

COMD 688R - Section 003

Fall 2019

Section 003: 125 TLRB on T from 6:45 pm - 8:00 pm

Instructor/TA Info

Instructor Information

Name: Julie Schow

Office Location: 131 TLRB

Office Phone: 801-422-5021

Office Hours: Fri 10:00am-11:30am

Or By Appointment

Email: julieschow.slp@gmail.com

Course Information

Description

The purpose of the externship course is to apply and develop the knowledge and skills gained throughout the Communication Disorders coursework and study. As you participate in your externship experience you will have an immersive experience in professional learning and clinical application of speech-language pathology. You are expected to exemplify BYU standards and the professionalism required by the ASHA code of ethics at all times. This externship practicum experience is comprised of two parts: the externship site requirements and the academic requirements. You will complete the attendance and additional requirements set by your externship site supervisor and the course work outlined in the syllabus; including monthly class meetings, online tasks, writing assignments, and a class presentation. The course content and assignments are designed to prepare you for professional practice now and as a future certified speech-language pathologist.

Prerequisites

1. Acceptance to the graduate program in COMD.
2. Competence in all preparatory coursework (B- or better grade).
3. Students must successfully complete 2 semesters of clinic before enrolling in this section of 688R.
4. Students must complete IRAMS application and receive approval from internship coordinator - Julie Schow and BYU internship office. student must complete all student requirements outlined in the IRAMS application.

Materials

Learning Outcomes

Representing BYU in the community

Students will learn the importance of being positive representatives of BYU and the Church of Jesus Christ of Latter-day Saints and will demonstrate their understanding by behaving in an ethical and professional manner when interacting with other professionals, clients, caregivers, faculty, staff, and fellow students during their externship placements. This will be measured through supervisor reports, and site visits.

Professionalism and certification readiness

Students will demonstrate and apply knowledge of current professional issues: including multiculturalism, diversity, ethics, critical thinking, professional communication, service delivery models, scope of practice, advocacy and legal rights, and current certification standards through class discussion, presentations, class writings, externship associations and other application activities.

Grading Scale

| Grades | Percent |
|--------|---------|
| A | 94% |
| A- | 90% |
| B+ | 87% |
| B | 83% |

| | |
|-----------|-----|
| B- | 80% |
| C+ | 77% |
| C | 73% |
| C- | 70% |
| D+ | 67% |
| D | 63% |
| D- | 60% |
| E | 0% |

Grading Policy

Grades are calculated by points in weighted categories. 75% of your grade will be calculated from your supervisors rating of your clinical performance at your externship site. 25% of your grade will be calculated from required professional and academic assignments. Please see the assignment section of Learning Suite for a description of each assignment, due dates, point values, etc.

Please note that if a student earns lower than a B- in any ComD undergraduate or graduate class then they must re-take the same class or in the case of ComD 688R, 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.

Participation Policy

Class meetings will be held on the first Tuesday of each month. Attendance is mandatory for class by participating in person or with prior permission using zoom.

Attendance is also mandatory at your externship site as agreed upon by your site supervisor, internship coordinator and BYU externship policy outlined in the externship handbook.

Students are expected to communicate explanations for planned or emergency absences as soon as possible.

Attendance Policy

Clinical Rotation Attendance Policy:

Failure to attend a clinical assignment (BYU clinic/internship/screenings) without notifying the clinic director 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 ComD 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 externship coordinator - Julie Schow (julieschow@byu.edu) the morning that he or she is unable to attend. 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 the externship coordinator 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, follow the procedure as outlined below:

The student must submit a written request to the the externship coordinator stating the reason for the time off and dates of the absence. 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.

Assignments

Assignment Descriptions

Reflection Paper

Due: Tuesday, Oct 01 at 11:59 pm

For this assignment you will complete one reflection task:

If this is your first internship complete reflection #1.

If this is your second internship complete reflection # 2.

REFLECTION # 1 = Christine Porath delivered a BYU forum address on 11/27/18. The research she presented focuses on civility in the workplace. Although this forum is not archived for later viewing - much of the key information is presented in her Tedtalk - Do nice people finish last or best?

1. Watch the Christine Porath ted talk on civility

<https://www.youtube.com/watch?v=py4P8b4t3DI>

2. refer to the articles about her forum at BYU 11/27/18 –<https://news.byu.edu/news/byu-forum-mastering-civility>

<https://universe.byu.edu/2018/11/27/negative-workplace-interactions-damage-businesses-employees/>

Write a 1 - 2 page double spaced paper answering the following questions:

i. What are three key points that you learned?

