

COMD 685R SECTION 001 Winter 2007 SYLLABUS  
Clinical Practicum BYU Speech and Language Clinic

1

T-Th 9:30-10:45 Room 125 TLRB  
Ms. Lee Robinson, MS, CCC-SLP, Clinic Director/Clinical Professor  
Office Phone: 422-7650  
Home Phone: 434-7406  
Cell Phone: 376-3804  
Email: [lee\\_robinson@byu.edu](mailto:lee_robinson@byu.edu)  
Office Hours: Friday 10-12Noon or by appointment  
Schedule: M-F 8AM-5PM

Ann Dorais, MA, CCC-SLP, Clinical Educator/Supervisor  
Office Phone: 422-5993  
Home Phone: 796-7518  
Cell: 372-4383  
Email: [adora156@yahoo.com](mailto:adora156@yahoo.com)  
Office Hours: by appointment  
Schedule: MF 8-5

Helen Flom, MS, CCC-SLP, Clinical Educator/Supervisor  
BYU Office Phone: 422-5021  
Home Phone: 763-7852  
Email: [flom144@alpine.k12.ut.us](mailto:flom144@alpine.k12.ut.us)  
Office Hours: by appointment  
Schedule: Monday 10-6, Tuesday 11-7

Carol Moody, MS, CCC-SLP, Clinical Educator/Supervisor  
BYU Office Phone: 422-6462  
Cell Phone: 367-8228  
Home: 225-2445  
Email: [carol.moody@byu.edu](mailto:carol.moody@byu.edu)  
Office Hours: by appointment  
Schedule: Wednesday, Thursday, Friday (Hours flexible based on client/clinician need)

Suzanne Sawyer, MS, CCC-SLP, Clinical Educator/Supervisor  
BYU Office Phone: 422-  
Cell Phone:  
Home: 356-9388  
Email: [suzannesawyer@gmail.com](mailto:suzannesawyer@gmail.com)  
Office Hours: by appointment  
Schedule: Tuesday, Wednesday, Thursday 3-6, Friday by appointment

Nancy Blair, Audiology Clinic Director  
Office Phone: 422-7747  
Cell Phone: 592-5700  
Email: [Nancy\\_Blair@byu.edu](mailto:Nancy_Blair@byu.edu)  
Office Hours: by appointment  
Schedule: M-F 8AM-5PM

Anne Hasting, Clinic TA  
 Office Phone: 422-2870  
 Cell Phone:  
 Email: [anniecookie@mac.com](mailto:anniecookie@mac.com)

**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
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>◆ 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

**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> </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
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

**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**

Diagnostics Case presentations CFY and CCC Continuing Education requirements	Internship Orientation HIPPA Interview skills/dress and grooming CPR training (info on how to obtain it)
---	---

**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
Monday after 6PM	FHE
Friday after 5 PM	Clinic is closed
Saturdays and Sundays	Clinic is closed
T/Th 9:30-10:45 AM	Colloquium

**GRADING**

Students will be assessed at midterm and final using the Competency Checklist and the Evaluation of Clinical Performance Forms. 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. 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. 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 pieces of information:

1. Final rating for each client (approximately 25% of your grade per client)
2. Diagnostic rating for each client (approximately 15% of the grade)
3. Portfolios, presentations and other clinical assignments, participation in class (approximately 10% of the grade)

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.

### **MITERM AND FINAL EVALUATIONS**

What to bring to the interview:

1. file to show that you are filing lesson plan/SOAP notes
2. Your self evaluation from the portfolio

### **COUNTING HOURS**

The "Big Nine" defined:

1. Articulation
2. Fluency
3. Voice and resonance, including respiration and phonation
4. Receptive and expressive language (phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities
5. Hearing, including the impact on speech and language
6. Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacila myofunction)
7. Cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning)
8. Social aspects of communication (challenging behavior, ineffective social skills, lack of communication opportunities)
9. Communication modalities (including oral, manual, augmentative and alternative communication techniques, and assistive technologies)

Prevention defined: clinical activities that inform the public how to prevent disorder or limit the severity of the disorder. Examples include screening procedures, educational in-services, preparing and distributing client and parent education materials that are printed.  
DX or Assessment defined: Assessing a client using a variety of tools or procedures (ex. Standardized tests, language/speech samples, bedside swallow evaluations, screening procedures, collecting baseline data, etc.)

