

Communication Disorders 610

Fall Semester 2012

Section 1: 125 TLRB on T Th at 08:00 am - 09:15 am

Instructor: Bonnie Brinton, Professor

Office: 127 [TLRB](#)

Office Hours: T Th 12:30=1:30

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TA Information

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Description

The Purpose of this Course: The purpose of this course is to prepare graduate students to evaluate clients referred for communication disorders and to employ information gained from assessment to inform clinical decision-making and intervention. Students enrolled in this class should have completed all the undergraduate major requirements for the BS, including the clinical courses.

Learning Outcomes

- **Clinic Policies**
Students will demonstrate knowledge of the BYU Speech-Language-Pathology Clinic diagnostic policies and procedures including, intake, establishing contacts with stakeholders, parent orientation, primary referral/release/legalities/ethics, and follow-up reports.
- **Diagnostics**
Students will demonstrate competency performing and interpreting a variety of diagnostic procedures. Students will explain what measures are designed to do, in what circumstances they should be used, how

they are administered, and how they apply to a specific case.

Procedures will include, interviewing, standardized tests, structured and informal observation, and other tasks and probes.

- **Assessment Hypotheses**

Students will demonstrate the ability to form, test, and revise clinical hypotheses in the assessment process including, formulating an assessment plan, selecting assessment methods, and adjusting assessment procedures as needed in the course of the evaluation.

- **Conclusions Based on Assessment**

Students will demonstrate the ability to form and express appropriate conclusions based on information gathered in the assessment process. The process will include, interpreting test measures, synthesizing information, examining data with regard to hypotheses, predicting the trajectory of development based on history and current functioning, and expressing and sharing information professionally in writing and in conferencing.

- **Treatment Intervention**

Students will demonstrate the ability to design intervention based on diagnostic conclusions. Students will demonstrate ability to select general treatment targets, suggest appropriate treatment methods, employ ongoing assessment, and justify treatment decisions based on best practice and evidence gained from ongoing assessment.

Participation Policy

Class participation: Students are expected to attend all classes and to be prepared to participate in class discussions. 10 participation points will be subtracted for missing any (and each) class case presentation. Any excused absence must be cleared with the instructor prior to the class period except in cases of medical emergencies. Please plan to be “in class” when you’re in class. Please avoid using your cell phones or computers for activities not directly related to class discussions. If you find yourselves drifting into somnolence (Totally understandable at this time in the morning), please feel free to stand up and/or walk to the back of the class. Please avoid sleeping in class as it injures the instructor’s fragile ego and might possibly decrease your comprehension of material presented in class.

Grading Policies

In order to complete this class for the MS program of study successfully, students must earn a grade of B- or better. Students must earn at least 185 points on the assessment project to earn a B- and to demonstrate competency. Students who do not perform at this minimum level will be required to complete clinical remediation through retaking the class.

Assignment Descriptions

Clinical assignment # 1:

Clinical assignment # 1: Learning to administer tests and measures: You will want to have a number of skills in your repertoire as you complete this class. You will want to practice various tasks and skills on typical individuals (friends, family members, etc.) before you try them out in the clinic. You will need to perform the following on someone other than your client. You must complete the required practice of any test or measure that you will administer to your client before you see your client. The TA can assist you and you learn and practice the tests. The entire assignment is due before the presentations in class begin. List the measures you have practiced, the context in which you practiced, the date, and whether you were supervised. Also, list your level of comfort with these skills and any plans you have to improve your skill.

1. Oral peripheral exam: practice on 3 individuals
2. Practice ethnographic interviewing on 3 individuals
3. Administer CELF-5 (or latest version) on 3 individuals
4. Administer the PLS-5 practice on 3 individuals
5. Administer a receptive vocabulary test to 3 people
6. Administer an articulation (phonological) test to 3 people
7. Administer a play scale to 2 preschool children
8. Collect and plan analysis of a language sample
9. Other? Whatever else you will need for your client—practice!

Assessment Project:

Assessment project: The assessment project will be the main focus of this course. Students will complete an evaluation of a client in the BYU SLP clinic. Ms Robinson will assign a case to each student, and students must then coordinate their schedules with their supervisors. The clinical staff will supervise the diagnostics according to BYU SLP Clinic procedures. A description of the components of the project follows:

