Plan:

______________________________________________________________________________

Supervisor Signature Date
Evaluation of Clinical Performance

Student Name __________________________ Semester/Year ________________
Supervisor ______________________________ Site __________________________
Student Level: _____ Beginning (0-50 clinical hours)  Case Type(s) ________________
_____ Intermediate (51-200 clinical hours)  
_____ Advanced (200+ clinical hours)

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.

Date ___________________________ Midterm Rating ____________

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

Signature ___________________________ Date ___________________________ Final Rating ____________
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
78 Competencies are adequate but gives minimum effort
74 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
71 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
74 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
68 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
61 Unacceptable performance: demonstrates considerable difficulty on most descriptors; does not consistently perform skill even with extensive direction and/or demonstration from supervisor
58 Unacceptable performance: demonstrates considerable difficulty on most descriptors; shows little or no generalization on similar tasks

Other comments:
Treatment Plan Grade Form

Clinician_________________ Client_________________ Semester__________
Clinical Educator Lee Robinson_____

<table>
<thead>
<tr>
<th>Treatment Plan</th>
<th>Comments</th>
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<tr>
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<tr>
<td>Demographic Information</td>
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<tr>
<td>Grammar/Technical Merit</td>
<td>5 4 3 2 1</td>
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</tbody>
</table>

**Content**

| Description of Problem/Reason for Referral | 5 4 3 2 1 |
| History                                   | 10 9 8 7 6 5 4 3 2 1 |
| Current Assessment                        | 5 4 3 2 1 |
| Treatment Goals                           | 10 9 8 7 6 5 4 3 2 1 |
| Intervention Program                      | 10 9 8 7 6 5 4 3 2 1 |

Total _____________________ /70=_________

Progress Report

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<tr>
<td>Grammar/Technical Merit</td>
</tr>
</tbody>
</table>

**Content**

| Summary of Treatment | 10 9 8 7 6 5 4 3 2 1 |
| Treatment Goals      | 10 9 8 7 6 5 4 3 2 1 |
| Intervention Program | 10 9 8 7 6 5 4 3 2 1 |
| Recommendations      | 5 4 3 2 1 |

Total _____________________ /50=_________
Diagnostic Report Grade Form

Student: ___________ Semester: _______ Clinical Educator: Lee Robinson
Student: ___________ Student: ___________

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<td>Signatures 5 4 3 2 1</td>
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<td>Organization 5 4 3 2 1</td>
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<tr>
<td>Demographic information 5 4 3 2 1</td>
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</tr>
</tbody>
</table>

Content

History
Comprehensive and complete 5 4 3 2 1
Covers all important areas 5 4 3 2 1
Language style concise and clear 5 4 3 2 1

General Observations 5 4 3 2 1

Clinical Findings
Objective (just the facts) 5 4 3 2 1
Reports all test findings 5 4 3 2 1
Tables clearly labeled and explained 5 4 3 2 1

Discussion
Organized clearly 5 4 3 2 1
Appropriate interpretation of assessment results 5 4 3 2 1
Complete discussion of results 5 4 3 2 1
Concluding paragraph as a summary statement 5 4 3 2 1

Recommendations
Appropriate 5 4 3 2 1
Written clearly 5 4 3 2 1
Specific 5 4 3 2 1

Total ___________/95=______
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 685R 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.