

Lee Robinson, MS, CCC-SLP, Clinic Director/Clinical Professor

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Office Hours: by appointment

Schedule: I'm officially off summer term. I'll be at Girls Camp July 27-31 and will be unavailable during that week.

TA: Suzanne Sawyer

Home Phone: 356-9388

Email: sa65@email.byu.edu

### **Class Objectives:**

ASLP 680/685R Internships are required for graduation. You will need to earn a minimum of 50 hours at each of your internship sites. Your internships are opportunities for you to learn from experienced clinicians. Unlike the BYU Speech and Language Clinic, internships are "real world". You may never again have the opportunity to work closely with another SLP while on the job so take advantage of this experience.

In 680/685R Grad. Pract. SLP students will do the following:

1. Attend your clinical practicum assignment as agreed upon by you and your site supervisor.
2. Attend ALL colloquium meetings.
3. Perform all assessments and treatments as directed by your site supervisor.
4. Complete all paperwork.
5. Prepare a handout and give a 20-30 minute presentation (use technology to enhance your presentation) on a topic of your choice. Please submit your topic to Ms. Robinson for approval prior to preparing your presentation. Topics may include the following: an overview of your particular internship setting, a demonstration of therapy techniques used at your site, a summary of rules regarding billing, a case presentation highlighting certain assessment and treatment techniques, etc.
6. Develop clinical skills as outlined on the Global Competencies Check List (Intermediate/Advanced level) as found in section 8 of the BYU Speech and Language Clinic Handbook.

### **Schedule:**

We will decide on the schedule during the first class meeting.

### **Grades:**

Your site supervisors have received copies of the Global Competencies Checklist and the Evaluation of Clinical Performance forms. These forms are exactly the same as the forms we use in the clinic. In an internship placement the site supervisor will rate you using the competencies checklist. They will then go over the checklist with you and together you will set two or three goals to work on

between the midterm and final evaluations. The site supervisors will send the completed forms to me at the end of your internship experience.

**Presentations:**

You will prepare a 20-30 minute presentation on a topic of your choice. Topics do need to be approved by Ms. Robinson. You must prepare a handout to distribute to your student colleagues at the time of the presentation. You are welcome to use power point or other media to deliver your presentation. Please submit all handouts and Power Point presentations to Ms. Robinson electronically so that she can upload them on to Blackboard for all to access.

**Handbook:**

Each student now has access to the Speech and Language Clinic Handbook through Blackboard. Please take the time to review the policies and procedures associated with the clinic handbook as they apply to all clinical sites, including internships.

**Preventing Sexual Harassment**

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity receiving 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 378-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 378-2847.

**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 (378-2767). 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. You should contact the Equal Employment Office at 378-5895. D-382 ASB.

Student \_\_\_\_\_ Site/Supervisor \_\_\_\_\_  
 Semester/ Year \_\_\_\_\_

**Global Competencies for Speech-Language Pathology Students**

Please put a 4 in the box if satisfactory; an 'x' if unsatisfactory; o if improving, more work needed ; + if outstanding; leave blank

if not applicable or no opportunity. Use left-hand box for mid-term, right-hand box for final.

Student Levels: Beginning = 0-50 hours; Intermediate = 51-200 hours; Advanced = 200+ hours.

**I. SKILLS**

**1. Basic Professionalism\***

Beginning
<input type="radio"/> <input type="radio"/> Adheres to ASHA Code of Ethics <input type="radio"/> <input type="radio"/> Protects client confidentiality <input type="radio"/> <input type="radio"/> Is punctual for appointments and paperwork <input type="radio"/> <input type="radio"/> Practices infection control procedures <input type="radio"/> <input type="radio"/> Promptly files plan for clinical study <input type="radio"/> <input type="radio"/> Maintains professional appearance & conduct <input type="radio"/> <input type="radio"/> Demonstrates energy & enthusiasm

\*Satisfactory performance on ALL these competencies is necessary for a passing grade.

