

COMD 688R - Section 002

Spring 2012

Section 002: 125 TLRB on F from 9:00 am - 10:15 am

Instructor/TA Info

Instructor Information

Name: Lee Robinson

Office Location: 158 TLRB

Office Phone: (801) 422-7650 or cell 801-376-3804

Office Hours: Mon, Tue, Wed, Fri 8:00pm-5:00pm

Or By Appointment

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Name: Lori Johnson

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Or By Appointment

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Name: Helen Flom

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Office Hours: Mon, Tue 8:00am-5:00pm

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Name: Carol Moody

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Or By Appointment

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Name: Ann Dorais

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Office Hours: Tue, Thu 8:00am-5:00pm

Or By Appointment

Email: adorais159@gmail.com

TA Information

Name: Serena Santistevan

Office Location: 159 TLRB

Office Phone: 801-422-2870 or cell 385-225-0162

Office Hours: Only By Appointment

Email: serena@byu.net

Course Information

Description

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

Assignment

Schedule

Preparation

Colloquium (class)

Friday 9:00-10:15

Bring powerpoints for note taking. Attendance is mandatory and we will keep track of late arrivals.

1 TX client

2 tx sessions a week scheduled regularly. One session per week must be scheduled when your clinical educator is available to observe.

Students are expected to:

Initiate contact with the clinical educator.

Plan and prepare for each session.

Write a lesson plan for each tx session and submit it to their clinical educators prior to the session.

Write a SOAP note and submit within 24 hrs. of session completion.

Write a progress note addendum at the end of the term.

Prerequisites

Acceptance to the graduate program in COMD. Students must complete undergraduate courses with a B- or better grade. Students must complete the IRAMS internship application. Approval from Ms. Robinson, Speech and Language Clinic Director is also required.

Grading Scale

Grades	Percent
A	93%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%

D-	60%
E	0%

Learning Outcomes

Plan and Implement Assessments

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.

Plan and Implement Treatments

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.

Case Management Skills

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.

Internship Policies

Students will demonstrate understanding of all internship policies and procedures.

Clinical Writing

Students will demonstrate appropriate clinical writing skills through treatment plan/progress notes, assessment reports and SOAP notes.

Goal #1

Students will demonstrate ability to plan and implement an assessment of clients presenting with various communication disorders (as identified in ASHA's nine disorder areas) and with various severity levels while under the direction of a certified SLP at an approved clinical rotation site such as a hospital, a public school, a skilled nursing care facility or a private practice, etc.

Specific Objectives	Method of Evaluation	Feedback Mechanisms	CAA Standard
Students will learn to: Manage paperwork specific to the site Apply diagnostic clinical skills to each case	Clinical		IV-C

as appropriate	Educator ratings on the		IV-D
Conduct caregiver interviews	Evaluation of		IV-E
Read assessment manuals and practice assessment administration	Clinical Performance form (S)	Clinical Educator ratings	IV-G
Select and administer both formal and informal measures	Written and verbal feedback for each session supervised (F)	Written feedback	Intervention d, f
Score and interpret assessment results accurately	Final Evaluation rating on the Evaluation of Clinical Performance form(S)	Verbal feedback	Evaluation a-g
Make appropriate diagnosis, recommendations			Interaction a-d
Consult with caregivers and give appropriate feedback			CF1, 2,3,4
Any new clinical skills specific to the site that the clinical educator deems necessary for success at that site			

Goal #2

Students will demonstrate the ability to plan and implement treatment of clients who present with various communication disorders (as identified in ASHA's nine disorder areas) and with various severity levels while under the direction of a certified SLP at a clinical rotation such as a hospital, public school, skilled nursing care facility, private practice, etc.

Specific Objectives	Method of Evaluation	Feedback Mechanisms	CAA Standard
<p>Students will learn to:</p> <p>Treat specific disorders using evidence based practice, current methods that are appropriate for the age and severity level of the patient or client</p> <p>Meet with clinical educators to discuss client need, treatment plans, etc.</p> <p>Demonstrate independence by planning sessions, then asking for clinical educator</p>	Rating on the Clinical Evaluation of		IV-C

input	Performance at Midterm(F)	Clinical educator ratings	IV-D
Collect and establish baseline and follow-up data	Written and verbal feedback for each session supervised (F)	Written feedback	IV-E
Collect on-line data			IV-G
Interpret session data and make clinical decisions based on the data	Final Evaluation as rated by the supervising clinical educator (S)	Verbal feedback	Intervention d, f
Adjust to the client's severity level (mild, moderate, sever)			CF 2,3,4
Adjust to the client's needs during therapy session (make adjustments in therapy materials, goals, criterion, reinforcement, etc. as needed)			
Any clinical knowledge and or skill necessary to be successful at the clinical rotation site and as considered necessary by the supervising clinical educator			

Goal #3

Students will demonstrate appropriate case management skills including appropriate social behavior, oral and written communication, prevention activities, and sensitivity to multicultural populations while working under the direction of a certified SLP in a clinical rotation such as a hospital, public school placement, skilled nursing care facility, private practice, etc.