TX or Intervention defined: Providing a prescribed, evidence based treatment to any client who qualifies for services (ex. LSVT, language therapy, articulation therapy, phonological process therapy, stuttering intervention, swallowing therapy, etc.)

### **DIAGNOSTICS**

Each student will be assigned a diagnostic case. Students will plan and carry out the diagnostic individually. Students will be graded on the diagnostic. Clinical educators will assign a final rating using the same scale on the Evaluation of Clinical Performance form. Supervisors will judge students based on their ability to demonstrate knowledge and skills as outlined in goals 3, 4, and 5 of this syllabus.

### **WRITING ASSIGNMENTS**

#### **TREATMENTPLAN/PROGRESS NOTE/DIAGNOSTIC REPORT**

Students will be required to write one treatment plan/progress note or diagnostic report for each client. Writing assignments have specific due dates. The due dates can be extended IF students negotiate with clinical educators BEFORE the due date printed on this syllabus. The most common and most appropriate reasons for an extension would be if students had a difficult time scheduling a client, hence you have only met with the client once or twice before the due date. Once a report is turned in clinical educators will

read, edit and grade the report. They will then turn the report back to students to make changes. Clinical educator may have students rewrite parts of the treatment plan/progress note or diagnostic report several times before finalizing the report. Please do not ask clinical educators to pre-read and pre-edit reports. Do not print reports on letterhead until you receive the okay from your clinical educators.

### LESSON PLANS/SOAP NOTES

Lesson plans should be typed. SOAP notes may be typed or handwritten. Use black or blue ink. Sign SOAP notes using black or blue ink. SOAP notes must be completed within 24 hours of completing a therapy session (weekends are no exception!). Turn all SOAP notes into the respective clinical educator's box. If the clinical educator edits a SOAP note do not re-write the note. Incorporate the edit into future SOAP notes.

Lesson plans should be submitted to the clinical educator either via email or printed and given to the clinical educator prior to the session. Clinicians are required to give a copy of the lesson plan to parents or caregivers who wish to observe the session. Parents/caregivers are welcome to take copies of lesson plans home if they choose.

### **PORTFOLIOS**

**DO NOT REPLACE LAST SEMESTER'S WORK!!** Portfolios are a representation of your clinical progress from day one to the last internship.

In a three ring binder with dividers please have the following (I will need to edit your work so please do not put your work in clear plastic sheets):

**Resume:** rough draft and final draft after I have okayed it for printing on bonded paper

**Cover letter:** rough and final draft, addressed to the first internship, printed on letterhead

**Copies of letters of recommendation:** Winter semester only, final only

**Copies of lesson plans/SOAP:** 1 sample from each client, not every SOAP note for each client (no identifying information)

**Written self-evaluation:** no more than one page, for both midterm and final

**Photocopies of clinical hours:** for backup information

**Feedback from your case presentations:** Final only

**Two therapy activities to share:** on disk or emailed to Ms. Robinson, and a hard copy, Midterm only, name the file so that people will know what the therapy activities address

**Progress Note:** Final only, no identifying information, only one report is needed

**ADD ONE SECTION TITLED:** Internship Orientation

### **CASE PRESENTATIONS**

During the semester students will be assigned to give a case presentation in colloquium. Students will have 30 minutes to present. Students may choose between clients which case to present. Students should use video and or audio recordings of sessions to show the class the client. Case presentation should outline the client's history, assessment, current goals, activities addressing his/her goals, level of progress and any additional information. Start planning for the case presentation now by collecting video clips, etc. Many students use power point to present their cases. Students are welcome to use any media available in room 125 TLRB. This semester case presentations will be peer reviewed. Attendance is required. See the rating scale for details. **Students are**

**required to send an electronic copy of their presentation to Ms. Robinson. Failure to do so will result in lowering of the class grade. Students are also required to have a handout of the case presentation for their fellow students.**

### **CLASS PROJECTS**

Give a gift to the clinic. As a class decide what the BYU Speech and Language Clinic needs and figure out a way to provide it for the clinic. Decide as a class. The class will have fall and winter semester to work on this but don't put this assignment off. Example of a class project: Last year's clinicians collected storybooks. I am willing to provide class time and a budget to help you with the project.