**2. Communication**

Beginning
<input type="radio"/> <input type="radio"/> Establishes rapport <input type="radio"/> <input type="radio"/> Shows empathy and compassion <input type="radio"/> <input type="radio"/> Adjusts speech/language characteristics to client <input type="radio"/> <input type="radio"/> Explains activities: rules, purpose <input type="radio"/> <input type="radio"/> Responds to client concerns/questions <input type="radio"/> <input type="radio"/> Demonstrates respect and attentiveness <input type="radio"/> <input type="radio"/> Nonverbal behaviors enhance verbal messages <input type="radio"/> <input type="radio"/> Gives client appropriate performance feedback
Intermediate
<input type="radio"/> <input type="radio"/> Uses nonjudgmental language and behavior <input type="radio"/> <input type="radio"/> Practices active listening/rephrasing <input type="radio"/> <input type="radio"/> Shows acceptance of client's views/experiences <input type="radio"/> <input type="radio"/> Shows clinical assertiveness as necessary <input type="radio"/> <input type="radio"/> <u>Dx</u> : Conducts interview as a conversation, not a list
Advanced*
<input type="radio"/> <input type="radio"/> Facilitates client motivation/responsibility <input type="radio"/> <input type="radio"/> Engages in appropriate client counseling <input type="radio"/> <input type="radio"/> Defines client/clinician roles & responsibilities <input type="radio"/> <input type="radio"/> Helps client change attitudes as appropriate <input type="radio"/> <input type="radio"/> Confronts client as appropriate <input type="radio"/> <input type="radio"/> Demonstrates sensitivity to cultural, religious, social factors

**3. Writing**

Beginning
<input type="radio"/> <input type="radio"/> Uses appropriate report formats <input type="radio"/> <input type="radio"/> Effectively uses professional terminology <input type="radio"/> <input type="radio"/> Proofreads carefully before submitting reports <input type="radio"/> <input type="radio"/> Writes & revises reports with supervisor direction
Intermediate
<input type="radio"/> <input type="radio"/> Uses concise & accurate style <input type="radio"/> <input type="radio"/> Adjusts writing style to reader's needs <input type="radio"/> <input type="radio"/> Tracks daily progress <input type="radio"/> <input type="radio"/> Adjusts goals according to client progress <input type="radio"/> <input type="radio"/> Writes & revises reports based on general suggestions; proofreads prior to submission
Advanced*
<input type="radio"/> <input type="radio"/> Writes clear & concise reports; revises based on own careful review & proofreading

**4. Planning**

<b>Treatment</b>	<b>Diagnostic</b>
<b>Beginning</b>	<b>Beginning</b>
<ul style="list-style-type: none"> <li>o o <u>Sets appropriate goals &amp; objectives</u></li> <li>o o <u>Relates activities to goals</u></li> <li>o o <u>Bases objectives and plans on research</u></li> <li>o o <u>States objectives clearly</u></li> </ul>	<ul style="list-style-type: none"> <li>o o Considers relevant etiologic &amp; contributing factors</li> <li>o o Chooses appropriate analyses</li> <li>o o Well-prepared (set up &amp; study)</li> <li>o o <u>Chooses formal &amp; informal assessments &amp; sets priorities based on case information</u></li> </ul>
<b>Intermediate</b>	<b>Intermediate</b>
<ul style="list-style-type: none"> <li>o o Considers terminal outcomes in planning</li> <li>o o Formulates variety/original activities</li> <li>o o Avoids behavior problems through planning</li> <li>o o Provides client with appropriate choices</li> <li>o o Creates home program/ provides for parent involvement</li> </ul>	<ul style="list-style-type: none"> <li>o o Identifies areas needing evaluation</li> <li>o o Formulates primary &amp; alternate hypotheses</li> <li>o o Applies knowledge of psychometrics</li> <li>o o Learns new assessment &amp; analysis procedures</li> </ul>