- ii. What was surprising to you?
- iii. What are you doing well related to this topic?
- iv. What can you improve in yourself related to this topic?
- v. How will you use this information to positively impact your role as a student clinician in your externship placement now.

REFLECTION # 2 = Improving your ability to talk succinctly about your internship experience is a useful skill for future networking and interview experiences. **Write a two minute script describing your internship experience using action-oriented positive words.**

Use the following guide:

1. 30 seconds – tell your first and last name, year in school, institution, and major. Give the name of the employer (organization) and site location. Share one point of interest about the organization.
2. 60 seconds – Give your title and role at the organization; describe your main responsibilities. Talk about technical and professionalism skills you learned and/or developed. Highlight one main accomplishment you had during the internship.
3. 30 seconds – Focus on your main learning from the experience and how this might impact you professionally and as you make future career decisions.

Time yourself reading your script and edit appropriately to keep the content to two minutes at a comfortable speaking rate.

Response Paper

Due: Wednesday, Nov 06 at 11:59 pm

For this assignment you will complete one response paper.

If this is your first externship, follow the instructions for topic # 1, if this is your second externship follow the instructions for topic #2.

Response Paper topic #1 = student clinician relationships

1. Read the following article from ASHA perspectives a qualitative study describing positive and negative supervisor- student-clinician relationships in Speech-Language-Pathology

<https://perspectives.pubs.asha.org/article.aspx?articleid=2643714#.WyIRBpEvaVc.email>

1. Write a 1 – 2 page (double spaced) response paper in essay form including the following: Summarize and discuss key arguments that the author made. What strengths or weaknesses do you perceive in the author's arguments? How does self-efficacy impact your experience as a student clinician? What are the implications for you in your practice now as a student clinician being supervised in an internship setting?

Response paper topic # 2 = generational differences

1. Read the following article : Generational Issues in Supervision and Administration
<https://leader.pubs.asha.org/article.aspx?articleid=2279056#.WylN3lSkQYk.email>
2. write a 1 – 2 page (double spaced) response paper in essay form summarizing and discussing key arguments that the author made. What strengths or weaknesses do you perceive in the author’s arguments? What are the implications for you in your practice now as a student clinician being supervised in an internship setting? What are the implications for you in the future as a clinician working with clients and colleagues from various generations?

Class Presentation

Due: Wednesday, Dec 11 at 11:59 pm

class presentation requirements:

1. create 7-10 ppt slides including a reference page
2. **Topic: What have you learned at your site that you did not learn at BYU?**
- this can be a case study, a presentation on a therapy approach, research studies, etc.
3. You will have 7 minutes to present.
4. Please submit your ppt the day before you give the presentation. You will share the ppt with the class via learning suite

Scoring rubric

- 5 - power point meets requirements and uploaded prior to class
- 5 - presentation is succinct and completed within time allotment
- 5 - presenter is knowledgeable on topic and the presentation is engaging
- 5 - topic is relevant to current practice

End of course student rating

Due: Wednesday, Dec 11 at 11:59 pm

Please complete the BYU student course ratings

Student clinician rating of site & supervisor in CALIPSO

Due: Wednesday, Dec 11 at 11:59 pm

In order to complete this assignment, each student must:

1. Rate the internship supervisor in CALIPSO
2. Rate the internship site in CALIPSO
3. Submit one sentence stating that you completed these tasks. Submit the statement via learning suite.

Clinical Performance - CALIPSO rating from supervisor

Due: Wednesday, Dec 11 at 11:59 pm

Your site supervisor will rate your clinical performance at midterm and at the end of your experience and review the ratings with you. Only your final rating score will be entered to determine your grade

Digital dialog discussion prompt

Due: Wednesday, Dec 11 at 11:59 pm

If this is your first externship experience respond to the topics A 1- 7.
If this is your second externship respond to the topics B 1-7.