### **OTHER ASSIGNMENTS**

As the semester progresses additional readings, tasks, presentations, etc. will be assigned to students as needed. Students are expected to follow-through on all assignments given by any and all clinical educators.

### **REMEDIATION PLAN**

Occasionally students struggle to master clinical skills and need additional tutoring, practice, readings, demonstrations, etc. in order to achieve competence in certain clinical areas. If the student is judged by the clinical educator to be at risk for failing a clinical placement a remediation plan will be developed by the student and the clinical educator.

If a Remediation plan is considered,

- the clinical educator will meet with the student to discuss the concern and plan how to resolve it.
- If necessary, other faculty members will observe the clinician in a session (live or on video) and provide feedback focusing on the stated concern.
- The clinical educator then will meet with the student (and with the observers if desired) to go over the feedback and design a plan of action. Specific performance criteria may be set as needed.
- When these criteria are set, the student will be informed as to the current grade and what consequences will result if the student fails to meet the performance criteria.
- The student and the clinical educator then sign the Remediation Plan to indicate their agreement with the plan of action.

The student and the clinical educator should discuss periodically the student's progress toward meeting the goals of the Remediation Plan so that modifications can be made as appropriate. When specific performance criteria are achieved, the clinical educator and one of the observers should initial their agreement. At the end of the semester/term, the clinical educator should complete the Evaluation of Plan section to indicate the effectiveness of the plan and if any further action will be necessary.

### **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



COMD 685R SECTION 001 Winter 2007 SYLLABUS  
Clinical Practicum BYU Speech and Language Clinic

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**

Monday January 8	Class begins
Monday January 14	MLK day, No school or clinic
Tuesday January 16	Clinic begins
Tuesday January 23	Class cancelled due to fieldtrips
Week of January 29-February 2	Treatment plans due this week
Monday February 19	President's day, no school or clinic
Tuesday February 20	Monday classes, no class, clinic as usual
February 26-March 2	Midterm evaluations, check your supervisor's schedule for specific days (posted on bulletin board outside 159)
Friday March 2	Portfolios due
Tuesday April 3	All DX reports due today (good first draft) Keep in mind this is the last possible day you can turn in a DX report.
Tuesday April 10	Last day of clinic, DX reports finalized today! First draft of Progress Reports.
Monday April 9-Friday April 20	Final evaluations, check your supervisor's schedule for specific days (posted on bulletin board outside 159)
Tuesday April 17	Last day of class, Progress Reports finalized

**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)**

**Case Presentation Grade Form**

Grader: Ms. Robinson, Clinic Director

Presenter: \_\_\_\_\_ Case Type: \_\_\_\_\_

Rate each category on a scale from 1-10, 1 being the lowest score, 10 being the highest.

- |  | Comments |
|--|----------|
| 1. Personal Appearance _____   |          |
| i. Dressed appropriately   |          |
| ii. Appears calm, confident  |          |
| 2. Speaking/Diction/Gestures _____   |          |
| i. Answers questions appropriately   |          |
| ii. Uses appropriate vocabulary  |          |
| iii. Avoids filler words such as um, like, ya know                             |          |
| iv. Avoids using distracting gestures  |          |
| 3. Presentation Organization _____   |          |
| i. Content presented clearly   |          |
| ii. Covers history, baseline, goals, treatment, rationale, follow-up, examples |          |
| 4. Media _____   |          |
| i. Appropriate video/audio tape  |          |
| ii. Knows how to use the computer/t.v./vcr/etc.                                |          |
| 5. Presentation Style _____  |          |
| i. Appropriate choice of presentation method (power point, overheads, etc.)    |          |
| ii. Appropriate use of handouts, if applicable                                 |          |