1. Using the technology: Students may work with the clinic TA to become familiar with the technology used in the clinic rooms. Students need to learn to use the cameras and recording equipment so that they can 1) record their own sessions, and 2) avoid interfering with the recordings of others. In addition, students need to learn to make videoclips from the recordings of their sessions. Students will need these clips for the class presentation. Supervisors will not be able to make these clips for you. The clinic TA or supervisor must pass students off on using the technology before the evaluation begins.
2. Evaluation Plan: Each student will propose a plan to evaluate the client. The plan needs to show how you plan to address the areas described by the evaluation framework presented in class. The supervisor must pass the plan off before the evaluation begins. Remember to build in some flexibility and options in case you need additional information or things don't go as planned.
3. Clinical performance in evaluation: This component includes the ability to interact with the client and family to gather data and share information. Procedures will include ethnographic interviewing, oral peripheral exam, formal and informal test administration, synthesis and interpretation of measures, and interacting with stakeholders.
4. Evaluation draft: This is the draft of your written report. It should be as complete and as polished as possible.
5. Final written report: This is the final version after you have had feedback from your supervisor.
6. Case presentation of evaluation: You will have about 30 minutes to present your case in class. You will want to present a PowerPoint with videoclips to illustrate your points. It will be helpful to organize your report according to the evaluation framework. Be prepared to discuss your findings and conclusions and to respond to questions from the instructor and your peers.
7. Treatment plan: This plan may be part of your evaluation report, but it is more likely that your report will contain only a brief version of this plan. Your treatment plan should include and prioritize the areas you think you think should be addressed and your rationale for choosing these areas. Suggest some ways in which you think these areas might be addressed in treatment. What would you try, and how would you assess progress? Keep the evaluation framework in mind. The treatment plan is due no later than one week after your presentation in class.

Students will be responsible for planning, intake, obtaining history and other reports or information, seeing that assessment measures are performed, analyzing testing results, synthesizing information, forming clinical conclusions, making recommendations, writing a report, and counseling with clients/parents, and any recommended follow-up (sending out reports, etc.).

Grades on clinical work will be assigned according to your performance on the various tasks, the amount of support or supervision that you require at each stage (you will probably want more support in the initial stages), and the quality of the final products. Some clinical cases may be more difficult than others. We will take this into account.

A word of advice: We have EXCELLENT supervisors. Learn all you can from them in the context of this course. Don't be afraid to ask questions and share your ideas and concerns. Also, it is important to recognize that there may be many ways to consider a single case, and supervisors and your instructor bring different kinds of considerations to the table. You should consider and integrate suggestions.

Additional assignments and quizzes:

There may be additional assignments and quizzes. Quizzes may be unannounced, so it is best to be prepared for class.

Point Breakdown

| Assignments | Points |
|------------------------------------|------------|
| Evaluation plan | P/F Sup |
| Using the technology | P/F TA |
| Clinical performance in evaluation | 80 Sup |
| Evaluation Draft | 50 Sup |
| Final written report | 25 Sup |
| Treatment plan | 25 |
| Case presentation | 50 |
| Class Participation | 70 |
| Clinical Assignment # 1 | 25 TA |
| Quizzes and assignments | varied |
| Total Points | 325 |

Course Schedule

| Date | Topics | Assignments |
|-------------|---|--|
| T - Aug 28 | Introduction; The purpose of evaluation: pieces of the puzzle | Please note that this schedule is flexible and may need to be changed. |
| Th - Aug 30 | Principles of assessment and treatment | - |
| T - Sep 4 | Principles, continued | - |
| Th - Sep 6 | Getting Started; What do we want from an eval? | - |
| T - Sep 11 | Planning the assessment | - |
| Th - Sep 13 | Oral Peripheral exam | - |
| T - Sep 18 | Ethnographic interviewing | - |

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|-------------|---|----------|
| Th - Sep 20 | Ethnographic interviewing | - |
| T - Sep 25 | The nature of testing measures | - |
| T - Oct 2 | The nature of testing measures; behavioral observations | - |
| Th - Oct 4 | Behavioral observations | - |
| T - Oct 9 | Behavioral observations | - |
| Th - Oct 11 | Putting it together | - |
| T - Oct 16 | Putting it together | - |
| Th - Oct 18 | putting it together | - |
| T - Oct 23 | implication for treatment | - |
| Th - Oct 25 | implications for treatment one presentation | - |
| T - Oct 30 | TBA | - |
| Th - Nov 1 | TBA | - |
| T - Nov 6 | Presentations | - |
| Th - Nov 8 | Presentations | - |
| T - Nov 13 | Presentations | - |
| Th - Nov 15 | ASHA class will not meet | no class |
| T - Nov 20 | Friday class instruction | no class |
| Th - Nov 22 | Presentations | - |
| T - Nov 27 | Presentations | - |
| Th - Nov 29 | Presentations | - |
| T - Dec 4 | presentations | - |
| Th - Dec 6 | Presentations | - |

Librarian Information

Name: Rachel Wadham
Office: 1223 [HBLL](#)
Phone Number: 422-6780
Email: rachel_wadham@byu.edu

E-reserve Information

<http://www.lib.byu.edu/reserve.html>

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.