**5. Session**

<b>Treatment</b>	<b>Diagnostic</b>
<b>Beginning</b>	<b>Beginning</b>
<ul style="list-style-type: none"> <li>o o Maintains a high response rate</li> <li>o o Maintains a high success ratio</li> <li>o o Uses appropriate &amp; consistent modeling</li> <li>o o Demonstrates flexibility</li> <li>o o Manages behavior effectively &amp; appropriately</li> <li>o o Uses reinforcers appropriately</li> </ul>	<ul style="list-style-type: none"> <li>o o Conducts well-organized interview</li> <li>o o Works appropriately as part of team</li> <li>o o Conducts trial therapy</li> <li>o o Correctly administers &amp; scores formal assessments</li> <li>o o Negotiates and addresses goals of testing</li> </ul>
<b>Intermediate</b>	<b>Intermediate</b>
<ul style="list-style-type: none"> <li>o o Takes on-line data</li> <li>o o Uses materials appropriate to client</li> <li>o o Breaks down complex tasks</li> <li>o o Uses time effectively</li> <li>o o Follows up on client assignments, commitments</li> <li>o o Effectively conducts group treatment               <ul style="list-style-type: none"> <li>■ Includes all group members</li> <li>■ Manages group dynamics</li> </ul> </li> <li>o o Learns new skills/theory to meet client's needs</li> </ul>	<ul style="list-style-type: none"> <li>o o Establishes eligibility for intervention</li> <li>o o Performs accurate &amp; thorough evaluation of the oral mechanism</li> <li>o o Determines diagnosis &amp; prognosis</li> <li>o o Integrates test results &amp; informal observations</li> </ul>
<b>Advanced*</b>	<b>Advanced*</b>
<ul style="list-style-type: none"> <li>o o Analyzes correct responses/errors</li> <li>o o Matches activity to learning style</li> <li>o o Uses scientific principles in clinical practice</li> <li>o o Shows consistency in style, rules, &amp; skills</li> <li>o o Makes on-line modifications</li> <li>o o Gives appropriate feedback</li> <li>o o Plans for &amp; monitors generalization</li> <li>o o Plans for &amp; carries out maintenance program</li> <li>o o Makes appropriate referrals</li> <li>o o Chooses from a variety of delivery models</li> <li>o o Organizes caseload effectively</li> </ul>	<ul style="list-style-type: none"> <li>o o Identifies &amp; seeks to fill information gaps</li> <li>o o Tests &amp; writes quickly &amp; efficiently</li> <li>o o Chooses, administers, &amp; interprets screening materials appropriately</li> <li>o o Chooses &amp; uses diagnostic instrumentation</li> <li>o o Walks on water</li> </ul>

**6. Professional Development**

Advanced*
<ul style="list-style-type: none"> <li>o o Engages in professional collaboration</li> <li>o o Seeks info/experience in areas of special interest</li> <li>o o Mentors another student</li> <li>o o Participates on an interdisciplinary team</li> <li>o o Participates in community support group(s)</li> <li>o o Deals constructively with workplace conflict</li> <li>o o Keeps informed about legislation affecting SLPs</li> </ul>

**II. CHARACTERISTICS**

**1. Supervision Style**

Beginning
<ul style="list-style-type: none"> <li>o o Takes initiative to ask questions</li> <li>o o Describes client from file information &amp; observations</li> <li>o o Consistently follows through with supervisor's directives</li> <li>o o Anticipates deadlines &amp; works to meet them without reminders</li> </ul>
Intermediate
<ul style="list-style-type: none"> <li>o o Asks questions that demonstrate prior thought &amp; problem solving</li> <li>o o Understands client from file information &amp; observations</li> <li>o o Effectively implements supervisory suggestions</li> <li>o o Meets deadlines with only occasional reminders</li> </ul>
Advanced*
<ul style="list-style-type: none"> <li>o o Asks questions after implementing solutions</li> <li>o o Makes appropriate plans &amp; on-line modifications based on file information &amp; client behaviors</li> <li>o o Extends supervisory suggestions</li> <li>o o Establishes &amp; meets own deadlines</li> </ul>