| | 1st externship topics | | 2nd externship topics |
|----|---|----|---|
| A1 | What goals or learning objectives have you set for yourself in this internship experience? | B1 | What goals or learning objectives have you set for yourself in this internship experience? |
| A2 | What you have you learned about your company/organizations' culture? How did you come to this understanding? How would you describe it to other future interns? How does this culture impact the success or effectiveness of the employees? | B2 | What are your initial reactions to the first week? What are you looking forward to? Is there anything you are disappointed about? |
| A3 | What have you learned from a non – SLP colleague or coworker at your internship site? How does Inter professional practice (IPP) impact your work at your current internship? | B3 | How do you want your supervisor to remember you after your internship experience is complete? |
| A4 | Are there any new skills that you developed while you were at the worksite and what are they? | B4 | What is going to be your biggest challenge in this internship? How will you work to overcome this? |
| A5 | What have you done that has made your supervisor's life easier? | B5 | Not everything in a clinician's day is exciting or new. What have you learned from the routine or repetitive tasks of the internship? |
| A6 | Describe the preparations you completed for this internship? Looking back what else would have been helpful before you began? What will you do to prepare for your next experience? | B6 | Describe what you believe the ideal supervisor will be like at work now that you have experience? |
| A7 | What recommendations would you give to other students doing an internship at this location? | B7 | What recommendations would you give to other students doing an internship at this location? |

If you are enrolled during a spring or summer term you will respond to the 7 topics weekly. If you are enrolled during a fall or winter semester you will respond to the topics bi-monthly.

In order to earn full credit for this assignment students must make one or more comment(s) to the 7 writing prompts as assigned in digital dialog.

University Policies

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 every instructor's 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 Misconduct

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their

attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> or by contacting the university's Title IX Coordinator.

Student Disability

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 University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. 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

The first injunction of the 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.

Deliberation Guidelines

To facilitate productive and open discussions about sensitive topics about which there are differing opinions, members of the BYU community should: (1) Remember that we are each responsible for enabling a productive, respectful dialogue. (2) To enable time for everyone to speak, strive to be concise with your thoughts. (3) Respect all speakers by listening actively. (4) Treat others with the respect that you would like them to treat you with, regardless of your differences. (5) Do not interrupt others. (6) Always try to understand what is being said before you respond. (7) Ask for clarification instead of making assumptions. (8) When countering an idea, or making one initially, demonstrate that you are listening to what is being said by others. Try to validate other positions as you assert your own, which aids in dialogue, versus attack. (9) Under no circumstances should an argument continue out of the classroom when someone does not want it to. Extending these conversations beyond class can be productive, but we must agree to do so respectfully, ethically, and with attention to individuals' requests for confidentiality and discretion. (10) Remember that exposing yourself to different perspectives helps you to evaluate your own beliefs more clearly and learn new information. (11) Remember that just because you do not agree with a person's statements, it does not mean that you cannot get along with that person. (12) Speak with your professor privately if you feel that the classroom environment has become hostile, biased, or intimidating. Adapted from the Deliberation Guidelines published by The Center for Democratic Deliberation.

(<http://cdd.la.psu.edu/education/The%20CDD%20Deliberation%20Guidelines.pdf/view?searchterm=deliberation%20guidelines>)

Devotional Attendance

Brigham Young University's devotional and forum assemblies are an important part of your BYU experience. President Cecil O. Samuelson said, "We have special and enlightening series of devotional and forum assemblies...that will complement, supplement, and enrich what will also be a very productive period in your classrooms, laboratories, and libraries. We look forward to being with you each Tuesday...and hope that you will regularly attend and bring your friends and associates with you...A large part of what constitutes the unique 'BYU experience' is found in these gatherings where the Spirit has been invited and where we have the opportunity to discuss and consider things of ultimate worth and importance that are not afforded to the academic community on almost any other campus" (from the address "The Legacy of Learning", 30 August, 2005). Your attendance at each forum and devotional is strongly encouraged.

Inappropriate Use Of Course Materials

All course materials (e.g., outlines, handouts, syllabi, exams, quizzes, PowerPoint presentations, lectures, audio and video recordings, etc.) are proprietary. Students are prohibited from posting or selling any such course materials without the express written permission of the professor teaching this course. To do so is a violation of the Brigham Young University Honor Code.

Mental Health Concerns

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu>; for more immediate concerns please visit <http://help.byu.edu>.

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action

administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law.

Intentional Plagiarism- Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote.

Inadvertent Plagiarism- Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance.

Examples of plagiarism include:

- Direct Plagiarism-** The verbatim copying of an original source without acknowledging the source.
- Paraphrased Plagiarism-** The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own.
- Plagiarism Mosaic-** The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source.
- Insufficient Acknowledgement-** The partial or incomplete attribution of words, ideas, or data from an original source.

Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Respectful Environment

"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

Schedule

| Date | Column 1 | Column 2 |
|---------------------|---|--|
| T Sep 03 Tuesday | Class 1 - syllabus review, assignments, sign up for presentation dates, enter student information - externship sites google sheets, CALIPSO | 1. Please check that your site, supervisor and schedule information https://docs.google.com/spreadsheets/d/1PSmL00hxqThjtocJ 2. Sign up for a class presentation time https://docs.google.com/document/d/1WgN7wMGmbuTMW10 Zoom link: Julie Schow is inviting you to a scheduled Zoom meeting. Topic: Time: Sep 3, 2019 6:30 PM Mountain Time (US and Canada) Every month on the First Tuesday, 4 occurrence(s) Sep 3, 2019 6:30 PM Oct 1, 2019 6:30 PM |

cumulative
hours review
professional
development
topic - CF &
CCC - SLP
information

Nov 5, 2019 6:30 PM

Dec 3, 2019 6:30 PM

Join Zoom Meeting

<https://byu.zoom.us/j/972774562>

Dial by your location

+1 669 900 6833 US (San Jose)

+1 646 558 8656 US (New York)

Meeting ID: 972 774 562

Digital dialog discussion prompt Opens

T Sep 10
Tuesday

**Devotional:
President and
Sister Worthen,
President of
Brigham Young
University**

T Sep 17
Tuesday

T Sep 24
Tuesday

**Forum: Kao
Kalia Yang,
Author, Activist,
and Teacher**

T Oct 01
Tuesday

**Devotional:
Michel Dunn,
Managing
Director of BYU
Broadcasting**

Class presentations:

Zoom link:

Julie Schow is inviting you to a scheduled Zoom meeting. Top

Time: Sep 3, 2019 6:30 PM Mountain Time (US and Canada)

Every month on the First Tuesday, 4 occurrence(s)

Sep 3, 2019 6:30 PM

Oct 1, 2019 6:30 PM

Class 2 -

professional
development
topic # 2, class
presentations

Nov 5, 2019 6:30 PM

Dec 3, 2019 6:30 PM

Join Zoom Meeting

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Dial by your location

+1 669 900 6833 US (San Jose)

+1 646 558 8656 US (New York)

Meeting ID: 972 774 562

Reflection Paper

T Oct 08
Tuesday
**Devotional:
Brigitte Madrian,
Dean of the
Marriott School
of Business**

T Oct 15
Tuesday

T Oct 22
Tuesday
**Forum: David
Brooks, Political
and Cultural
Commentator**

T Oct 29
Tuesday
**Devotional:
Mark L. Pace,
Sunday School
General
President**

T Nov 05
Tuesday
**Devotional: W.
Christopher
Waddell,
Second**

Class presentations:

Zoom link:

Julie Schow is inviting you to a scheduled Zoom meeting. Top

Time: Sep 3, 2019 6:30 PM Mountain Time (US and Canada)

**Counselor in the
Presiding
Bishopric**

Every month on the First Tuesday, 4 occurrence(s)

Sep 3, 2019 6:30 PM

Oct 1, 2019 6:30 PM

Nov 5, 2019 6:30 PM

Dec 3, 2019 6:30 PM

**Class 3 -
professional
development
topic**

Join Zoom Meeting

<https://byu.zoom.us/j/972774562>

Dial by your location

+1 669 900 6833 US (San Jose)

+1 646 558 8656 US (New York)

Meeting ID: 972 774 562

3, presentations

W Nov 06
Wednesday

Response Paper

T Nov 12
Tuesday

T Nov 19
Tuesday

**Forum: Henry
Louis Gates, Jr.,
Emmy Award-
winning
Filmmaker and
Historian**

T Nov 26
Tuesday

**Friday
Instruction**

T Dec 03
Tuesday

**Devotional: Dale
G. Renlund,
Quorum of the
Twelve Apostles**

Class presentations:

Zoom link:

Julie Schow is inviting you to a scheduled Zoom meeting. Top

Time: Sep 3, 2019 6:30 PM Mountain Time (US and Canada)

Every month on the First Tuesday, 4 occurrence(s)

Sep 3, 2019 6:30 PM

Oct 1, 2019 6:30 PM

**class 4 -
professional**

development
topic 4,
presentations -

Nov 5, 2019 6:30 PM

Dec 3, 2019 6:30 PM

Join Zoom Meeting

<https://byu.zoom.us/j/972774562>

Dial by your location

+1 669 900 6833 US (San Jose)

+1 646 558 8656 US (New York)

Meeting ID: 972 774 562

T Dec 10
Tuesday

Devotional:
Jean B.
Bingham, Relief
Society General
President

W Dec 11
Wednesday

Class Presentation
Clinical Performance - CALIPSO rating from supervisor
Digital dialog discussion prompt Closes
End of course student rating
Student clinician rating of site & supervisor in CALIPSO

T Dec 17
Tuesday