Comments:

Brigham Young University  
Comprehensive Clinic  
Speech-Language Clinic

Student Remediation Plan

Student \_\_\_\_\_ Clinical Educator \_\_\_\_\_ Term \_\_\_\_\_

Description of Concern:

\_\_\_\_\_  
\_\_\_\_\_

Observer 1: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Observer 2: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Suggested Plan of Action:

\_\_\_\_\_  
\_\_\_\_\_

Problem Resolution:

<u>Performance Objective</u>	<u>Target Date</u>	<u>Achieved</u>
------------------------------	--------------------	-----------------

_____	_____	_____
-------	-------	-------

(Init. Sup.)		
--------------	--	--

_____	_____	_____
-------	-------	-------

(Init. Obs.)		
--------------	--	--

<u>Performance Objective</u>	<u>Target Date</u>	<u>Achieved</u>
------------------------------	--------------------	-----------------

_____	_____	_____
-------	-------	-------

(Init. Sup.)		
--------------	--	--

_____	_____	_____
-------	-------	-------

(Init. Obs.)		
--------------	--	--

Consequence if not resolved: \_\_\_\_\_ Current Grade: \_\_\_\_\_

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Supervisor Signature

\_\_\_\_\_  
Date

Evaluation of Plan:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Supervisor Signature      Date

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:**

Treatment Plan Grade Form

Clinician \_\_\_\_\_ Client \_\_\_\_\_ Semester \_\_\_\_\_  
Clinical Educator Lee Robinson

Treatment Plan

Comments

**Form**

Punctuality 5 4 3 2 1

Language Style 10 9 8 7 6 5 4 3 2 1

Organization 5 4 3 2 1

Demographic Information 5 4 3 2 1

Grammar/Technical Merit 5 4 3 2 1

**Content**

Description of Problem/Reason for Referral 5 4 3 2 1

History 10 9 8 7 6 5 4 3 2 1

Current Assessment 5 4 3 2 1

Treatment Goals 10 9 8 7 6 5 4 3 2 1

Intervention Program 10 9 8 7 6 5 4 3 2 1

Total \_\_\_\_\_ /70=

Progress Report

Comments

**Form**

Punctuality 5 4 3 2 1

Language Style 5 4 3 2 1

Grammar/Technical Merit 5 4 3 2 1

**Content**

Summary of Treatment 10 9 8 7 6 5 4 3 2 1

Treatment Goals 10 9 8 7 6 5 4 3 2 1

Intervention Program 10 9 8 7 6 5 4 3 2 1

Recommendations 5 4 3 2 1

Total \_\_\_\_\_ /50=

Diagnostic Report Grade Form

Student: \_\_\_\_\_ Semester: \_\_\_\_\_ Clinical Educator: Lee Robinson

Student: \_\_\_\_\_

Student: \_\_\_\_\_

**Format and overall performance**

**Comments**

Punctuality 5 4 3 2 1

Major headings included as appropriate 5 4 3 2 1

Signatures 5 4 3 2 1

Organization 5 4 3 2 1

Demographic information 5 4 3 2 1

**Content**

**History**

Comprehensive and complete 5 4 3 2 1

Covers all important areas 5 4 3 2 1

Language style concise and clear 5 4 3 2 1

**General Observations 5 4 3 2 1**

**Clinical Findings**

Objective (just the facts) 5 4 3 2 1

Reports all test findings 5 4 3 2 1

Tables clearly labeled and explained 5 4 3 2 1

**Discussion**

Organized clearly 5 4 3 2 1

Appropriate interpretation of assessment results 5 4 3 2 1

Complete discussion of results 5 4 3 2 1

Concluding paragraph as a summary statement 5 4 3 2 1

**Recommendations**

Appropriate 5 4 3 2 1

Written clearly 5 4 3 2 1

Specific 5 4 3 2 1

Total \_\_\_\_\_ /95= \_\_\_\_\_



**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 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.