**2. Skill Development**

Beginning
<ul style="list-style-type: none"> <li>o o Seeks to identify own strengths &amp; weaknesses</li> <li>o o Focuses on identified skills to improve</li> <li>o o Demonstrates beginning evaluation &amp; treatment competencies with children &amp; adults</li> </ul>
Intermediate
<ul style="list-style-type: none"> <li>o o Identifies own strengths &amp; weaknesses</li> <li>o o Systematically improves weak areas</li> <li>o o Demonstrates intermediate evaluation &amp; treatment competencies with children &amp; adults</li> </ul>
Advanced*
<ul style="list-style-type: none"> <li>o o Demonstrates advanced evaluation &amp; treatment competencies with children &amp; adults</li> </ul>

**3. Independence**

<b>Beginning</b>
<ul style="list-style-type: none"> <li>o o Makes clinical hypotheses &amp; sets goals <u>then</u> seeks input from supervisor</li> <li>o o Chooses approach/procedures <u>then</u> seeks supervisor input</li> <li>o o Evaluates effectiveness at the session level</li> <li>o o Seeks answers in texts, coursework, professors, &amp; past file information <u>then</u> requests clarification or other sources</li> <li>o o Works to understand rationales for decisions</li> </ul>
<b>Intermediate</b>
<ul style="list-style-type: none"> <li>o o Makes appropriate clinical hypotheses and sets goals with minimal input from supervisor</li> <li>o o Chooses appropriate approach/procedures with minimal input from supervisor</li> <li>o o Evaluates effectiveness (diagnostic therapy) at the activity level</li> <li>o o Seeks journal sources on own</li> <li>o o Articulates rationales for decisions</li> </ul>
<b>Advanced*</b>
<ul style="list-style-type: none"> <li>o o Uses client performance to evaluate appropriateness of hypotheses &amp; goals</li> <li>o o Uses client performance to evaluate appropriateness of approach &amp; procedures</li> <li>o o Evaluates effectiveness (diagnostic therapy) at the clinical cycle level</li> <li>o o Applies current research/new knowledge</li> <li>o o Clearly articulates rationales for decisions that are based on sound theoretical principles</li> </ul>

**4. Professional Development**

<b>Beginning</b>
<ul style="list-style-type: none"> <li>o o Attends colloquium, special presentations, as appropriate</li> <li>o o Contributes to the profession (e.g., case presentations, inservices, ideas)</li> <li>o o Seeks to learn about local, state, &amp; national professional organizations</li> </ul>
<b>Intermediate</b>
<ul style="list-style-type: none"> <li>o o Attends colloquium, special presentations, workshops, as appropriate</li> <li>o o Seeks to understand the benefits &amp; opportunities of professional organization membership</li> </ul>
<b>Advanced*</b>
<ul style="list-style-type: none"> <li>o o Attends colloquium, special presentations, workshops, ASHA/USHA conventions, as appropriate</li> <li>o o Participates in professional organization activities, as appropriate</li> </ul>

\*In an unfamiliar setting, students may initially function at a lower level than indicated by number of clinical hours.

Brigham Young University  
Comprehensive Clinic  
Speech-Language Clinic

**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  
Competencies are adequate but gives minimum effort
- 78 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
- 74 Fair ability on about half of the descriptors, while others are adequate only with continued supervisory intervention; generalization/consistency is adequate
- 71 Marginal; skills on some descriptors are fair; some descriptors are adequate only with considerable direction and/or demonstration from supervisor; generalization and/or consistency is adequate
- 68 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  
**One area is causing significant (ie, out of proportion) clinical difficulty that is impeding client progress**
- 64 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
- 61 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
- 58 Unacceptable performance; demonstrates considerable difficulty on most descriptors; does not consistently perform skill even with extensive direction and/or demonstration from supervisor

**Other comments:**



## Clinical Attendance Policy

Please Note: This policy applies to the BYU clinic/internships/screenings and any other clinical placement assigned during the entire graduate clinical program.

### **No Show 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 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.