

COMD 685R SECTION 002 Spring 2009 SYLLABUS  
Clinical Practicum BYU Speech and Language Clinic

1

Friday 9:00AM-10:15AM Room 125 TLRB

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

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Office Hours: Friday 10-12Noon or by appointment

Schedule: M-F 8AM-5PM, Friday as needed, I must leave the building no later than 2:30 on Wednesdays.

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Helen Flom, MS, CCC-SLP, Clinical Educator/Supervisor

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Nancy Blair, Audiology Clinic Director

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**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 Department of Audiology and Speech-Language Pathology (ASLP) 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.

**LEARNING OBJECTIVES**

**Goal #1: Students will demonstrate ability to plan and implement an assessment of clients presenting with various communication disorders (as identified in ASHA's "Big 9") and with various severity levels while under the direction of a certified SLP.**

Specific Objectives	Method of Evaluation	Feedback Mechanisms	CAA Standard
Students will learn to: <ul style="list-style-type: none"> <li>◆ Call and schedule the diagnostic sessions</li> <li>◆ Update case history information</li> <li>◆ Plan the diagnostic based on the information presented in the case history, parent interview and home visit (as applicable)</li> <li>◆ Present the plan to the supervisor and incorporate supervisor feedback into the plan</li> <li>◆ Conduct a parent interview</li> <li>◆ Read test manuals and practice test administration</li> <li>◆ Administer both formal and informal measures</li> <li>◆ Score and interpret assessment results accurately</li> <li>◆ Make appropriate diagnosis, recommendations</li> <li>◆ Consult with parent and give appropriate feedback</li> <li>◆ Create a new file and file all testing and report information pertinent to the case</li> </ul>	<ul style="list-style-type: none"> <li>◆ Supervisor rating (S)</li> <li>◆ Written and verbal feedback for each session supervised (F)</li> <li>◆ Final Evaluation (S)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Supervisor ratings</li> <li>◆ Written feedback</li> <li>◆ Verbal feedback</li> </ul>	IV-C IV-D IV-E IV-G Intervention d, f Evaluation a-g Interaction a-d CF1, 2,3,4

**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 "Big 9") and with various severity levels while under the direction of a certified SLP.**

Specific Objectives	Method of Evaluation	Feedback Mechanisms	CAA Standard
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Students will learn to: <ul style="list-style-type: none"> <li>◆ Treat specific disorders</li> <li>◆ Schedule clients</li> <li>◆ Prepare and meet with clinical educators to discuss client need, treatment plans, etc.</li> <li>◆ Demonstrate independence by planning sessions, then asking for supervisor input</li> <li>◆ Collect baseline and follow-up data</li> <li>◆ Collect on-line data</li> <li>◆ Interpret session data and make clinical decisions based on the data</li> <li>◆ Adjust to the client's severity level (mild, moderate, sever)</li> <li>◆ Adjust to the client's needs during therapy session (make adjustments in therapy materials, goals, criterion, reinforcement, etc. as needed)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Midterm Evaluation (F)</li> <li>◆ Written and verbal feedback for each session supervised (F)</li> <li>◆ Final Evaluation (S)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Supervisor ratings</li> <li>◆ Written feedback</li> <li>◆ Verbal feedback</li> </ul>	IV-C IV-D IV-E IV-G Intervention d, f CF 2,3,4
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**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.**

Specific Objectives	Method of Evaluation	Feedback Mechanisms	CAA Standard
Students will learn to : <ul style="list-style-type: none"> <li>◆ Prepare and present a case presentation using multi media</li> <li>◆ Attend and actively participate in colloquium meetings</li> <li>◆ Set appointments and meet with supervisors regarding client performance</li> <li>◆ Interact appropriately with supervisors, faculty, staff, and other students</li> <li>◆ Interact appropriately with clients and caregivers</li> <li>◆ Plan and implement appropriate prevention activities</li> <li>◆ Demonstrate appropriate sensitivity to multicultural populations when planning and implementing assessment and treatment procedures</li> <li>◆ Attend all clinic assignments and appointments</li> </ul>	<ul style="list-style-type: none"> <li>◆ Midterm Evaluation (F)</li> <li>◆ Written and verbal feedback for each session supervised (F)</li> <li>◆ Final Evaluation (S)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Supervisor ratings</li> <li>◆ Written feedback</li> <li>◆ Verbal feedback</li> </ul>	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.**

