

## Instructor/TA Info

### Instructor Information

**Name:** Terisa Gabrielsen

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## Course Information

### Description

This is a practicum course designed to provide you with hands-on experience in an interdisciplinary clinical setting. You will be directly supervised by Dr. Gabrielsen and will also attend group supervision once per week. You will be assigned to a client or individual who has contacted the BYU Speech Clinic for an evaluation. Cases are assigned because the intake form suggests the need for a psychoeducational evaluation in addition to or in advance of acceptance into the BYU Speech Clinic for treatment.

### Prerequisites

You must have completed CPSE 647, Psychometrics and Intelligence with a satisfactory grade (B or better) to take this course and complete a case.

### Materials

No materials

### Learning Outcomes

#### Assessment

Students will demonstrate the ability to conceptualize, plan, and complete an interdisciplinary psycho-educational assessment process from intake through delivery of feedback and comprehensive report.

#### Consultation

Students will demonstrate consultation skills with colleagues and parents of child and adolescent clients (or adult clients).

### 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%
T	0%

## Grading Policy

Grades are assigned for satisfactorily completing expected elements of the practicum case as follows:

Intake interview with parent or client

Case conferences with Dr. Gabrielsen (3)

Attendance in group supervision (once per week)

Assessment session with the client

Scoring of all assessment measures

Case conferences with ComD students and/or supervisors (3)

Interpretation of results and recommendations for intervention in a comprehensive written report (usually 3 drafts to pass)

Feedback session with supervisors and client (or parents)

Delivery of written report to the client by mail (hard copy) and electronically (with confidentiality safeguards in place)

Optional: depending on the case, you may have the opportunity to observe the client at school, work, or home

Grading is based on a mastery model, you will not receive a grade until you have demonstrated mastery of the task.

## Attendance Policy

Attendance is expected at all group supervision meetings, all meetings with the client and the client's family, and case conferences. Each of these meetings is schedule with your input, so attendance is absolutely mandatory.

## Classroom Procedures

You will wear your BYU photo ID on a lanyard at all times when you are working with children in the BYU Speech Clinic.

You will dress professionally, comfortably, and modestly when you are working in the clinic. Many clients are very young children, so dress professionally (dress pants and nice shirt or top) but in clothing that will allow you to move comfortably with the child, often on the floor.

You will treat all BYU Speech Clinic employees, students, and supervisors with respect and deference, as we are operating within their space and their rules. Be an excellent guest, returning everything to the condition you found it, asking permission before using anything, and making sure that you are not asking to schedule a room when a BYU Speech Clinician needs it. Your BYU Speech Clinician counterpart works very, very hard (longer hours than you do) and he or she deserves your utmost respect as a professional colleague.

Do not ever discuss your case outside of the clinic or supervision. Even if you happen to know the family, you cannot talk to them about the case outside of the clinic (with the exception of phone calls directly to the family for intake and other assessments).

You must meet deadlines on time to get any credit for the course. Timeliness is a professional quality that you will develop and show during this practicum.

You will be writing a letter of recommendation for your BYU Speech Clinician colleague, and they will be writing one for you. These letters go in their/your graduate files as a reflection of your professionalism and ability to work well with colleagues in a clinical setting.

## Teaching Philosophy

This course is a culmination of your previous introductory course to assessment. You will learn by doing, which means you need to ask questions when you don't know how to do something. It is better to ask than to not do something that is expected because you didn't know how to do it. I check on your understanding and preparation often, but it is solely your responsibility to be prepared for your client each time you meet them.

## Reporting Suspected Child Abuse

Reporting Suspected Child Abuse and Neglect

**Child Abuse/Neglect Hotline 1-855-323-3237 (DCFS)**

**Toll free number in Utah: 1-800-678-9399**

**Based on current Utah law, all individuals—including school employees—who know**

or reasonably believe or suspect that a child has been neglected, or physically or sexually abused, must immediately notify the nearest police officer, law enforcement agency, or Department of Child and Family Protective Services (DCFS). Reporting suspected abuse/neglect to a principal, supervisor, school nurse or school psychologist does not satisfy the school employee's personal duty to report to law enforcement or DCFS.

All reports to the Utah Division of Child and Family Services remain strictly confidential. Any person making a report in good faith is immune from liability. Once a report is received, the case is assigned a priority depending on the seriousness of the abuse and the danger to the child.

It is not the responsibility of those reporting suspected abuse to personally investigate or prove abuse/neglect. It is not the responsibility of the person who is reporting the suspected abuse/neglect to determine whether the child is in need of protection. Investigations are the responsibility of the DCFS and local police.