Specific Objectives	Method of Evaluation	Feedback Mechanisms	CAA Standard
Students will learn to :			
Prepare and present a case presentation	*Midterm Evaluation (F) Written and verbal feedback for each session supervised (F)	Supervisor ratings Written	
Attend and actively participate in colloquium meetings			
Set appointments and meet with supervising clinical educators regarding client performance			III-G
Interact appropriately with clinicla educators, faculty, staff, and other students			IV-B
Interact appropriately with clients and			IV-G

<p>caregivers</p> <p>If applicable to the site, plan and implement appropriate prevention activities</p> <p>As appropriate to the site and caseload, demonstrate appropriate sensitivity to multicultural populations when planning and implementing assessment and treatment procedures</p> <p>Attend all clinic assignments and appointments</p>	<p>*Final Evaluation (S)</p> <p>*filled out by the supervising clinical educator</p>	<p>feedback</p> <p>Verbal feedback</p>	<p>Interaction a-d</p> <p>CF 1, 2,3,4</p>
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Goal #4

Students will demonstrate understanding of all internship policies and procedures.

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

Goal #5

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

Specific Objectives	Method of Evaluation	Feedback Mechanism	CAA Standard
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<p>Students will learn to:</p> <p>Turn all paperwork in on time</p> <p>Incorporate supervisor feedback into SOAP notes, treatment plans/progress notes and diagnostic reports</p> <p>Write appropriate treatment goals for both treatment plans and lesson plans</p> <p>Include all appropriate information in treatment plans (additional testing, baseline, semester goals, intervention plan and home program)</p> <p>Include all appropriate information in the progress note (follow-up data, intervention section, recommendations)</p> <p>Include all appropriate information in the diagnostic report (see outline)</p>	<p>*midterm rating (F)</p> <p>*Final draft grade sheet (S)</p> <p>*filled out by the clinical educator assigned to supervise the case</p>	<p>Supervisor ratings</p> <p>Written feedback on reports</p>	<p>IV-B</p> <p>IV-G</p> <p>Evaluation a-g</p> <p>Intervention a-d</p> <p>CF 1,2</p>
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Grading Policy

For spring term only:

Students will participate in a final evaluation only. The exception to this policy is if the clinical educator is concerned that the student might fail the clinical rotation. If the clinical educator is concerned re: student clinical performance then the clinical educator has the right and responsibility to meet with the student at any time during the term to provide feedback, make the student aware of the concern and create a remediation plan so the student can work towards fixing the concerning issues.

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. 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 For spring term only:

pieces of information:

Final rating for each client (approximately 35% of your grade per client)

Diagnostic rating for each client (approximately 20% of the grade)

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 six 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.

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 can not count towards ASHA hours.

MITERM AND FINAL EVALUATIONS

What to bring to the interview:

file to show that you are filing lesson plan/SOAP notes

Your self evaluation from the portfolio

Attendance Policy

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 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 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.

Classroom Procedures

I like to start class on time and I expect students to quiet down and pay attention when I call the class to order. I expect cell phones and other devices to be turned off before class starts. This class is so small that it is impossible to ignore side conversations so please don't engage in them. I don't mind if you bring your laptops to class and use them. In fact the room is set up for it but please be socially mature enough to use technology responsibly (e.g. no checking email, surfing the net, facebooking or whatever). I usually start class by asking students if they have any questions for me before we get started on the topic of the day. The word colloquium means "a gathering of professionals to discuss topics of interest." Hence, I run this class as informally as possible and hope to create an atmosphere where students feel comfortable asking questions, sharing triumphs as well as learning about skills, policies and procedures.

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.

Study Habits

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.

Evaluation of Clinical Performance

EvaluationofClinicalPerformance.doc [Download](#)

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)		

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:

Competency Checklist

CompetencyChecklistRevised JAN07.doc [Download](#)

Assignments

Assignment Description

Mentoring musts

Apr
30

Due: Monday, Apr 30 at 7:00 pm

Mentoring Activities that are a must copy.doc [Download](#) if you are serving as a mentor this term please make sure you give your new student a tour of the building following the list as we discussed in class last semester. I've provided the list for you in this assignment.

Progress Note Addendum

Jun
01

Due: Friday, Jun 01 at 5:00 pm

Progress Note Addendum.ppt [Download](#)

Progress Report Addendum Grade Form.docx [Download](#)

As we discussed in class, download this outline and insert your client's information into this format. I've also included the grade form for your reference.

Categories	Percent of Grade
Mentoring musts	0%
Progress Report Addendum	100%

Schedule

Date	Column Title	Column Title
Week 1		
F Apr 27 Friday		
Week 2		
F May 04 Friday		
Week 3		
F May 11 Friday		
Week 4		
F May 18 Friday		
Week 5		
F May 25 Friday		
Week 6		
F Jun 01 Friday	Progress Note Addendum	
Week 7		
F Jun 08 Friday		
Week 8		
Th Jun 14 Thursday	Final Exam: 125 TLRB 9:00am - 10:50am	

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 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.

Sexual 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 and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor or contact one of the following: the Title IX Coordinator at 801-422-2130; the Honor Code Office at 801-422-2847; the Equal Employment Office at 801-422-5895; or Ethics Point at <http://www.ethicspoint.com>, or 1-888-238-1062 (24-hours).

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.