Specific Objectives	Method of Evaluation	Feedback Mechanisms	CAA Standard
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Students will learn to : <ul style="list-style-type: none"> <li>◆ Read and understand all the policies and procedures associated with internships</li> <li>◆ Apply to internships</li> <li>◆ Meet with Ms. Robinson to develop a Clinical Training Plan</li> </ul>	<ul style="list-style-type: none"> <li>◆ Quiz (F)</li> <li>◆ Participation in the practical part of the orientation (interview, fashion show) (F)</li> <li>◆ Final Evaluation (S)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Supervisor ratings</li> <li>◆ Written feedback</li> <li>◆ Verbal feedback</li> </ul>	III-G IV-B IV-G Interaction a-d CF 1, 2,3,4
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**Goal #5 Students will demonstrate appropriate clinical writing skills through treatment plan/progress notes, assessment reports and SOAP notes.**

Specific Objectives	Method of Evaluation	Feedback Mechanism	CAA Standard
Students will learn to: <ul style="list-style-type: none"> <li>◆ Turn all paperwork in on time</li> <li>◆ Incorporate supervisor feedback into SOAP notes, treatment plans/progress notes and diagnostic reports</li> <li>◆ Write appropriate treatment goals for both treatment plans and lesson plans</li> <li>◆ Include all appropriate information in treatment plans (additional testing, baseline, semester goals, intervention plan and home program)</li> <li>◆ Include all appropriate information in the progress note (follow-up data, intervention section, recommendations)</li> <li>◆ Include all appropriate information in the diagnostic report (see outline)</li> <li>◆ Adjust to client need as reflected on SOAP notes</li> <li>◆ Record data on SOAP notes that reflect client performance</li> </ul>	<ul style="list-style-type: none"> <li>◆ Rough draft grade sheet (F)</li> <li>◆ SOAP notes turned in (24 hrs.) (F)</li> <li>◆ Final draft grade sheet (S)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Supervisor ratings</li> <li>◆ Written feedback on reports</li> <li>◆ Grade sheets</li> </ul>	IV-B IV-G Evaluation a-g Intervention a-d CF 1,2

**COURSE TOPICS**

Mentoring Internships	
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**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 Winter Semester:

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

**DO NOT SCHEDULE CLIENTS DURING**

Tuesday 11:00-11:50      Devotional  
 Thursday 11:00-12:00      Faculty Meetings  
 Friday after 5 PM      Clinic is closed

Saturdays and Sundays      Clinic is closed  
Do not schedule during any of your classes.

### **RE-SCHEDULING AND CANCELLING CLIENTS**

If you need to re-schedule a client or cancel a client 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 ease the posting process.

### **GRADING**

Spring term is so short that students will only do final evaluations using the Competency Checklist and the Evaluation of Clinical Performance Forms.

Clinical educators will assign 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. 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 final evaluations.

Student's final grades are based on the following pieces of information:

1. Final rating for each client.
2. Student participation in class/colloquium
3. Student's willingness to serve as a mentor if applicable

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 20% of the final grade and the other two cases might be adjusted to 27% or 28 % 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 can not count towards ASHA hours.

### **WRITING ASSIGNMENTS**

Students will be required to write one progress addendum per client or one report per client depending on the needs of the client.

### **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. Students are required to notify the instructor of the disability prior to deadlines, test dates or any other class requirement where accommodations need to be arranged. For the purposes of this class, ASLP 685R, students must notify Ms. Robinson in writing during the first week of class if they are registered with SSD or if they have a disability that will require accommodations. 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

### **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 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847

### **HONOR CODE STANDARDS**

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.

### **IMPORTANT DATES**

April 28	Class begins
May 4 (Monday)	Clinic begins-with approval from supervisors you may begin sooner if you and the client wish
May 25 (Monday)	Memorial Day, No class or clinic
June 10 (Wednesday)	Last day of clinic, all reports due today
Week of June 8-14	Final evaluations
June 15 (Monday)	Last day of class, all reports finalized today

### **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)**

**Please refer to your Winter 09 syllabus  
for grade forms and remediation plan  
information.**

**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 COMD 680R or COMD 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.

Students may not make direct requests for time off from an internship to an internship supervisor without prior approval from the Director of Clinical Services in the Department of Communication Disorders at Brigham Young University. Generally, requests for time off will not be granted for thesis related activities, personal activities, or other non-related internship activities.