During an investigation, school personnel must allow appropriate access to student records; must not make contact with parents/legal guardians of children being questioned by DCFS or local law enforcement; must cooperate with ongoing investigations; and must maintain appropriate confidentiality.

Failure to report suspected child abuse constitutes a class "B" misdemeanor and is punishable by up to six months in jail and/or a \$1,000 fine. For more specific information, refer to the following Internet link which offers a two-page handout for Utah educators. This information lists indicators of abuse.

[http://www.preventchildabuseutah.org/cmsdocuments/ReportingAbuse\\_Educators.pdf](http://www.preventchildabuseutah.org/cmsdocuments/ReportingAbuse_Educators.pdf) ([http://www.preventchildabuseutah.org/cmsdocuments/ReportingAbuse\\_Educators.pdf](http://www.preventchildabuseutah.org/cmsdocuments/ReportingAbuse_Educators.pdf))

## Assignments

### Assignment Descriptions

#### Orientation to Taylor Building

May  
02

Due: Monday, May 02 at 11:59 pm

#### Schedule Testing Appt

May  
09

Due: Monday, May 09 at 11:59 pm

#### Contact Families for Intake

May  
09

Due: Monday, May 09 at 11:59 pm

#### Meet with ComD Counterpart Pre-Case

**May****16****First Draft of Report****May****31**

Due: Tuesday, May 31 at 11:59 pm

**Self evaluation of testing session****Jun****01**

Due: Wednesday, Jun 01 at 11:59 pm

**Second draft of report****Jun****06**

Due: Monday, Jun 06 at 11:59 pm

**Meet with ComD Counterpart Post-Case****Jun****06**

Due: Monday, Jun 06 at 11:59 pm

**Final draft of report****Jun****13**

Due: Monday, Jun 13 at 11:59 pm

**Report Turned in on Time****Jun****13**

Due: Monday, Jun 13 at 11:59 pm

**Self-evaluation of feedback session****Jun****13**

Due: Monday, Jun 13 at 11:59 pm

**Log Hours****Jun****13**

Due: Monday, Jun 13 at 11:59 pm

Log your hours in Time to Track, including ALL attempts to contact families and ComD counterparts. This is ongoing and will be graded at the end of the semester. You will be expected to have logged a minimum of 15 hours, including at least 2 face to face hours (usually more) and a complete log of all contacts.

**Schedule Feedback Appt.****Jun****13**

Due: Monday, Jun 13 at 11:59 pm

13

Due: Monday, Jun 13 at 11:59 pm

## Letter of Recommendation for ComD colleague

Jun  
13

Due: Monday, Jun 13 at 11:59 pm

## 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

Brigham Young University prohibits all forms of sexual harassment—including sexual assault, dating violence, domestic violence, and stalking on the basis of sex—by its personnel and students and in all its education programs or activities. University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way and encourages reports by students who experience or become aware of sexual harassment. Incidents should be reported to the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or (801) 422-8692 or 1085 WSC. Reports may also be submitted online at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day). BYU offers a number of resources and services for those affected by sexual harassment, including the university's confidential Sexual Assault Survivor Advocate. Additional information about sexual harassment, the university's Sexual Harassment Policy, reporting requirements, and resources can be found in the University Catalog, by visiting <http://titleix.byu.edu> (<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. A disability is a physical or mental impairment that substantially limits one or more major life activities. Whether an impairment is substantially limiting depends on its nature and severity, its duration or expected duration, and its permanent or expected permanent or long-term impact. Examples include vision or hearing impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). If you have a disability which impairs your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against on the basis of disability, please contact the Equal Opportunity Office at 801-422-5895, [eo\\_manager@byu.edu](mailto:eo_manager@byu.edu), or visit <https://hrs.byu.edu/equal-opportunity> (<https://hrs.byu.edu/equal-opportunity>) for help.

### 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

## **Covid 19 Statement**

While COVID 19 conditions persist and until further notice, students and faculty are required to wear face coverings at all times during class; faculty are not at liberty to waive this expectation.

Students who feel sick, including exhibiting symptoms commonly associated with COVID 19 (fever; cough; shortness of breath/difficulty breathing; chills; muscle pain; sore throat; new loss of taste or smell; etc.) should not attend class and should work with their instructor to develop a study plan for the duration of the illness.

## **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

## **Tracking Hours**

Please track your hours -- hours spent face-to-face, hours in assessment, hours report writing, hours in consultation and supervision, etc. There is a spreadsheet for you to use. These hours can go toward your overall practicum hours total, but because they are based in a clinic, they do not count toward your hours required within a school.

## **Child Abuse Reporting**

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As a program, we expect our school psychology students to follow these guidelines. As challenging situations arise, seek support and guidance from field-based supervisors and department faculty. School psychology

**students are required to keep current with state law and when working outside of Utah, to be familiar with that specific state's law.**

### **Belonging**

In the CPSE Department, we value and respect every person and seek to promote multicultural competence. Consequently, we need to take steps to listen to, learn from, and respect one another, such as proactively considering others' views and persisting to find common ground and mutually beneficial solutions when differences inevitably occur. Awareness of "the gift of personal dignity for every child of God"(i) includes seeing both similarities and differences without simplification, overgeneralization, or minimization of historical and ongoing oppression – with an explicit intent to “eliminate any prejudice, including racism, sexism, and nationalism(ii)...regardless of age, personal circumstances, gender, sexual orientation, or other unique challenges.”(iii) Our aim of interpersonal unity and collective wellbeing requires welcoming diverse perspectives and experiences as we “work tirelessly to build bridges of understanding.”(iv) Achieving the ultimate unity we seek, a Zion community, entails genuine efforts to maintain mutual trust, fostered by principles of equity, charity, collaboration, and inclusiveness. If you witness actions or intentions counter to these objectives, we request that you please kindly share your perspectives with those involved rather than remain silent, and if we faculty are part of the problem, we invite you to speak with us, the department chair, or college dean. When you witness actions supportive of inclusion or indicative of multicultural competence, please also share those positive observations to foster a synergistic climate in our class and program.

i Elder Jeffrey R. Holland, “A Perfect Brightness of Hope”, April, 2020

ii Elder M. Russell Ballard, “The Trek Continues”, October, 2017

iii President Russell M. Nelson, “The Love and Laws of God”, September, 2019

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### **Schedule**

Date	Column 1	TERISA availability for cases
Week 1		



W Apr 27 Wednesday	Meet in MCKB 343 for orientation to the course 3-4 p prior to your other classes. In person or by Kubi/Zoom.	<p>Please do NOT schedule for assessments on the following days/times. Please confirm your scheduled assessment time with me as my schedule changes A LOT during the week.</p> <p>DNS Tuesdays 4-7 (every other week, so I may have 1/2 of these open)</p> <p>DNS Thursdays 10-12 (faculty meeting)</p> <p>All other times I can probably make work, including evenings (tricky, given your schedules, I know). The clinic is usually open on Saturdays (i will check), and I am willing to come down on those days. I can typically run multiple cases at the same time/day if the client does not need behavioral support.</p>
Week 2		
M May 02 Monday	<p>Ms. Robinson and I are meeting today to select cases. Once we have permission for you to contact, I will post the cases up on digital dialog so you can choose the case you want. First Come First Served. If you are the last one to choose, you will still get a really good case. All cases that we choose are good ones!</p> <p>Tour of the Comprehensive Clinic -- Meet in the Taylor Building at 3 pm so make it to your 4 pm class in time!</p> <p>Meet in the Downstairs lobby (west entrance). The lower floor is all Communication Disorders, and that is the clinic we are working in, NOT the psychology clinic upstairs. See you then. Please call or text if you have trouble making it in on time, we need to start right at 3 -- 801-694-8282.</p>	
Week 3		
M May 09 Monday	Group supervision 3 pm for 1 hour Rm 341 MCKB	If you can avoid it, I am attending INSAR (virtually) May 12-14, but I will have access to the recordings for an additional month, so can make those days/times work if needed.
Week 4		

Week 4		
M May 16 Monday	Group supervision 3 pm for 1 hour Rm 341 MCKB	I am registered for an Ethics and Suicide Prevention Cont. Ed. workshop all day Friday May 20, please do not schedule.
Week 5		
M May 23 Monday	Group supervision 3 pm for 1 hour Rm 341 MCKB	
Week 6		
M May 30 Monday	<b>Memorial Day</b>	
T May 31 Tuesday		
W Jun 01 Wednesday	Group supervision 3 pm for 1 hour Rm 343 MCKB	We have a McKay School Event all day Friday June 3. If needed, I can do a first thing in the morning assessment or feedback or an afternoon assessment or feedback.
Week 7		
M Jun 06 Monday	Group supervision 3 pm for 1 hour Rm 341 MCKB	
Week 8		
M Jun 13 Monday	Group supervision 3 pm for 1 hour Rm 341 MCKB	